



Master Plan for Services for English Learners and Standard English Learners

2021-2022

South Whittier School District
Master Plan for English Learners and Standard English Learners

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Introduction

South Whittier School District (SWSD) is made up of seven schools that together serves 2,508 students. Although one of the smaller districts in the Whittier area with 38% of the 2,508 students identified as English Learners(EL) our district has the highest percentage of English Learners in the Whittier area. Spanish is the primary language of our English Learners.

The success of EL's and former EL students who have reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for the District. SWSD is committed to providing the highest quality educational programs and services that are soundly based on current research evidence.

The U.S. Department of Education (ED), U.S. Department of Justice (DOJ) and the Office of Civil Rights (OCR) remind states, school districts and schools of their obligations under federal law to ensure that English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential. Collaboratively, they created the following resources which have been used extensively as guides in the creation of South Whittier Schools' English Learner Master Plan:

English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs), the Newcomer Toolkit, California English Learner Roadmap Policy and the Dear Colleague Letter.

SWSD recognizes that ELs have a double curricular load-they shall become proficient in academic English, and they shall master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs shall receive excellent first teaching in the core content and shall be provided services above core instruction to ensure that their linguistic and academic needs are met.

We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.”

The purpose of this plan is to provide a framework of instruction for English Learners and to acquaint their teachers, administrators, and parents with federal, state, and district policies as well as programs, resources, and staff/parent development opportunities. SWSD personnel at the district and school level: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures specified in the English Learner Master Plan. With this in mind, the following goals have been established:

- Develop English proficiency as quickly and efficiently as possible
- Provide English Learners with a smooth transition into the core (a-g graduation requirements at the secondary level), standards-based curriculum, and ensure academic success by continuing to develop academic English
- Provide equal access to the core standards-based curriculum
- Develop a positive self-concept among English Learners
- Establish standards-based instruction and evaluation procedures by aligning district programs with the California English Language Development Standards
- Provide staff and parents with a comprehensive overview of instructional practices and program options for English Learners
- Achieve standardization of instructional programs for English Learners district-wide
- Provide staff and parents with standards-based professional development opportunities
- Provide district personnel and parents with an accessible and usable English Learner Master Plan

- Develop awareness of student biculturalism, bilingualism, and biliteracy through the Dual Immersion (DI) program

Guiding Principles

The following guiding principles describe SWSD’s beliefs and philosophies for educating English Language Learners:

- We believe that English Learner Students shall be provided equal access to all Common Core courses and all programs, without exception. Therefore, we will provide systems and structures to ensure students are making adequate academic and linguistic growth to be college and career ready.
- We believe English Learner Students shall be held to the same rigorous expectations of learning established for all students. Therefore, we will provide challenging, culturally relevant academic content to meet performance standards in all content areas, with support as needed.
- We believe the academic success of ELs is a responsibility shared by all educators, the family, and the community. Therefore, we will hire and retain personnel who are culturally proficient, knowledgeable about second language acquisition, and willing to continuously learn to improve the outcomes for ELs.
- We believe in social-emotional wellness. Therefore, we will foster relationships with ELs and their families based on respect, kindness, empathy, and inclusivity.

This EL Master Plan is designed to put into practice the idea that language learning and content learning are most powerful when they happen together, which is at the heart of the 2012 California ELD Standards and 2014 California ELA/ELD Framework.

This document makes clear our critical legal obligations to ELs, but we also recognize that SWSD educators are less interested in mere compliance with the law than in doing whatever is necessary to remove all obstacles and ensure our ELs are college and career ready. And this task could not be more urgent when ELs are the lowest performing of any student group in the district while making up more than 38% of our student population.

Essential Practices for EL Achievement

The Essential Practices for EL Achievement organize and focus our support of ELs in SWSD, and they are woven throughout this plan. The practices are guided and informed by the research-based Six Key Principles for EL Instruction from Understanding Language at Stanford University. If we work collectively and relentlessly to enact these practices, then ELs in SWSD will graduate college and career ready. We summarize the Essential Practices below:

1. **Access and Rigor:** Ensure all ELs have full access to and engagement in the academic demands of the California Standards, Next Generation Science Standards, and California’s 2012 English Language Development Standards.
2. **Designated and Integrated ELD:** Ensure ELs receive daily Designated ELD an Integrated ELD in every content area.
3. **Data-Driven Decisions:** Make programmatic, placement, and instructional decisions for ELs that are grounded in a regular analysis of evidence.
4. **Asset-Based Approach:** Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.
5. **Whole Child:** Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELs’ ability to thrive in school.

Chapter 1

Initial Identification, Assessment, Parent Notification, Program Placement and Transfer Students

Chapter Overview

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for South Whittier School District is standardized for consistency and equity throughout the District. This is responsive to the educational needs of EL students and the preferences of parents and guardians.

The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

In August, all students will receive a copy of the Annual Notification which includes an explanation of the Uniform Complaint Procedures to ensure that all parents understand how to address any potential concerns with staff. A copy could also be found on our district website www.swhittier.net.

Initial Identification

Enrollment Process

The enrollment process begins when a parent begins the enrollment process online, if parents need assistance they may enroll at one of the school sites. The main office of each school is designed to be a warm and welcoming place for parents and students. Each school office should have a staff member available to provide consistent information about the instructional program options offered to students. Our goal is to provide information in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. During the COVID 19 dismissal and distance learning program, appointments could be made to meet with a secretary or school liaison by appointment.

Home Language Survey

During the enrollment, parents will fill out a Home Language Survey (HLS) section on the District's Student Registration Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Parents receive as part of their annual notifications an explanation regarding the HLS purposes and uses. This information is also included in the online registration documents. Depending on response on the HLS, students may be given an assessment to measure their English language proficiency level. It is important to convey to parents that the HLS is not used to determine a student's language classification and/or immigration status.

The survey is completed by the parent or guardian at the time of the student's initial enrollment in the District. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record (CUM).

The HLS consists of the following questions:

1. Which language did your child learn when he/she first began to talk?
2. What language does your child most frequently use at home?

3. What language do you (the parent or guardian) use when speaking to speak with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

The questions in the HLS are used to determine a student’s home language status as follows:

English Only (EO)

The student is classified as “English Only” if the answers to the three questions on the HLS are “English” and the student’s cum and CALPADS documentation supports this.

English Learner (EL)

A student *may possibly* be classified as “English Learner” if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language.

The student’s English proficiency shall be assessed to measure his/her current performance level in English and to identify the student’s language acquisition status.

The following additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment:

- Parent/Guardian requires an interpreter to communicate in English.
- Parent/Guardian speaks to their student in a language other than English.
- The HLS is completed in a language other than English (including spelling the word “English” in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English.
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.

If there is evidence of significant non-English exposure, then the student shall be administered the state English Language Proficiency Assessment of California (ELPAC). The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of this student. In the 2020-21 school year, teachers will include students who have been identified to take the initial ELPAC in their ELD lessons beginning on the first day of school based, if they show a need based on teacher observation, until the student has been assessed. If the student is identified with an IFEP score, the student will no longer continue in ELD.

When reasonable doubt is established, the school shall annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee shall sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the ELPAC and is identified as an English Learner, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior.

Parents who enroll their students in SWSD shall complete the HLS as part of the enrollment process. The first HLS on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the SIS and CALPADS.

Classification Correction of Errors

A correction process may be requested by a parent/guardian or a certificated employee of the LEA after the administration of the Initial ELPAC, but before the Summative ELPAC. The LEA must collect and review evidence about the student's English language proficiency. Based on this review, a team determines whether the pupil's classification, initial fluent English proficient or English learner should remain unchanged, or be changed in California Longitudinal Pupil Achievement Data System. An administrator notifies the parent/guardian of the result. A student's EL designation may be changed from EL to IFEP based on a review of evidence. Refer to the Correction of Errors form to determine what the evidence will be. HLS may be changed even after administering the ELPAC Initial. Correction may only be done once. Three criteria will be considered for a Correction of Errors.

- If a student is classified as English Only, but the school has an indication that the pupil's primary or native language is not English and the student is unable to perform ordinary classroom work in English
- If an LEA administers an Initial or Summative ELPAC to a student who is not eligible for the assessment
- After the administration of the Initial ELPAC to a student designated as an English Learner, but before the student takes the Summative

English Language Proficiency Assessment

The ELPAC is the required state test for English language proficiency that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test to eligible students in kindergarten (or year one of a two-year kindergarten program (TK) through grade twelve. The ELPAC is aligned with California's 2012 English Language Development Standards and is comprised of two separate assessments:

1. Initial ELPAC - an initial identification of students as English learners
2. Summative ELPAC - an annual summative assessment to measure an English learner's progress in learning English and to identify the student's proficiency level

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level shall be assessed. State and federal law (California Education Code sections 313 and 60810 and federal law Titles I and III of the Every Student Succeeds Act) require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right. Students will be assessed within 30 days of when the student enrolls in a California School for the first time. In addition, parents shall be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Initial Language/Classification Status

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English and determine language classification. It is also used on an annual basis to measure progress in acquiring English. Based on a student's overall performance on the ELPAC, the student may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student.

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment the ELPAC. Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level descriptor on the initial ELPAC is Intermediate English Learner or Novice English Learner.

Initial Fluent English Proficient (IFEP)

The overall performance level descriptor on the initial ELPAC is Initial Fluent English Proficient.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers, often identified as English Only (EO).

Initial ELPAC assessments shall be pre-scored at the school site so that an interim language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

Once a student is identified as an EL, the student shall be annually assessed with the state's Summative English Language Proficiency Assessment (ELPAC) until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

English Learner Students with Individualized Education Programs (IEP)

EL students with disabilities shall be assessed with the initial or summative ELPAC. EL students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team shall document in the student's IEP any accommodations or modifications used, and these shall not deviate from those approved by CDE. All EL students with disabilities will be assessed with the ELPAC annually after they have been identified as EL students.

EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP. An alternate assessment to the ELPAC may be designated by the IEP team for students receiving special education services. At this time, the CDE does not have an approved, recommended alternative assessment to ELPAC for students with moderate to severe disabilities. SWSD utilizes the VCCALPS assessment as an alternative to ELPAC for students functioning at the CAPA level.

Parent Notification of Initial and Annual Assessment Results and Program Placement

Parents of EL students will be notified each year of their student's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement (See Chapter 2)

In addition to the above, parents may also receive information regarding the following:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification or program exit criteria (see Chapter 4)

- Instructional program for EL students with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students and IFEP students are informed of the above information via the District's Initial Parent Notification Letter which includes language assessment results and program placement options. Parents are advised to contact the student's home school if they need additional information.

ELPAC Testing during COVID 19 Dismissal

During the COVID-19 Dismissal at the end of the 2019-2020 school year and at the beginning of the 2020-21 school year, testing deadlines and procedures were adapted to align with the Governor's executive orders. As a result, notification timelines and testing timelines were adjusted accordingly. For students who were unable to take the ELPAC Summative in 2019-2020 and were nearing re-classification, SWSD administered the Make-up Summative ELPAC by October 30 of the 2020-21 school year. Even though school was dismissed during the Initial ELPAC timeline in 2020-21, SWSD assessed students following public health and CDE guidelines utilizing the guidelines for one-on-one testing with a transparent plastic divider with the test examiner entering answers protocol located in the *Suggested Guidelines for Physically Distancing Test Administration* document published by the CDE and were offered the opportunity to test remotely. Letters were placed in a student's cumulative folder, stating if the student was assessed within the 75 days extension for the Initial ELPAC, or if the assessment was delayed due to the pandemic. The deadline for the Summative ELPAC in 2020-21 was extended through July 31, where students were tested in-person or remotely based on the families' preferences. SWSD will continue assess students in the 2021-22 school year under the direction of the Governor and the current health orders provided through Los Angeles County Department of Public Health.

Annual Language Assessment

State and federal guidelines require each EL to be assessed annually (Summative ELPAC) to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. SWSD ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents through the Aeries Parent Portal within 30 days of the start of school and will be communicated in writing using the Annual Parent Notification Letter which includes most recent ELPAC results and program placement options. All attempts are made to provide parents the official ELPAC assessment results in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

In addition to the above, parents shall also receive information regarding:

- English language proficiency level from annual assessment and how it was assessed
- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for EL students with a disability (with an Individualized Education Program (IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students
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Parents of EL students are informed of the above information via the District's Annual Parent Notification Letter which includes the most recent ELPAC results and program placement options. Parents are advised to contact the student's home school if they need additional information.

Parents Rights and Parent Confirmation of Program Placement

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the CUM and the students EL Green Folder.

Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. **School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason. Chapter 3, Providing a Quality Core Program for Opted Out English Learners** provides procedures, timelines, and protocols to guide sites when a parent exercises this right.

Transfer Students

Transfers between South Whittier Schools

Intra-district transfers are initiated by the parent during the District Open Enrollment window. Refer to District policy for further information. The receiving school shall request the student's cumulative record from the previous school. Upon receipt, the site is responsible for reviewing the accuracy of the student's records, including information in the SIS. Our goal is to ensure that the student is properly placed in the appropriate instructional program as specified in the student's cumulative records.

Transfers from Other California Public School Districts

Students transferring into the District from another public school district within California shall present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the District does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the

information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff shall contact the previous district to request the student's information.

Transfers from Out-of-State or from another Country

The initial identification and assessment process is to be used for students entering the District from another state or country.

Students enrolling in the District who were born in another country may have two different enrollment dates:

(1) District enrollment date and (2) U.S. enrollment date.

- District Enrollment Date

The student's first day of attendance is the official enrollment date with the District.

- U.S. Enrollment Date

The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

For example, a student from Mexico enrolled in a Texas public school on February 9, 2010, and moved to California in 2011. On September 20, 2011, the student enrolled in a South Whittier School. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010.

South Whittier Schools' initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records as the date the student first enrolled in a California school or when appropriate, the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

Transfers from Private Schools

The initial identification and assessment process is to be used for students entering the District from a private school. The student's district enrollment date is entered into the SIS as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

The process for initial identification, parent notification, assessment and program placement of English Learners for South Whittier Schools is standardized for consistency and equity throughout the District. This is responsive to the educational needs of ELL students and the preferences of parents and guardians. The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

Chapter 2

Instructional Programs

Chapter Overview

After ELs have been identified using a valid and reliable English Language Proficiency Assessment, SWSD will provide ELs with appropriate language assistance services and programs, commonly known as “EL services and programs.” SWSD will provide English Language Acquisition Programs and Services (ELAPS) for all English learners and if a student requires Special Education Services this would be in addition to the ELAPS. ELs who have been identified to warrant such services will have an ELD goal within their IEP. These will be explained in greater detail in this chapter.

According to the Dear Colleague Letter, from the U.S. Department of Education and the U.S. Department of Civil Rights, EL programs must be designed and reasonably calculated to enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.

SWSD will provide appropriate EL services and programs that meet civil rights requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. SWSD will offer appropriate EL Services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process explained in Chapter 4.

To determine which EL services and programs are best suited for a student identified as an EL, SWSD will consider the student’s (1) English proficiency level, (2) grade level, and (3) educational background, as well as (4) language background for bilingual programs. Other child-centered factors that SWSD will consider including the student’s native language literacy; acculturation into U.S. society; and age he or she entered the United States.

For new arrivals and students with interrupted formal education, SWSD will establish newcomer programs. These programs offer specialized services and classes to help these students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts), and prepare them for the other EL programs offered to other ELs. Newcomer programs are short-term, typically lasting no longer than one year.

2013 California Education Code 313.1. a & b defines a Long-Term English Learner (LTEL) as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state’s annual English language development test the fourth year and score at the below basic or far below basic level on the English language arts standards-based achievement test. SWSD will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

SWSD’ instructional programs for ELs are the core of our mission to ensure ELs are college and career ready. The purpose of our instructional programs is to teach ELs to understand and use academic English proficiently

and effectively while at the same time ensuring they have meaningful access to a high-quality education and the opportunity to achieve their full academic potential. SWSD’s instructional programs for ELs are:

- Clearly defined
- Research based
- Aligned with rigor of Common Core State Standards, Next Generation Science Standards, California ELD Standards and California ELA/ELD Framework
- Driven by the theory of action laid out in the Essential Actions for ELL Success - handout for Principals
- Designed to address the needs of each EL subgroup
- Strongly supported at the site and district office level
- Effectively monitored

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated ELD.
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups.
- Describe Special Education Services for ELs.
- Describe the English Language Acquisition Program and Services (ELAPS) for ELs.

The graphic below summarizes SWSD’s instructional programs for ELs. Notice that English Language Acquisition Program (ELAP) is the base program for all EL programs. The three specialized programs include all the elements of ELAP with specific additions and changes.

English Language Acquisition Program (ELAP)
Base program for all sites and classrooms serving ELs Strengthens grade-level instruction for ELs and ALL students Includes Integrated and Designated ELD All sites and staff have the skills and resources to effectively deliver

Newcomer Support and Programs	Long-Term English Learner Support	Dual Language (DL) Programs
<ul style="list-style-type: none"> ● ELAP plus: ● Intensive support in language & content learning, cultural knowledge building, & social emotional learning ● Includes both universal supports and intensive Newcomer Program versions ● Students in U.S. 2 years or less 	<ul style="list-style-type: none"> ● ELAP plus: ● Targeted support in academic language and literacy ● Students classified as EL’s more than 6 years 	<ul style="list-style-type: none"> ● ELAP plus: ● All students in the program become fully biliterate ● Integrated and Designated Language Development in BOTH English and target language ● Special staffing and training ● Chosen by families of EL, EO, IFEP and RFEP students

Designated and Integrated English Language Development (ELD)

Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all SWSD ELs, schools with ELs shall:

Provide a minimum 30 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes focused language study to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.
- At the middle school level this includes at least one period of Designated ELD per school day as long as the student is an LTEL.
- Is part of a comprehensive Designated ELD Course sequence, that includes intentional language development along with reading instruction.
- Designated ELD will take place in various types of instructional settings including but not limited to Distance Learning and Hybrid Model.

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content-Language Objectives.
- Provides students with appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students’ academic language and literacies specific to each discipline (the language of math, science, history, etc.).
- Intentionally incorporates high-impact language practices into content area instruction and core routines such as Reading and Writing Workshop.
- Integrated ELD will take place in various types of instructional settings including but not limited to Distance Learning and Hybrid Model.

Effective provision of Designated and Integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELs in their classrooms:
 - a. Shall be skilled at providing Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.
 - b. Shall be skilled at providing content-embedded Designated ELD when they teach this period or course.
 - c. Need ongoing training in effective planning and delivery of Designated and Integrated ELD.
2. The District and School Sites shall:
 - a. Ensure effectively Integrated ELD is provided in all classrooms.
 - b. Provide ongoing professional development that allows ALL teachers K-8 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
 - c. Ensure all ELs receive at least 30 minutes per day of Designated ELD until they reclassify.

Scheduling Designated ELD in Elementary

A protected minimum 30-minutes-a-day Designated ELD time needs to be set aside for all EL students at the elementary level.

Scheduling Designated ELD in Secondary

As long as a student is classified as an EL, s/he shall receive at least 30 minutes a day of protected Designated ELD. At the middle school level, this means that at least one course in a student's day shall be a Designated ELD course.

Instructional Programs for English Learners

This section describes each of the instructional programs available to ELs in SWSD. The Programs are:

- English Language Acquisition Program (ELAP)
- Long Term English Learner (LTEL) Support
- Newcomer Supports and Programs
- Dual Language Programs (DLP)

A. English Language Acquisition Program (ELAP)

English Language Acquisition Program(ELAP)
Base Program for all sites and classrooms servicing EL's Strengthens grade-level instruction for ELs and ALL students Includes Integrated and Designated ELD All sites and staff shall have the skills and resources to effectively deliver

Because every site and nearly every classroom in SWSD will serve ELs at some point during the year, all sites and teachers shall be equipped to provide the required base program for ELs, the English Language Acquisition Program (ELAP). The ELAP instructional program will benefit all students because of its focus on building disciplinary language and general academic language. The other three supporting instructional programs for ELs are special versions of the ELAP based program that provide additional benefits and/or more targeted instruction for certain groups of students.

Program Features of the English Language Acquisition Program (ELAP)

Students Served and Exit Criteria
<ol style="list-style-type: none">1. The program serves ELs from ELPAC Levels 1-4.<ol style="list-style-type: none">a. EOs, IFEPs, and RFEPs enrolled in an ELAP classroom will also receive the supports provided by Integrated ELD in the ELAP model.2. Once ELs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other supports provided in ELAP, including robust Integrated ELD.3. Interested parents are fully informed of the option to request an appropriate Dual Language Program in lieu of the ELAP instructional program.

Program Components
<ol style="list-style-type: none">1. For Designated ELD:<ol style="list-style-type: none">a. Minimum 30 minutes per day as a protected time for focused language study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELs.b. Teachers should use district-recommended supplemental materials to support Designated ELD.2. Both Integrated and Designated ELD will feature:

- a. Standards-based instruction with differentiation and language development strategies in all content areas including:
 - i. Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use
 - ii. The Key Principles for ELL Instruction: Access and Rigor, Designated and Integrated ELD
 - b. Data-Driven Decisions, Asset-Based Approach, Whole Child
 - i. SDAIE, GLAD and other strategies for making content instruction understandable
 - ii. Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all Students
 - iii. Partner and group work to foster content and language learning, social-emotional learning and cultural competence
 - iv. Use of both core and supplemental curriculum
 - v. Leveraging of primary language for content and language learning.
 - vi. Routines that are clear, predictable and supportive of CCSS-aligned rigor and high student engagement
 - c. Monitoring of ELs to ensure progress towards reclassification (SWOPTEL), and monitoring of RFEPS for four years
 - d. Intensive monitoring of newcomers, LTELs, and ELs at –risk of becoming LTELs, including twice-yearly assessment (SWOPTEL)
 - e. For ELs with IEPs, clear articulation and consistent implementation of IEP language development goals
3. Family Engagement activities, bilingual support staff, and strong community partnerships will support the educational experience of ELs.

B. Newcomers

“Newcomer” is an umbrella term that includes various categories of immigrants who are born outside of the United States. It’s important to note, however, that not all immigrants are ELs; some are fluent in English, while others speak little or no English. In this plan, we will refer to newly arrived immigrants (within 2 years) who are ELs as newcomers. It’s important to keep in mind that the challenge of integrating into their new home is compounded for newcomers who attend school, since they shall learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differs from their prior experience (Jacoby, 20014; Suárez-Orozco & Suárez-Orozco, 2009).

Newcomers and their families have four basic needs:

1. A welcoming environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students
3. Social-emotional support and skills development to be successful in school and beyond
4. Encouragement and support to engage in the education process

By recognizing these needs and developing strategies to meet them, schools can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success.

Emerging levels of language proficiency or gaps in a student’s education need careful attention since newcomers have less time to achieve the goal of graduation and college and career readiness. The urgency of preparing students for graduation within a compressed timeline means that sites and teachers should also be vigilant for signals that a student’s learning trajectory is notably different than that of their newcomer peers.

At the same time, sites and teachers should bear in mind that newcomer language proficiency and academic gaps can give a false impression that a student has a specific learning disability. This is especially true in secondary, where the difference between expected academic achievement and language proficiency and academic achievement levels of students with interrupted instruction may create a more stark contrast.

B. Newcomer Support

All newcomers at SWSD sites shall receive baseline Newcomer Support, which consist of additions to the baseline ELAP instructional program. For example, Newcomer Support include a more robust intake process at the site and additional Designated ELD each day.

Features of Newcomer Support

Students Served and Exit Criteria
<ol style="list-style-type: none">1. Newcomer Support serves students 2nd through 8th grade who have been in the U.S. for two years or less. As ELs with beginning levels of English proficiency, newcomer students are placed in the ELAP instructional program, but are fully informed of their option to request an appropriate Dual Language instructional program if they are Spanish dominant.2. Generally, students will exit the extra period of Designated ELD after one year.

Program Components
<p>In addition to the Program Components from the ELAP instructional program above, Newcomer Support should include these components:</p> <ol style="list-style-type: none">1. A robust newcomer intake process at the site, including transcript analysis to identify prior schooling as well as proficiency levels in math, home language, and literacy, and the flagging of any newcomer who might have or need an IEP2. Special attention to literacy development and early reading skills as needed3. At least 2 periods daily of specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.<ol style="list-style-type: none">a. For elementary, a period is defined as a discrete block of at least 30 minutes.b. For secondary, one of the periods should be a course from the ELD course sequence.4. Independent computer-based learning could be part of the included as part of the 2 periods of Designated and Integrated ELD mentioned.5. When possible, leverage primary language:<ol style="list-style-type: none">a. To develop content knowledge and aid in the comprehension of English texts and class discussions.b. To provide content area instruction in the primary language when resources are available, especially at sites with appropriate Dual Language instructional programs.6. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs7. Additional steps for access to the core over and above the points listed in “Standards-based instruction with differentiation and language development strategies in all content areas” in the ELAP Instructional Program Components including:<ol style="list-style-type: none">a. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOsb. More targeted scaffolding and differentiation including additional small group work, plus use of language partners8. Extend Learning Opportunities including summer school and after school programs that specifically target newcomers9. Counseling and other services, both within and outside of the school, to support newcomer students who have experienced trauma10. Family engagement activities, bilingual support staff, and strong community partnerships to provide extra support

C. LTEL Support: Advanced Academic and English Language Development Course (Middle School Only)

The Advanced Academic and English Language Development Course (Advanced ELD) is designed to explicitly address the language and literacy gaps that impede academic success for LTELs while meeting a-g requirements for ELA course rigor. However, the Advanced ELD course is taken IN ADDITION to a core ELA

class, not in lieu of it, and it meets the minimum 30 minutes per day Designated ELD instruction required for ELs.

The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy. Writing from evidence, vocabulary development, and reading of increasingly complex text and text-based academic discussions are key components. At sites with more than 20 LTELS, an LTEL course shall be offered. The AVID Excel curriculum will be used to enhance the ELD standards in this course.

Features of LTEL Support: Advanced ELD

Students Served and Exit Criteria
<ol style="list-style-type: none">1. Students are enrolled in the program if they have been ELs for more than six years.2. Students are given the option to exit from the program when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by performance indicators.

Program Components
<p>In addition to the Program Components bullets from the ELAP instructional program above, the Academic Language Acquisition Course should include these components:</p> <ol style="list-style-type: none">1. The program is designed to explicitly address the language and literacy gaps that impede academic success for LTELS.2. A smaller class size to reduce the student-teacher ratio when possible is recommended.3. The site monitors progress throughout the course using curriculum-embedded benchmark assessments and the AVID Excel curriculum.4. Overall progress is monitored annually through ELPAC, SBAC, Star 360, and the SWOPEL.5. The curriculum emphasizes rich oral and written academic language development and work with complex text.6. Instruction is designed to provide appropriate supports and scaffolds without undermining “productive struggle.”7. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.8. Goal-setting around language development and reclassification is emphasized.9. Each LTEL is assigned teacher, counselor, or TOSA to monitor progress across all content areas.10. For LTELS with IEPs, clear articulation and consistent implementation of IEP language development goals are provided.

D. Dual Language Program (DL)

These programs are designed to support EL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. SWSD is engaged in the multi-year process of fully building out our Dual Language program.

Dual Language Two-Way Immersion Program

The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, EOs, and IFEP/bilingual students.

This model is open to students of all language backgrounds, however, students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language in order to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in a collaboration that values both languages equally.

The Dual Language Two-Way Immersion Models offered in SWSD are:

- 90/10 - 90% instruction in the target language, 10% instruction in English in kindergarten.
- Each year English increases reaching 50% target language and 50% English by 4th grade.

Program Features of Dual Language Two-Way Immersion Program

Students Served and Exit Criteria
<ol style="list-style-type: none"> 1. ELs of any proficiency level, including newcomers and students with disabilities, as long as they have proficiency in the target language, currently Spanish. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary in order for the Dual Language program to be successful. 2. After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language. 3. Since Dual Language is being built out to a full TK-8 education program, there is no “exit” apart from graduation. In the event that a family chooses to discontinue their child’s participation in the Dual Language instructional program, parents shall be informed of the negative effects of changing language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the ELAP instructional program. 4. Each class has ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent).

Program Components
<p>In addition to the Program Components bullets from the ELAP instructional program above, the Dual Language Two-Way Immersion Model should include these features:</p> <ol style="list-style-type: none"> 1. Clearly articulated TK-8 Dual Language Pathway 2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) for all students 3. Daily focused language study for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated SLD 4. Purposeful and strategic separation of languages during the instructional day

E. Special Education Services for the English Learner

English Learners have access to Special Education services just as all other students in the district. A careful review by the Student Study Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student’s second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent’s written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility. Instructional decisions related to the student’s language acquisition status will be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student’s ELD program relates to the student’s need for Special Education services, the IEP will document the provision of these services. English Learners in

grades TK–8 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and ELAP instruction in conjunction and collaboration with the general education teacher.

Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language upon request as required by state law.

Chapter 3

Providing a Quality Core Program for Opted Out English Learners

Parents Rights

As mentioned in Chapter 1, any parent whose child is receiving or is eligible to receive programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.

Process for Opting Out of EL Services

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program.

- If the parent chooses to opt the student out of EL services, a Parental Request for Opting Out of EL Services Form shall be signed by the parent and school administrator. However, it is important to note that any student whose parent opts the student out of the ELD program and related services still retains their English Learner status. SWSD is still obligated to take affirmative steps and appropriate actions required by Civil Rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. SWSD shall then continuously monitor the opted-out student's academic progress on a regularly scheduled basis. A copy of the signed form opting the students out of EL services is to be filed in the CUM with the EL Green Folder. This opt-out is only for the current school year. Parents will need to request this Opt-Out annually.
- At the site level, this opt-out is also documented in Aeries. This is noted on the Special Programs page in Aeries and the student is coded with the LIP 307 tag along with the date that the form was signed. The site should also make a note under the Language tab under "Other" for the purposes of a historical request from the parent.

Progress Monitoring

Progress monitoring should include using a combination of different data sources. These sources include local assessments, state assessments, classroom grades, observations of student engagement, attendance, and parent meeting notes, along with comparisons to the progress of other ELs of the same English Language Proficiency. The site-based SWOPTEL shall analyze this information at specifically targeted points throughout the school year (August & January) and be able to make recommendations based on the student's current EL proficiency level and their ability to perform at grade level. If the SWOPTEL finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student's English learning program, notifying the student's parents about the student's lack of progress, encouraging the parents/guardians to opt the student back into English Language Development Programs and services, and providing designated supports for the student's English language acquisition.

English Proficiency Assessment

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the Reclassification Process. After the student exits EL status, the district will continue to monitor their academic progress for four years.

Program Maintenance

The following checklist should be followed to assure and maximize program maintenance:

- The District shall inform parents of their student's EL status and their right to opt their student out of EL services and programs;
- Parents shall be informed about EL services and provided information and counseling regarding EL status, EL programs, and services;
- Schools shall ensure that parents do not opt their students out of EL programs due to scheduling conflicts with other programs (e.g. Special Education) or insufficient offerings;
- Schools shall provide parents with surveys annually regarding the quality of EL programs and services in an effort to continually improve programs and services;
- The district and schools shall provide information in the parents' home language;
- The school shall use the SWOPTEL to assist in monitoring opted out EL students.
- The teacher shall use a parent conference or SST process to review grades lower than a C or 2 on report cards and academic challenges of opted out ELs and to revisit the parents' decision to opt out of services, inviting them to reinstate services.

Chapter 4

Monitoring Student Progress and Reclassification

Chapter Overview

School Districts have an obligation to monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs or services, in both English language proficiency and content knowledge. This includes conducting an annual English language assessment and measuring their performance in grade-level content areas. SWSD is striving to create a systematic, cyclical series of common assessments and tools specifically, to monitor ELs progress over time, to determine when students are not making appropriate progress, and to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge. We will ensure that we are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi-Tiered Support System (MTSS) in order to ensure that EL students do not incur irreparable academic deficits.

Once students demonstrate proficiency on the state's ELPAC, the EL student should be able to effectively participate in grade-level content instruction in English without EL services. This does not mean that students must score proficient on a content assessment (e.g. reading/language arts) in order to exit EL status; indeed, there are never-EL/EO students who are in the general education program who do not score proficient on these content assessments.

South Whittier School District uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP). See the Reclassification Criteria in the Appendix.

Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.

After students have exited the EL program, schools shall monitor their academic progress for at least four years.

Monitoring Student Progress

Guiding Principles from the California Department of Education's (CDE) English Language Arts/English Language Development Framework EL progress should inform EL program evaluations and we believe that if we centrally support rigorous diagnostics combined with deep learning and implementation rooted at individual schools, we will get the best possible results over the mid and long term for students, families, and staff.

Minimum Progress Expectations

Clear minimum progress expectations allow individuals, sites and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELs in SWSD. In this section, we provide graphics detailing the minimum progress expectations for each instructional program, model or specific support.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section Titled: Interventions within MTSS for ELs Not Meeting Minimum Progress.

1. No matter the English proficiency level of a student when s/he enrolls in a particular instructional program, reclassification is expected to occur ~~by the time~~ within five years.

2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target.
4. A student’s first year in an instructional language program in SWSD can happen at any grade level or at any English proficiency level, depending on the student’s history.

ELAP Instructional Program Minimum Progress Expectations for ELs

SWOPEL	SBAC ELA & Math	STAR 360 ELA & Math	ELPAC or Alternative for students with an IEP
Increase by 1 level each year.	Increase by 1 level each year until the student meets the standard	Increase scale score on each assessment and have an SGB of 50 on each assessment	Increase by 1 level each year.

Assessments and Process to Monitor Progress of EL Students

At least twice yearly, the site-based EL Coordinators shall meet to review the progress of ELs, LTELs, ELs at risk of becoming LTELS, newcomers, and ELs with IEPs. The Coordinators purpose is to create action plans to accelerate academic language development and academic achievement of struggling EL students.

In order to effectively educate ELs, teachers shall assess each student's academic and language development needs and tailor their instruction accordingly. Teachers also need to closely monitor student progress. Schools shall use appropriate and reliable evaluations and testing methods to measure ELs knowledge of core subjects and language proficiency.

EL Progress monitoring is based on a set of district-adopted and State-mandated assessments, which will be refined after further review. SWSD is striving to create a systematic, cyclical series of assessments and tools specifically designed to qualify and quantify the outcomes of those assessments such that EL student growth is accelerated well beyond foundational literacy.

A schedule of assessments is determined by both state and district timelines. Some are annual and some are a response to intervention, as indicated by student progress. Assessments used to determine English language proficiency and evaluate students’ academic performance include, but are not limited to:

- English Language Proficiency Assessment (ELPAC or Alternative for students who have an IEP)
- ELA - Star 360
- Math - Star 360
- Language Arts Assessments (i.e. District Writing Assessment, DIBELS (K-2))
- SBAC
- For students with Moderate to Severe disabilities, checkpoint monitoring Unique Learning Systems (ULS)
- California Standards Test in Spanish (STS)
 - SWOPEL

Assessment results will be maintained in the district’s SIS. This allows district administrators, principals, teachers, and ELD Coordinators rapid access to results used for a variety of purposes, including, but not limited to, information that relates to the identification, placement, progress towards reclassification and identification of students in need of additional support.

Those who are not closely monitored do not receive follow-up support and, as recorded in overwhelming volumes of statistics and research, they lose necessary traction in their academic pursuits as well as their lives.

Support of our English Language Learners through a looping feedback of data is the single greatest deterrent to the nationwide issue of underserved Long Term English Language Learners. Consistent communication and systematic use of data gathering and review ensure that the largest number of students are eligible for reclassification as a result of their hard earned academic gains.

Reclassification

Reclassification Process

At least twice per year, in the fall and spring, English Language Coordinators at each school site collect and review test results, the latest official ELPAC scores, other assessment data, student grades, and teachers' recommendations, SWOPTEL, for all EL students, with the addition of IEP goal progress for students who have an IEP. On the basis of this review, EL Coordinators will identify those students who are eligible for reclassification (see Appendix: SWSD' Reclassification Criteria). The reclassification criteria include multiple measures:

- English language proficiency, including listening, speaking, reading, and writing
- Demonstration of basic skills measured in SBAC.
- Teacher recommendations based on English proficiency (SWOPTEL), not other factors unrelated to language (e.g. attendance, behavior, homework completion).
- Parent opinion & consultation
- Low performance on standardized assessments for students with an IEP require additional considerations
 - Performance as a reflection of student's disability versus a language difference
 - Likelihood the student has reached an appropriate level of English proficiency aligned to their level of functioning
- EL Coordinators will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. For students with an IEP, this may occur at an annual or amendment IEP meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian is not able to attend this meeting, every attempt to involve the parent/guardian in the Reclassification Process through the avenues of parent letters, phone calls, and if possible, home visits.

The site may elect to take the following additional steps for involving parents/guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/student met all the criteria to be reclassified
- Discussion at IEP annual meeting or hold an additional amendment meeting for students who have an IEP

Progress Monitoring Reclassified Students

SWSD will monitor and regularly assess the progress of all Reclassified English Learners for at least four years to ensure that they have not been prematurely exited from the ELAP and other EL support programs and that they are meaningfully participating in the district's standards-based educational programs comparable to their never-EL peers. At SWSD, this is done after the first and second trimester.

Detailed, tiered interventions should be documented in the Aeries Reclassification Tab when a student scores "Standard Not Met" on the SBAC, or if the student receives less than a "C" or "1" in any core subject area.

SWSD is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner. For students with an IEP, this may include IEP goal progress monitoring.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, the school should document this through the EL Student Classification Form and process, which includes a revised Parent Notification Letter presented to the parents in a face-to-face meeting to ensure parent consent of reentry to EL status. For students with an IEP, this process may be completed at an IEP meeting.

Interventions within MTSS for ELs Not Meeting Minimum Progress

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will craft a plan to accelerate this student's achievement. The Multi-Tiered Support System (MTSS) provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

MTSS is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability is the result of inadequate instruction and progress monitoring. For ELs, the issue of proper identification of specific learning disabilities is critical. The unfortunate pattern nationally shows ELs over-identified for a specific learning disability when in fact poor program design and delivery, particularly around language development, are the culprits.

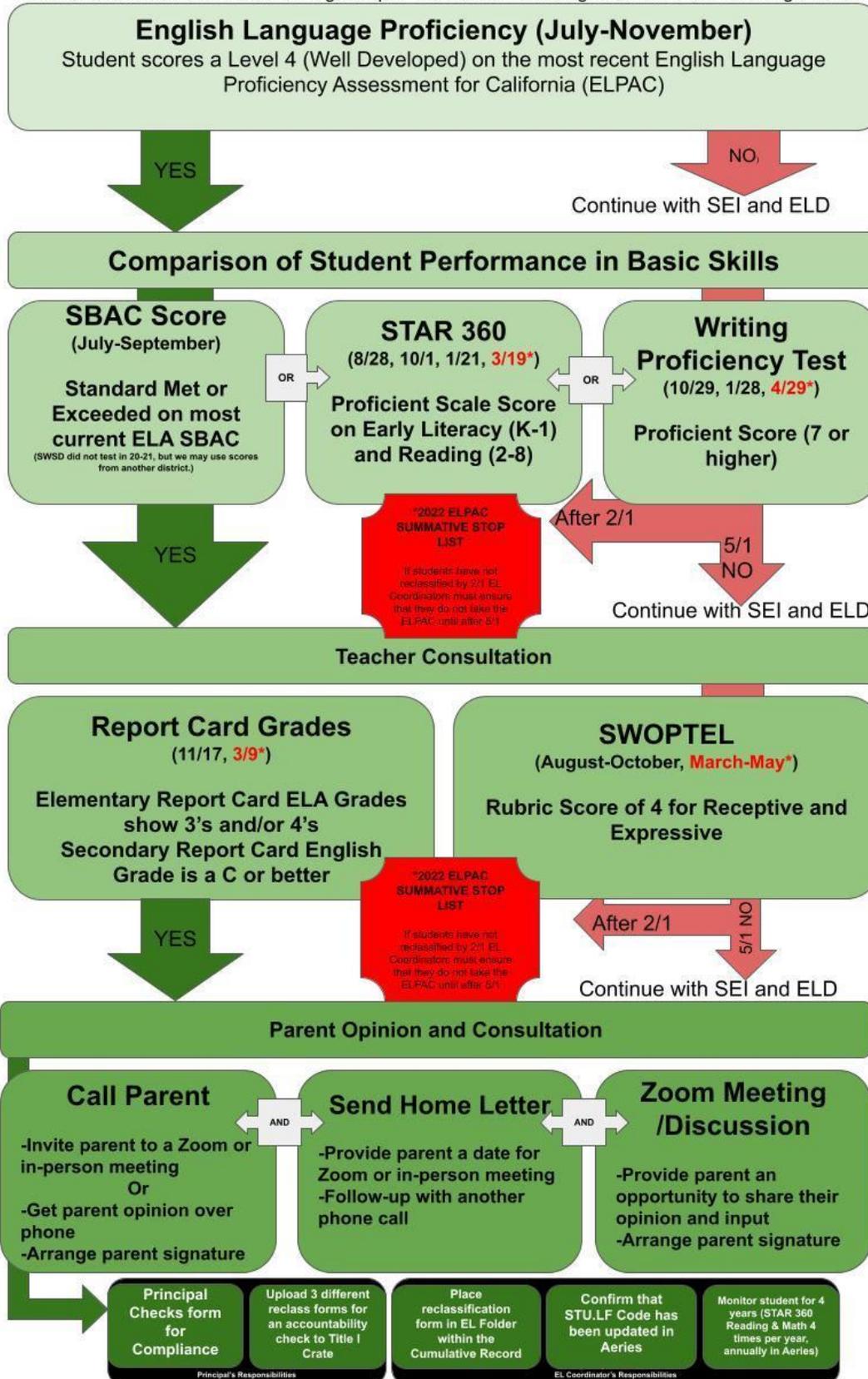
The Three Tiers of the MTSS Pyramid

The three tiers in the MTSS Pyramid detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:
 - Universal Design for Learning (UDL)& Small group work and differentiation
 - Integrated and Designated ELD for all ELs
 - Social-Emotional Learning
 - Newcomer Support for all newcomer ELs as part of their core "Tier 1" program
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.
- In Tier 3, when time-bound growth goals are not met, other options and considerations may be explored including assessments for a learning disability.

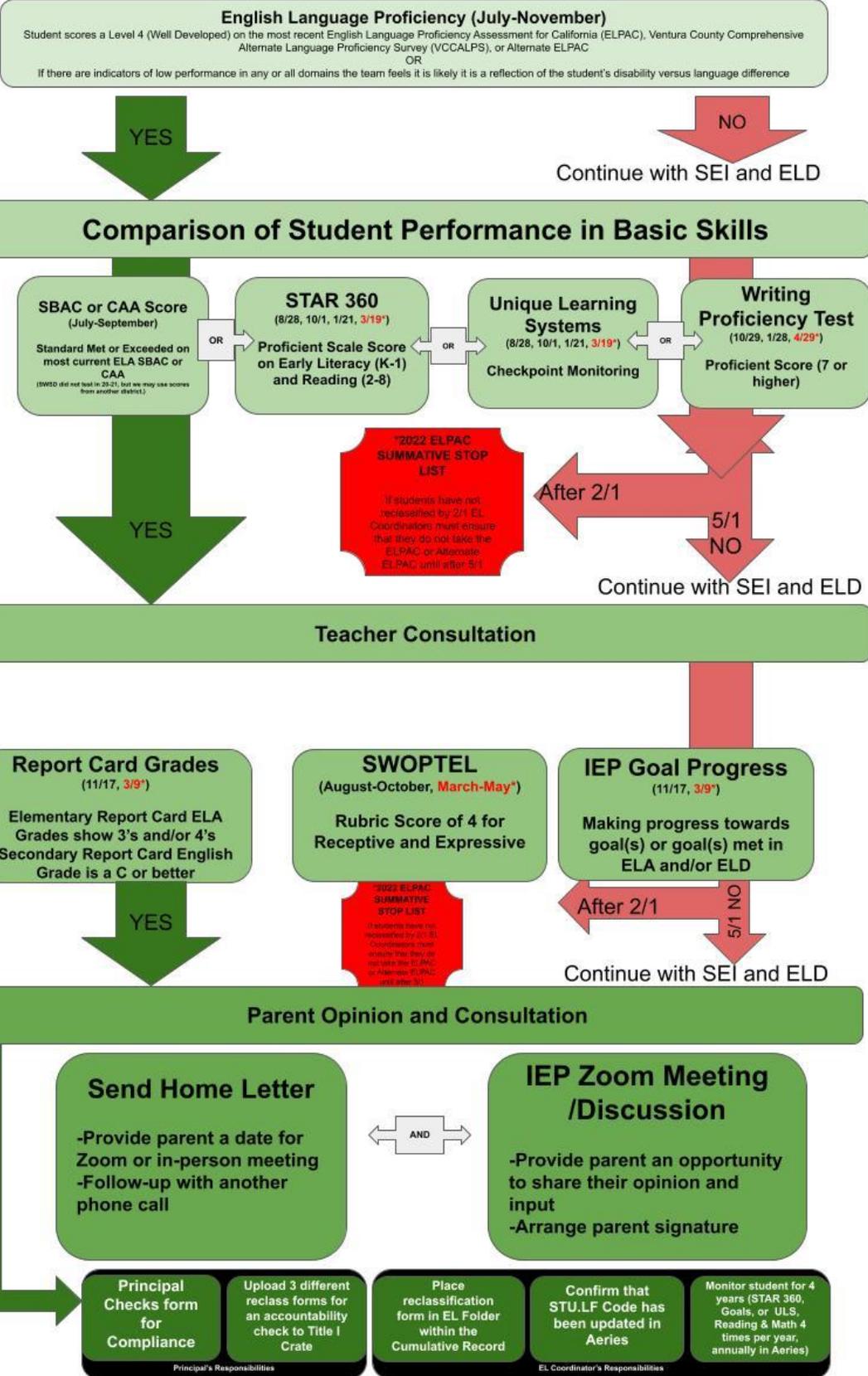
South Whittier School District Reclassification Procedures for 2021-22

EL Coordinators and teachers will monitor if students are ready to reclassify based on reports in Ellevation between the months of August-April. Ellevation monitoring is based on the following criteria:



South Whittier School District Reclassification Procedures for Students with Disabilities 2021-22

EL Coordinators and teachers will monitor if students are ready to reclassify based on reports in Ellevation and classroom observations between the months of August-April. Ellevation monitoring is based on the following criteria:



Chapter 5

Parent and Community Engagement

Chapter Overview

SWSD believes that parents, as the child's first teachers, are essential partners in the education of a child. SWSD is committed to promoting family and community engagement to achieve academic success for all English learners.

SWSD has identified Family and Community Engagement as one of its priorities. Specifically, SWSD aims to build strong communication and relationships between parents/guardians, community, and schools by promoting proactive involvement in students' academic and personal growth.

This chapter describes the various ways through which families and the school community can be more involved in the SWSD EL program. The Director of Assessment, Accountability and Parent Engagement will provide guidelines and support to ensure that school sites follow best practices and strategies. The principal or his/her designee, supervises and evaluates the effectiveness of the family and community engagement.

Communication with Parents/Guardians

Trust is the foundation of any partnership. To build and maintain a trusting relationship between SWSD, families and school communities, communication is key. To ensure that a two-way meaningful communication exists, SWSD shall strive to make the dissemination of information timely, transparently, and clearly using a language that is understood by the majority of the families and members of the school community.

SWSD and school sites will inform the parents as to how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

Each school site will provide an Information Brochure for all parents outlining the school and community resources along with contact information for school stakeholders. If possible, a school site staff will review the brochure with parents to discuss school resources and leadership/parent opportunities that are available.

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services at individual school sites and the district office. Under state law, schools shall provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English. This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes.

Specifically, when 15% or more of the student population at a school site speak a single primary language other than English, all notices, statements and records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, written in the primary language of the parents. Staff will be informed of this policy via professional development, implementation of the EL Master Plan, and during annual presentations /meetings.

To ensure shared decision-making and program satisfaction, a Parent Survey will be conducted during the school year. The principal and all English Learner stakeholders will review data from the survey and will address findings with staff, ELAC, and EL parents. Each school site shall set aside funds to pay for activities

and materials related to family and community engagement. In addition, a specific plan to improve its partnership with parents shall be written in each school's Single Plan for Student Achievement (SPSA), and communicated to the school, staff and parents.

Translation Services

The district office provides all translation services for district facilitated activities and meetings; however, sites shall budget to cover translation services needed at the site level (e.g. meetings, assessments, home visits, conferences, etc.). Sites with extraordinary needs can also request district level coordination, but in some cases, the site will have to bear responsibility for the incurred costs.

Translation headsets can be checked out from the District Office allowing the translators to provide simultaneous wireless translation in the field during meetings.

Schools may use their own interpreters or request district office guidance to provide appropriately trained specialists. American Sign Language, for the purposes of this section, is considered another foreign language and support can be arranged for staff, students and parents as needed.

Required Parent Notifications

The District will provide written notification to parents of all ELL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations
- Annual ELPAC levels
- Reclassification Criteria

In addition, the school site will assure that parents are notified in writing if the following applies:

- Progress expectations in any area are not being met
- Criteria for reclassification have not been met
- Interventions available at the school and their purpose

EL student progress is discussed at the elementary level during regular individual parent-teacher conferences and at the middle school level on an annual basis through parent meetings with designated site staff.

Parent, Guardian, Community Involvement

DELAC (District English Learner Advisory Committee)

Districts having 51 or more English Learners are required by the California Department of Education to form a district-level advisory committee. SWSD meets these criteria and has an established functioning DELAC. The DELAC is to meet regularly with the Associate Superintendent of Educational Services to identify training topics needed to assist the committee members in carrying out their legal responsibilities. In order for the committee members to make informed recommendations, SWSD shall provide the following training to DELAC members:

- Goals, rationale, structure, and outcomes of the instructional programs for ELs in SWSD.
- Data included in the California School Dashboard EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents or ELs (Enrollment, Notification of Test Results, Annual Notifications)
- Ensure that current information for parents of ELs is distributed and used uniformly throughout the District at all sites.

ELAC (English Learner Advisory Committee)

Each school having 21 or more English Learners is required by the California Department of Education to form an English Learner Advisory Committee. The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee members as their children represent the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

An election of ELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving two- year terms are selected from these elected members. Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

The important functions of the ELAC include:

- Advising the school site council on the school's program for English Learners
- Advising the principal and staff on the school's program for English Learners
- Assisting in the development of the school's: needs assessment, and efforts to make parents aware of the importance of regular school attendance.
- School sites and SWSD will provide ELAC with training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

The following documentation is collected and reviewed by the Associate Superintendent of Educational Services.

- Calendar of meeting dates for the year
- ELAC Officers contact information sheet
- Agendas
- Minutes from meetings

Collaborating with Families and School Community

Our community organizations collaborate with us to promote family engagement and the well-being and success of our students. Each school site shall implement outreach to parents of English Learner students. It is essential for school sites to recognize the background and culture of families in order for them to be actively engaged in their children's education. Parents will provide valuable input and participate in making important decisions about our academic and enrichment programs.

School sites will also provide training activities to parents on how they can be involved and become active participants in assisting their children to:

- Attain English proficiency
- Achieve at high levels in core academic subjects
- Meet challenging state academic content and achievement standards expected of all students

The District will collaborate with the parent advisory committees to train parents to become effective advocates for their children. The goal is to build the capacity of the leadership of the parent advisory committees to contribute to their children's education and their school's continual improvement.

Chapter 6

Evaluation and Accountability

Chapter Overview

SWSD should apply the same standards that OCR and DOJ apply when evaluating whether their chosen EL services and programs meet civil rights requirements. These standards, established in *Castañeda v. Pickard*, include a three-pronged test: First, is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy? Second, are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively? Third, does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time? South Whittier's EL program is guided by principles outlined in the US Department of Education "English Learner Toolkit for State and Local Education Agencies."

According to this document, successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time the District shall modify the EL program. The evaluation is also guided by the principle that a successful EL program will avoid unnecessary segregation.

Program Evaluation

Program evaluation should:

- Determine whether our system is providing the EL services described in Ch. 1 through 7
- Determine whether we are achieving satisfactory results for ALL ELs
- Be integrated into all EL program activities
- Focus on policies, procedures, programs, practices, resources, staffing, and student outcomes
- Consist of collaborative efforts to improve systems, services, and student outcomes

Nine Goals for SWSD' EL Program

The evaluation of SWSD's EL program will consist of monitoring program effectiveness in the following areas:

1. EL programs are fully implemented across the district
2. Identification and monitoring of EL students and appropriate placement in the instructional program
3. EL students attaining full English proficiency within 5 years.
4. EL students attaining parity of participation in the standard instructional program within 5 years.
5. EL students having access to specialized and accelerated programs.
6. Engaging ELs in meaningful cultural, social and academic activities
7. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never-ELs.
8. EL students participating in dual immersion programs attaining bi-literacy
9. Ensuring adequate communication with parents regarding all aspects of the program in an effort to achieve meaningful parent participation

Accountability and Support

If a school's data indicates achievement goals are not being met and past collaborative efforts have not led to the desired outcomes, the district will work with the site to provide greater support in order to achieve strong outcomes for ELs. Below are some sample triggers that may lead to needed tiered supports at a site:

- A school is in the red band on the English Learner Progress Report on the California School Dashboard.
- A school spends two or more years in the orange band on the English Learner Progress Report on the California School Dashboard.
- A school is in the red band on the English Language Arts Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the English Language Arts Report for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

SWSD's Checklist for Addressing and Implementing the EL Master Plan

District Office

- Provide adequate support for sites to:
- Fully develop and implement a site EL program including curriculum, student support systems, and monitoring capabilities
- Develop extended learning opportunities (e.g. summer school)
- Provide sites with access to comprehensive, disaggregated student data relevant to monitoring student progress
- Provide sites with longitudinal achievement data
- Provide for effective, high-quality professional development regarding all aspects of the ELL program
- Periodically evaluate and audit all aspects of district and site EL programs
- Provide translation for all district meetings
- Provide a system that allows for input and evaluation from all stakeholders
- Continue supporting site ELACs through the DELAC
- Ensure LCAP/LCFF goals are aligned with SWSD EL Master Plan.
- Monitors compliance and EL procedure at the site and district level

Site Administration

- Monitor site implementation of EL Master Plan
- Inform site staff of relevant EL data including district and site Dashboard data
- Identify EL students for teachers and provide academic information
- Monitor student progress and ensure students not achieving adequate progress are provided support and intervention
- Ensure timely and correct placement of students in core classes
- Ensure all ELs are provided Integrated and Designated ELD.
- Provide translation for all site meetings
- Monitor RFEP students
- Compare academic progress of ELs and RFEPs to "never ELs" or EOs
- Ensure process for parent contact regarding EL student academic progress
- Provide evaluation and feedback to district office regarding site EL programs
- Monitor EL student participation in extra- and co-curricular activities
- Monitor attendance rates, GPA, suspension/expulsion rates for EL students

Instructional Staff

- Provide ELs with Integrated and Designated ELD
- Utilize data to monitor student progress and modify instruction
- Determine and implement differentiated strategies for EL and RFEP students

- Participate in professional development
- Provide feedback to site administration and district office regarding effectiveness of EL programs, curriculum, and support
- Advocates for support services for students when needed

Counseling Staff

- Provide timely and correct placement of students in core classes
- Ensure all English Learners are provided Designated ELD
- Monitor individual EL student academic progress
- Facilitate college and career readiness for all EL students
- Collaborates with parent and teacher to facilitate student progress

Student

- Attends school daily and works for high achievement
- Participate in school activities
- Communicates regularly with parents, teachers, and site staff

Parent

- Monitors/promotes EL's progress in academics, homework, attendance, and behavior
- Supports ELs in activities to promote student achievement
- Communicates regularly regarding student progress with students, teachers, and school site
- Attend parent conferences and school functions (e.g. Open House, conferences)
- Participates in school committees (e.g. ELAC, Site Council, PTA, etc.)

Chapter 7

Staffing and Professional Development

Staffing

Recruiting, developing, and retaining excellent educators is essential in order to ensure that SWSD provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification, such as CLAD, Bilingual Authorization, or equivalent, to provide necessary instructional services to English Learners. The district will actively seek out teachers who hold the Bilingual Authorization.

The District's Human Resources staff will not hire any teacher that is not English Learner authorized with a CLAD (or equivalent certification).

The district will provide and designate staff who will:

- inform and assist parents with school choice and enrollment
- do intake surveys and initial assessments
- identify long-term English Learners (LTELs) and Newcomers
- continually monitor and update progress
- reclassify and monitor students who are making sufficient linguistic and academic progress.

Overseeing Staffing Needs & Recruitment Procedures

The Associate Superintendent of Educational Services works closely with the Associate Superintendent of Human Resources and the Human Resources Division on issues of recruitment, interviews, and recommendations to site administrators, in addition to ensuring that staffing is satisfactory to meet the goals of the EL Master Plan (e.g. EL Coordinators, ELD TOSAs, Instructional aide, Counselors)

Professional Development

South Whittier School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Having EL teachers who are well prepared and effectively employing their training in the classroom will help ensure that the EL program model successfully achieves its educational objectives. In addition, staff who register students and manage student records will receive training on the legal requirements and District procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their children.

Chapter 8

Funding

South Whittier School District is committed to allocating and monitoring funding that will support the implementation of the Master Plan for English Learners.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District’s Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds. The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. South Whittier School District Board Policies
2. LCAP Goals
3. Title I, Title II, Title III, and Title IV Plans
4. Single Plan for Student Achievement
5. Federal Program Monitoring (FPM) corrective actions
6. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers’ salaries and other district services (for example, transportation, Special Education) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD programs/materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Categorical Funding

Both the state and federal governments provide supplemental funds through categorical funding (e.g. Title III) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table below provides information on the appropriate and inappropriate use of supplemental funds.

Funding Source	Title III
Funding Description	A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards.
Support for English Language Arts, ELD, and Math	<ul style="list-style-type: none"> • Academic interventions & P.D. • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions & P.D. • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support & P.D. • Provision of “high-quality language instruction educational programs” • Provision of high-quality professional development for classroom teachers,

	<p>principals, administrators and other school or community-based organizational personnel</p> <ul style="list-style-type: none"> • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures • Extended Learning Opportunities (e.g. Summer School, before & after school)
Support Personnel	<ul style="list-style-type: none"> • Teachers on Special Assignment/ELD • English Language Arts/Math/ ELD Part Time Hourly Intervention teacher • Instructional Aide/Paraeducators • Bilingual community liaison • EL Coordinators
Support for other Core Subject Areas	<ul style="list-style-type: none"> • Instructional materials and equipment • Professional Development • Extended Learning Opportunities (e.g. Summer School)
Capacity Building - Professional Development	<ul style="list-style-type: none"> • Academic Conferencing • Collaborative Inquiry Process • Consultants • Teacher Stipends/Extended Day Pay • Teacher Substitutes • Training Materials/ Resources • Training • Conferences/Workshops that support school plan goals
School Climate & Parent Engagement	<ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent-training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • Attendance Incentives • Home Visits • Parent Orientations

Appendix
District Forms & Resources

ELPAC Correction of Errors Request SWSD

Date Initiated: _____ **Initiated by:** _____
Student Name: _____ **Student ID#:** _____
School: _____ **Grade Level:** _____
Teacher: _____ **Primary Language:** _____

Please check the criteria that applies to this Correction Request:

- The student is classified as English Only, but the school has an indication that the pupil’s primary or native language is not English and the student is unable to perform ordinary classroom work in English
- The student was administered the Initial or Summative ELPAC, but they were not eligible to take the test.
- The student took the Initial ELPAC and is designated as an English Learner, but team should evaluate this prior to administration of the ELPAC Summative.

Home Language Survey

- A copy of the Home Language Survey is attached.

Initial ELPAC Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall		
Oral Language	-	
Written Language	-	

Pupil Performance as of ____

Teachers: Please complete the following information (if available).

Classroom Data	Teacher Comments
Reading Level:	
Writing Score	
Grade: ELA Math	
Should student continue to receive ELD services? Please explain.	

Teacher Signature _____

Date Completed: _____

Parent Consultation & Final Action

Through this Correction of Errors procedure, the students Language designation will also be changed based on the teacher and parent recommendations.

- Evidence of Parent Notification of Final Action Date: _____
- Action Taken: _____
- Student’s classification is changed from EL to EO on ____

ELD Coordinator: _____

Date Completed: _____



RECLASSIFICATION REPORT FORM

Last Name: _____ First Name: _____ District Stud. I.D Number: _____

A. Initial Recommendation

Check boxes if criteria is met

Requested by: Administrator _____ Teacher _____ Parent _____

B. Criteria 1: Language Proficiency

Most Current ELPAC Summative Completion Date: _____

Overall Performance Level 4 on the Summative ELPAC or Summative ELPAC Make-Up

Overall Scale Score _____

C. Criteria 2: Teacher’s Evaluation

Elementary: ELA Report card grade(s) of 3 or 4

Secondary: ELA Report card grade of “C” or higher

or

South Whittier Observation Protocol for Teachers of English Learners (SWOPTEL)

Receptive _____ Expressive _____

D. Criteria 3: Comparison of Performance in Basic Skills

Written Language Skills

Most Current Writing Assessment Score: Proficient level
Score _____ Date: _____

OR

Standard Met or Exceeded on most current ELA SBAC Date: _____

OR

STAR 360 Early Literacy (K-1) or STAR 360 Reading (Gr. 2-8): Proficient Level
Scale Score _____ Date: _____

E. Criteria 4: Parent Opinion and Consultation

Type of contact: Letter: ___ Phone ___ Other (Specify) ___ Date: _____

F. Signatures verify ALL 4 areas of the Reclassification Criteria were met & completed.

Parent/ Guardian _____ Teacher _____ Principal _____ Date _____

Electronic Signatures were used due to COVID 19 Dismissal.



FORMA DE INFORME DE RECLASIFICACIÓN

Apellido: _____ Nombre: _____ No. de ID del estudiante: _____

A. Recomendación Inicial
Solicitado por: Administrador _____ Maestro _____ Padre _____

B. Criterio 1: Dominio del idioma
Fecha más actual de finalización del ELPAC sumativo: _____
Nivel de rendimiento general 4 en el ELPAC sumativo o en la recuperación total de ELPAC
Puntuación de escala general _____

C. Criterio 2: Evaluación del maestro
Primaria: Calificación de la boleta ELA de 3 o 4
Secundaria: Calificación de la boleta ELA de "C" o superior
O
Protocolo de observación de South Whittier para maestros de estudiantes de inglés (SWOPTTEL)
Receptivo _____ Expresivo _____

D. Criterio 3: Comparación de desempeño en habilidades básicas
Habilidades del lenguaje escrito
Puntuación de la evaluación de escritura más actual: nivel de competencia
Puntuación _____ Fecha: _____
O
Estándar Cumplido o Excedido en el ELA SBAC más actual Date: _____
O
STAR 360 Literatura temprana (K-1) o STAR 360 Lectura (Grado 2-8): Nivel de dominio
Puntuación de escala _____ Fecha: _____

E. Criterio 4: Opinión y consulta de los padres
Tipo de contacto: Carta: _____ Teléfono _____ Otro (Especifique) _____ Fecha: _____

F. Las firmas verifican que TODAS las 4 áreas de los Criterios de reclasificación se cumplieron y se completaron.

Padre/Tutor _____ Maestro(a) _____ Directora _____ Fecha _____

Se utilizaron firmas electrónicas debido al COVID 19.



RECLASSIFICATION REPORT FORM
Students With Disabilities

Last Name: _____ First Name: _____ Date of Birth: _____ Grade: _____

Date of current IEP: _____ Primary Disability: _____ Secondary Disability: _____

Program Participation: [] Structured English Immersion [] Dual Language Program

English Language Development services received: [] Designated [] Integrated

A. Initial Recommendation

Requested by: Administrator _____ Teacher _____ Parent _____

B. Criteria 1: Language Proficiency (fill in assessment that applies)

- Most Current ELPAC Summative Completion Date: _____ Overall Performance Level: _____ Overall Scale Score: _____ Student met the language proficiency level criteria as assessed by the ELPAC (4 overall) [] Yes [] No OR
Alternate Assessment Completion Date: _____ Overall Performance Level: _____
Review by reclassification team:
o If the student's overall proficiency level did not meet the proficiency level as assessed by the ELPAC or alternative assessment, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English? [] Yes [] No
o If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference? [] Yes [] No
Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? [] Yes [] No

C. Criteria 2: Teacher's Evaluation

- Evaluation was based on:
o Classroom performance (Elementary ELA Report card grade(s) of 3 or 4; Secondary ELA Report card grade of "C" or higher)
o South Whittier Observation Protocol for Teachers of English Learners Receptive _____ Expressive _____
o IEP Goal Progress
o District-wide Assessments
o Other: _____
o Does the reclassification team feel teacher input/evaluation indicate the student is proficient in English? [] Yes [] No

D. Criteria 3: Comparison of Performance in Basic Skills

- Assessment Data Utilized
 - Writing Assessment Date _____
 - SBAC ELA Date _____
 - CAA ELA Date _____
 - Other _____

(For students who did not take statewide assessment, the team may use other empirical data to determine if the student has acquired English based on their ability level)

- Review by reclassification team:
 - Do objective assessment measures ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in a mainstream class? **Note: "Mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers.* Yes No
 - If performance in basic skills in ELA on objective assessment measures was not at a range that allows student to compete with English-speaking peers, answer the following questions to help determine if factors other than English language proficiency are responsible for limited achievement in ELA:
 - Student's basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc versus a language difference and primary language assessments indicate similar levels of academic performance (if available/applicable) Yes No
 - Error patterns noted mirror the patterns of errors made by students with a similar disability versus peers with language differences and student manifests language proficiency in all other areas. Yes No
 - Does the reclassification team feel the student's performance in ELA warrants reclassification? Yes No

E. Criteria 4: Parent Opinion and Consultation

- Type of contact: Letter: ___ Phone ___ Other (Specify) _____ Date: _____
- Does the parent input indicate that they feel the student is proficient in English? Yes No

F. Signatures verify **ALL** 4 areas of the Reclassification Criteria were reviewed and the reclassification team (this may be IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above.

Parent/ Guardian _____ Teacher _____ Principal _____ Date _____



FORMA DE INFORME DE RECLASIFICACIÓN
Estudiantes con Discapacidades

Apellido: _____ Nombre: _____ Fecha de nacimiento: _____

Grado: _____

Fecha del IEP actual: _____ Discapacidad primaria: _____ Discapacidad secundaria: _____

Participación de programa: [] Inmersión estructurada en inglés [] Programa de lenguaje dual

Servicios de desarrollo del idioma inglés recibidos: [] Designado [] Integrado

A. Recomendación Inicial

Solicitado por: Administrador _____ Maestro _____ Padre _____

B. Criterio 1: Dominio del idioma (complete la evaluación que corresponda)

- Fecha más actual de la finalización sumativa del ELPAC: _____
Nivel de desempeño general: _____ Puntuación de escala general: _____
El estudiante cumplió con los criterios del nivel de dominio del idioma según la evaluación del ELPAC (4 en general) [] Sí [] No
OR
Fecha alternativa de finalización de la evaluación: _____ Nivel de desempeño general: _____
Revisión del equipo de reclasificación:
o Si el nivel de competencia general del estudiante no alcanzó el nivel de competencia evaluado por ELPAC o la evaluación alternativa, ¿Revisó el equipo de reclasificación otras medidas informales de competencia y determinó que es probable que el estudiante sea competente en inglés? [] Sí [] No
o Si hubo indicadores de bajo rendimiento en escuchar, hablar, leer o escribir, ¿Considera el equipo que el estudiante es competente en inglés y que las áreas de bajo rendimiento fueron un reflejo de la discapacidad del estudiante versus la diferencia de idioma? [] Sí [] No
¿Considera el equipo de reclasificación que es probable que el estudiante haya alcanzado un nivel apropiado de dominio del inglés alineado con su nivel de funcionamiento? [] Sí [] No

C. Criterio 2: Evaluación del maestro

- La Evaluación fue basada en:
• Rendimiento en el aula (calificación de 3 o 4 en la boleta de calificaciones de ELA de primaria; calificación de "C" o superior en la boleta de calificaciones de ELA de secundaria)
• Protocolo de observación de South Whittier para maestros de estudiantes de inglés
Receptivo _____ Expresivo _____
• Progreso de la meta del IEP
• Evaluaciones a nivel del distrito

- Otro: _____
- ¿Considera el equipo de reclasificación que los comentarios / evaluaciones del maestro indican que el estudiante domina el inglés? Yes No

D. Criterio 3: Comparación de desempeño en habilidades básicas

- Datos de evaluación utilizados
 - Fecha de evaluación de escritura _____
 - Fecha SBAC ELA _____
 - Fecha CAA ELA _____
 - Otro _____

(Para los estudiantes que no tomaron la evaluación estatal, el equipo puede usar otros datos empíricos para determinar si el estudiante ha adquirido el inglés según su nivel de habilidad))

- Revisión del equipo de reclasificación:
 - ¿Indican las medidas de evaluación objetiva de ELA que el estudiante se está desempeñando en un rango que le permite competir eficazmente con sus compañeros de habla inglés en una clase regular? * Nota: Es posible que la “clase regular” no sea aplicable a un estudiante con discapacidades si no asiste a una clase regular o no funciona en un nivel inferior al de sus compañeros de la misma edad. Sí No
 - Si el desempeño en las habilidades básicas en las medidas de evaluación objetiva de ELA no estuvo en un rango que le permita al estudiante competir con sus compañeros de habla inglés, responda las siguientes preguntas para ayudar a determinar si otros factores además del dominio del idioma inglés son responsables del logro limitado en ELA:
 - Las habilidades básicas del estudiante en la evaluación de ELA parecen estar en consonancia con su capacidad intelectual debido a una discapacidad, como una discapacidad intelectual, deficiencia del lenguaje y del habla, etc., en comparación con una diferencia de idioma y las evaluaciones del idioma principal indican niveles similares de rendimiento académico (si está disponible/aplicable) Sí No
 - Los patrones de error observados reflejan los patrones de errores cometidos por estudiantes con una discapacidad similar en comparación con sus compañeros con diferencias de idioma y el estudiante manifiesta dominio del idioma en todas las demás áreas. Sí No
 - ¿Considera el equipo de reclasificación que el desempeño del estudiante en ELA justifica la reclasificación? Sí No

E. Criterio 4: Opinión y consulta de los padres

- Tipo de contacto: Carta: ___ Teléfono ___ Otro (Especificar) _____ Fecha: _____
- ¿Indican los comentarios de los padres’ que el estudiante domina el inglés? Sí No

F. Las firmas verifican que TODAS las 4 áreas de los criterios de reclasificación fueron revisadas y el equipo de reclasificación (el cual puede ser el equipo del IEP) considera que el estudiante debe ser reclasificado en este momento en base al análisis de los cuatro criterios anteriores.

Padre/Guardián _____ Maestro _____ Directora _____ Fecha _____

South Whittier School District
Initial Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> School: <School_Name> Date: Sept. 11, 2021

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name> Current Teacher:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: [Insert Overall_Performance_Level] Score: [Insert Overall_Score]
Oral Language (Listening and Speaking)	[Insert Oral_Level]
Written Language (Reading and Writing)	[Insert Written_Level]

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Individualized Education Program (IEP) on file : <IEP_on_FILE>

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is available from your child’s special education case manager. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria EL Master Plan: September, 2021
English Language Proficiency Assessment	ELPAC score: 4
Teacher Evaluation	Meeting standard on Grade Level ELA standards or a score of 4 on the South Whittier Observation Protocol for Teachers of EL
Parental Opinion and Consultation	Parent gives consent and signs reclassification form
Comparison of Performance in Basic Skills	CAASPP ELA level 3 and 4 or a Proficient score on Writing Performance Task

Language Acquisition Program and Description

A description of the language acquisition program provided in the **South Whittier School District** is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

We are required to provide a **Structured English Immersion (SEI)** program option. We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Dual-Language Immersion (DLI) Program: A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K).

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact the Director of Assessment, Accountability, and Parent Engagement at 562-944-3651 ext. 2040 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii])

SOUTH WHITTIER SCHOOL DISTRICT
NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: : <Last_Name>, <First_Name> Escuela: <School_Name> Fecha: <Date_Testing_Completed_Spanish>

Estudiante ID#: <Student_ID> Fecha de nacimiento: <Date_of_Birth_Spanish> Grado: <Tested_Grade_Spanish >

Idioma materno: <Primary_Language_Name>

Estimados padres o tutores: Su hijo sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C]* sección 6312[e][3][A][i],[vi])

Resultados de la evaluación de idioma

(20 U.S.C sección 6312[e][3][A][iii])

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Nivel de rendimiento de ELPAC inicial
General	Status: <i>[Insert Overall_Performance_Level_Spanish]</i> Score: <i>[Insert Overall_Score_Spanish]</i>
Lenguaje Oral (Habilidades de comprensión y expresión oral)	<i>[Insert Oral_Level_Spanish]</i>
Lenguaje Escrito (Lectura y escritura)	<i>[Insert Written_Level_Spanish]</i>

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo como <Calculated_ELAS_Spanish>

Existe un **Programa de Educación Individualizado (IEP)*** <IEP_on_FILE_Spanish>

Una descripción de cómo la colocación del programa de su hijo/a cumplirá con los objetivos del IEP está disponible con el administrador de casos de educación especial de su hijo/a. (20 U.S.C. sección 6312[e][3][A][vii])

Criterios para la reclasificación (la salida del programa)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en este distrito son los siguientes. (20 U.S.C. sección 6312[e][3][A][vi])

Los criterios generales (Código de educación de California [EC]* sección 313[ff])	Los criterios de la agencia de educación local (LEA) (Plan Maestro de Aprendices de Inglés, Septiembre, 2021)
Evaluación del dominio del inglés	Resultado ELPAC: 4
Evaluación del maestro	Cumple con los estándares de Artes de Lenguaje Inglés (ELA) de nivel de grado or SWOPTEL
Consulta y opinión de los padres	El padre da consentimiento y firma la forma de reclasificación
Comparación del desempeño en habilidades básicas	Nivel 3 y 4 en el CAASPP ELA o un puntaje de dominio en el rendimiento de escritura

Programas de adquisición de lenguaje y Descripción de las opciones de programas

En seguida South Whittier School District se muestra una descripción de los programas de adquisición de lenguaje que ofrece. Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii],[v]) Los programas de adquisición de lenguaje son programas educativos diseñados a asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]) Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante).

Estamos obligados a ofrecer la opción del **programa de Inmersión Estructurada en Inglés (SEI)**

[e.g., Nuestra escuela(s) también ofrece un Programa Formativo Bilingüe que puede escoger para su hijo. Si escoge esta opción, su hijo será asignado a un aula donde la instrucción se proporciona en inglés y en otro idioma para. (Vea la descripción más adelante).]

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.

Programa de Inmersión Dual (DLI): También conocido como Doble Inmersión. Un programa de adquisición de idiomas que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto logro académico, dominio del primer y segundo idioma, y comprensión intercultural. Se inicia este programa típicamente en kindergarten transicional o kindergarten (TK/K).

Los padres/tutores pueden escoger el mejor programa de adquisición de lenguaje para su hijo. Se le requerirá a las escuelas en que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. EC sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con el Director of Assessment, Accountability, and Parent Engagement a 562-944-3651 ext. 2040 para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligado a tomar pasos afirmativas requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativas para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

South Whittier School District
LONG TERM ENGLISH LEARNER (LTEL) NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> School: <School_Name> Date: Sept. 11,2021

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name>

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

California Education Code 313.2 requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long Term English Learner (LTEL).

Your student is identified as a Long Term English Learner based on the following:

- (1) is enrolled in any of grades 6 to 8. Current grade:
- (2) has been enrolled in a U.S. school for six years or more. Date enrolled in US School:
- (3) has not reclassified

Language Acquisition Program and Description

A description of the language acquisition program provided in the **South Whittier School District** is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]). This language acquisition program will meet the educational strengths and needs of Long Term English Learners. This program will help them to develop english proficiency and support the student to meet age-appropriate academic standards.

We are required to provide a **Structured English Immersion (SEI)** program option.

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. SEI is designed to support students who are at risk for becoming a long-term english learner and will support the student in accessing grade level content standards.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact the Director of Assessment, Accountability, and Parent Engagement at 562-944-3651 ext. 2040 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

SOUTH WHITTIER SCHOOL DISTRICT
LONG TERM ENGLISH LEARNER (LTEL) NOTIFICATION LETTER
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: : <Last_Name>, <First_Name> Escuela: <School_Name> Fecha:
<Date_Testing_Completed_Spanish>

Estudiante ID#: <Student_ID> Fecha de nacimiento: <Date_of_Birth_Spanish> Grado: <Tested_Grade_Spanish >

Idioma materno: <Primary_Language_Name>

Estimados padres o tutores: Su hijo sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C]* sección 6312[e][3][A][i],[vi])

El Código de Educación de California 313.2 requiere que las agencias educativas locales y las escuelas semiautónomas notifiquen anualmente a los padres si a su hijo se le identifica como Estudiante de largo plazo del inglés (LTEL)

Su estudiante es identificado como un AR-TEL basado en lo siguiente:

- (1) está inscrito en cualquiera de los grados 6 a 8, inclusive **Current grade:**
- (2) ha sido inscrito en una escuela de los Estados Unidos durante seis años o más
Date enrolled in US School:
- (3) no ha reclasificado

Programas de adquisición de lenguaje y Descripción de las opciones de programas

En seguida **South Whittier School District** se muestra una descripción de los programas de adquisición de lenguaje que ofrece. Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii],[v]) Los programas de adquisición de lenguaje son programas educativos diseñados a asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]) Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante). Este programa les ayudará a desarrollar el dominio del inglés y ayudará al estudiante a cumplir con los estándares académicos apropiados para su edad.

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)**

[e.g., Nuestra escuela(s) también ofrece un Programa Formativo Bilingüe que puede escoger para su hijo. Si escoge esta opción, su hijo será asignado a un aula donde la instrucción se proporciona en inglés y en otro idioma para. (Vea la descripción más adelante).]

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD y acceso a la disciplina académica apropiada para su nivel de grado. SEI está diseñado para apoyar a los estudiantes que corren el riesgo de convertirse en aprendices de inglés a largo plazo y ayudará al estudiante a acceder a los estándares de contenido de nivel de grado.

Los padres/tutores pueden escoger el mejor programa de adquisición de lenguaje para su hijo. Se le requerirá a las escuelas en que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. EC sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con Director of Assessment, Accountability, and Parent Engagement a 562-944-3651 ext. 2040 para preguntar acerca del proceso.

Los padres de aprendices del inglés tienen derecho a rechazar u optar por que sus hijos no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para aprendices del inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, las LEA siguen obligadas a proporcionar instrucción significativa (5 Código de Reglamentos de California [CCR]* sección 11302) hasta que reclasifique, informar a los padres cuando no haya avances y ofrecer a los padres los programas y servicios que pueden considerar en ese momento. (5 Código de Regulaciones de California, sección 11302)

South Whittier School District Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> School: <School_Name> Date: Sept. 11, 2021

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name> Current Teacher:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite	Performance Level
Overall	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language performance level]</i>

Domain	Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Individualized Education Program (IEP) on file : <IEP_on_FILE>

A description of how your child's program placement will contribute to meeting the objectives of the IEP is available from your child's special education case manager. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria EL Master Plan: September, 2021
English Language Proficiency Assessment	ELPAC score: 4
Teacher Evaluation	Meeting standard on Grade Level ELA standards or a score of 4 on the South Whittier Observation Protocol for Teachers of EL
Parental Opinion and Consultation	Parent gives consent and signs reclassification form
Comparison of Performance in Basic Skills	CAASPP ELA level 3 and 4 or a Proficient score on Writing Performance Task

Language Acquisition Program and Description

A description of the language acquisition program provided in the **South Whittier School District** is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

We are required to provide a **Structured English Immersion (SEI)** program option. We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Dual-Language Immersion (DLI) Program: A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K).

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact the Director of Assessment, Accountability, and Parent Engagement at 562-944-3651 ext. 2040 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

SOUTH WHITTIER SCHOOL DISTRICT
NOTIFICACIÓN ANUAL PARA LOS PADRES
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: : <Last_Name>, <First_Name> Escuela: <School_Name> Fecha: <Date_Testing_Completed_Spanish>

Estudiante ID#: <Student_ID> Fecha de nacimiento: <Date_of_Birth_Spanish> Grado: <Tested_Grade_Spanish >

Idioma materno: <Primary_Language_Name>

Estimados padres o tutores: Su hijo sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C]* sección 6312[e][3][A][i],[vi])

Resultados de la evaluación del idioma
(20 U.S.C sección 6312[e][3][A][i],[vi])

Compuesto	Nivel de rendimiento
General	<i>[insert overall performance level]</i>
Expresión oral	<i>[insert oral language performance level]</i>
Expresión escrito	<i>[insert written language performance level]</i>

Ambito	Rendimiento
Comprensión auditiva	<i>[insert listening performance level]</i>
Expresión oral	<i>[insert speaking performance level]</i>
Lectura	<i>[insert reading performance level]</i>
Escritura	<i>[insert writing performance level]</i>

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo como <Calculated_ELAS_Spanish>

Existe un **Programa de Educación Individualizado (IEP)*** <IEP_on_FILE_Spanish>

Una descripción de cómo la colocación del programa de su hijo/a cumplirá con los objetivos del IEP está disponible con el administrador de casos de educación especial de su hijo/a. (20 U.S.C. sección 6312[e][3][A][vii])

Criterios para la reclasificación (la salida del programa)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en este distrito son los siguientes. (20 U.S.C. sección 6312[e][3][A][vi])

Los criterios generales (Código de educación de California [EC]* sección 313[f])	Los criterios de la agencia de educación local (LEA) (Plan Maestro de Aprendices de Inglés, Septiembre, 2021)
Evaluación del dominio del inglés	Resultado ELPAC: 4
Evaluación del maestro	Cumple con los estándares de Artes de Lenguaje Inglés (ELA) de nivel de grado or SWOPTEL
Consulta y opinión de los padres	El padre da consentimiento y firma la forma de reclasificación
Comparación del desempeño en habilidades básicas	Nivel 3 y 4 en el CAASPP ELA o un puntaje de dominio en el rendimiento de escritura

Programas de adquisición de lenguaje y Descripción de las opciones de programas

En seguida South Whittier School District se muestra una descripción de los programas de adquisición de lenguaje que ofrece. Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii],[v]) Los programas de adquisición de lenguaje son programas educativos diseñados a asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]) Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante).

Estamos obligados a ofrecer la opción del **programa de Inmersión Estructurada en Inglés (SEI)**

[e.g., Nuestra escuela(s) también ofrece un Programa Formativo Bilingüe que puede escoger para su hijo. Si escoge esta opción, su hijo será asignado a un aula donde la instrucción se proporciona en inglés y en otro idioma para. (Vea la descripción más adelante).]

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.

Programa de Inmersión Dual (DLI): También conocido como Doble Inmersión. Un programa de adquisición de idiomas que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto logro académico, dominio del primer y segundo idioma, y comprensión intercultural. Se inicia este programa típicamente en kindergarten transicional o kindergarten (TK/K).

Los padres/tutores pueden escoger el mejor programa de adquisición de lenguaje para su hijo. Se le requerirá a las escuelas en que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. EC sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con el Director of Assessment, Accountability, and Parent Engagement a 562-944-3651 ext. 2040 para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligado a tomar pasos afirmativas requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativas para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

South Whittier School District
AT RISK LONG TERM ENGLISH LEARNER (AR-LTEL) NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> School: <School_Name> Date: <Date_Testing_Completed>

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name>

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

California Education Code 313.2 requires local educational agencies and charter schools to annually notify parents if their child is identified as an At-Risk Long Term English Learner (LTEL).

Your student is identified as an At-Risk Long Term English Learner based on the following:

(1) is enrolled in any of grades 3 to 8. Current grade:

(2) has been enrolled in a U.S. school for four years. Date enrolled in US School:

(3) has not reclassified

Language Acquisition Program and Description

A description of the language acquisition program provided in the **South Whittier School District** is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]). This language acquisition program will meet the educational strengths and needs of Long Term English Learners. This program will help them to develop english proficiency and support the student to meet age-appropriate academic standards.

We are required to provide a **Structured English Immersion (SEI)** program option.

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. SEI is designed to support students who are at risk for becoming a long-term english learner and will support the student in accessing grade level content standards.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact Reanna Mendoza, Director of Assessment, Accountability, and Parent Engagement at 562-944-3651 ext. 2040 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

SOUTH WHITTIER SCHOOL DISTRICT
AT RISK LONG TERM ENGLISH LEARNER (AR-LTEL) NOTIFICATION LETTER
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: : <Last_Name>, <First_Name> Escuela: <School_Name> Fecha:
<Date_Testing_Completed_Spanish>

Estudiante ID#: <Student_ID> Fecha de nacimiento: <Date_of_Birth_Spanish> Grado: <Tested_Grade_Spanish >

Idioma materno: <Primary_Language_Name>

Estimados padres o tutores: Su hijo sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C]* sección 6312[e][3][A][i],[vi])

El Código de Educación de California 313.2 requiere que las agencias educativas locales y las escuelas semiautónomas notifiquen anualmente a los padres si a su hijo se le identifica como Estudiante de largo plazo del inglés (AR-LTEL).

Su estudiante es identificado como un AR-TEL basado en lo siguiente:

- (1) está inscrito en cualquiera de los grados 3 a 8, inclusive **Current grade:**
- (2) ha sido inscrito en una escuela de los Estados Unidos durante cuatro años o más
Date enrolled in US School:
- (3) no ha reclasificado

Programas de adquisición de lenguaje y Descripción de las opciones de programas

En seguida **South Whittier School District** se muestra una descripción de los programas de adquisición de lenguaje que ofrece. Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii],[v]) Los programas de adquisición de lenguaje son programas educativos diseñados a asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]) Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante). Este programa de adquisición de idiomas satisfará las fortalezas y necesidades educativas de AR-LTELS. Este programa les ayudará a desarrollar el dominio del inglés y ayudará al estudiante a cumplir con los estándares académicos apropiados para su edad.

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)**.

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD y acceso a la disciplina académica apropiada para su nivel de grado. SEI está diseñado para apoyar a los estudiantes que corren el riesgo de convertirse en aprendices de inglés a largo plazo y ayudará al estudiante a acceder a los estándares de contenido de nivel de grado.

Los padres/tutores pueden escoger el mejor programa de adquisición de lenguaje para su hijo. Se le requerirá a las escuelas en que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. EC sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con Reanna Mendoza, Director of Assessment, Accountability, and Parent Engagement a 562-944-3651 ext. 2040 para preguntar acerca del proceso.

Los padres de aprendices del inglés tienen derecho a rechazar u optar por que sus hijos no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para aprendices del inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, las LEA siguen obligadas a proporcionar instrucción significativa (5 Código de Reglamentos de California [CCR]* sección 11302) hasta que reclasifique, informar a los padres cuando no haya avances y ofrecer a los padres los programas y servicios que pueden considerar en ese momento. (5 Código de Reglaciones de California, sección 11302)



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

**English Language Proficiency Assessments for California
Summative ELPAC, 2021-22
Parent and Guardian Notification Letter**

February 1, 2022
School of enrollment:

Teacher:

To the Parent/Guardian of:

Your child will take a test called the English Language Proficiency Assessments for California, or “ELPAC” between Feb.7-May 31. This test measures how well students understand English, when English is not the language spoken at home. Students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

Students in transitional kindergarten through eighth grade in South Whittier School District, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing. You may be called to set up an appointment to have your child take the test after-school.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at https://www.elpac.org/s/pdf/ELPAC_Parent-guide-to-understanding-elpac-sp.pdf

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact
Sincerely,

Director of Assessment, Accountability, and Parent Engagement



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

**English Language Proficiency Assessments for California
Summative ELPAC, 2021-22
Parent and Guardian Notification Letter**

February 1, 2022
Escuela:

Profesor(a) del estudiante:

Queridos Padres o tutores de:

Su hijo(a) realizará la prueba siguiente durante el 7 de febrero al 31 de mayo: ELPAC Summative Assessment (Evaluación Sumativa). Esta prueba determina que también los estudiantes pueden entender el inglés, cuando el inglés no es el idioma que se habla en casa. Los estudiantes pueden obtener el apoyo necesario para desempeñarse bien en Artes del lenguaje del inglés/alfabetización, matemáticas, ciencias, y otras áreas temáticas en la escuela. La información del ELPAC le indica al maestro de su hijo(a) sobre las áreas en las que su hijo(a) necesita apoyo adicional. Estudiantes del kínder de transición hasta el octavo grado en el Distrito Escolar del Sur de Whittier quienes están clasificados como aprendices del Inglés, tomarán la Evaluación Sumativa ELPAC cada año hasta que sean re-clasificados como competentes en el inglés. Los estudiantes son evaluados en sus habilidades para escuchar, hablar, leer y escribir. Se le llamará para programar una cita para que lleve al estudiante después de la escuela.

Usted es una parte importante de la educación de su hijo. Algunas cosas que puede hacer para ayudar a su hijo son:

- Leerle a su hijo, o pedirle a su hijo que le lea a usted en inglés regularmente.
- Use figuras y pídale a su hijo que le diga en inglés lo que ve en la figura o lo que está ocurriendo en la figura.
- Proporcione a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- hable con el maestro de su hijo sobre capacidad de escuchar, hablar y leer de su hijo. Y habilidades de escritura para ayudar a apoyar su progreso.

Para obtener más información sobre ELPAC, por favor buscar en la Guía de los Padres para Comprensión de ELPAC, del Departamento Educativo de California. En la página web https://www.elpac.org/s/pdf/ELPAC_Parent-guide-to-understanding-elpac-sp.pdf

Las pruebas de práctica de ELPAC son otro buen recurso. Se pueden encontrar en el sitio web de ELPAC en <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre si su hijo(a) toma el ELPAC, comuníquese con Sinceramente,

Directora de Evaluación, Responsabilidad y Participación de los Padres



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

2021-22 English Language Development Services During Distance Learning Parent and Guardian Notification

August 18, 2021

Dear Parent/Guardian:

State and federal laws require schools to identify English learner (EL) students in need of language assistance services. The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and local educational agencies identify which students are potential EL students who require assessment of their English language proficiency, through the English Language Proficiency Assessments for California (ELPAC). This assessment is used to determine whether they are eligible for language assistance services.

Upon initial enrollment of your child in a California public school, you indicated on the HLS that a language other than English is used at home. All students whose home language survey contains a language other than English will be assessed with the Initial ELPAC.

The ELPAC is designed for a student to be assessed *in person*. Until your child's proficiency in English is officially determined through the Initial ELPAC, they will receive English language development (ELD) services through distance learning instruction.

Based on the home language survey results, your child will be assessed with the Initial ELPAC. Please contact your child's school to make an appointment during the month of September for your child to be assessed.

If you have any questions about your child taking the Initial ELPAC or being provided ELD services through distance learning, please contact

Sincerely,

Director of Assessment, Accountability, and Parent Engagement



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

2021-22 Servicios de Desarrollo del Idioma Inglés Durante el Aprendizaje a Distancia la Notificación de Padres y Tutores

18 de agosto, 2021

Estimado Padre / Tutor:

Las leyes estatales y federales requieren que las escuelas identifiquen a los estudiantes aprendices de inglés (EL) que necesitan servicios de asistencia con el idioma. La encuesta del idioma del hogar (HLS) es un cuestionario que se les da a los padres o tutores que ayuda a las escuelas y agencias educativas locales a identificar qué estudiantes son estudiantes EL potenciales que requieren una evaluación de su dominio del idioma inglés, a través de las Evaluaciones de dominio del idioma inglés para California (ELPAC). Esta evaluación se utiliza para determinar si son elegibles para los servicios de asistencia en idiomas.

Tras la inscripción inicial de su hijo en una escuela pública de California, indicó en la HLS que en casa se usa un idioma que no es el inglés. Todos los estudiantes cuya encuesta de lengua materna contenga un idioma que no sea inglés serán evaluados con el ELPAC inicial.

El ELPAC está diseñado para que un estudiante sea evaluado en persona. Hasta que el dominio del inglés de su hijo se determine oficialmente a través del ELPAC inicial, recibirá servicios de desarrollo del idioma inglés (ELD) a través de la instrucción a distancia.

Basado sobre los resultados de encuestas en el idioma del hogar, su hijo será evaluado con el ELPAC inicial. Comuníquese con la escuela de su hijo para hacer una cita en septiembre.

Si tiene alguna pregunta sobre si su hijo está tomando el ELPAC inicial o si recibe servicios de ELD a través del aprendizaje a distancia, comuníquese con

Sinceramente,

Director of Assessment, Accountability, and Parent Engagement



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

NOTIFICATION TO OPT A CHILD OUT OF EL PROGRAMS OR PARTICULAR EL SERVICES

Date:

Dear Parent,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child _____. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

Please complete the information below:

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.
- I am familiar with the EL programs and services the school has available for my child.
- I have had the opportunity to discuss the available EL programs and services with the school.
- I understand that the school believes its recommendation is the most academically beneficial for my child.
- I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner

I, _____, with a full understanding of the above information, wish to

- decline **all** of the EL programs and EL services offered to my child.
- decline **some** of the EL programs and/or particular EL services offered to my child.
- ☼ I wish to decline _____



11200 Telechron Ave., Whittier, CA 90605 / (562) 944-6231

NOTIFICACIÓN PARA RECHAZAR A UN NIÑO DE LOS PROGRAMAS DE EL O DE LOS SERVICIOS DE EL EN PARTICULAR

Fecha:

Querido Padre,

Entendemos que le gustaría rechazar el programa para Estudiantes de inglés (EL) o los servicios (EL) específicos propuestos para su hijo _____. Los servicios EL están diseñados específicamente para ayudar a su hijo a obtener el dominio del idioma inglés, así como a adquirir contenido de nivel de grado. Sin embargo, como se indica en nuestra conversación, usted tiene el derecho legal de excluir a su hijo del programa o de servicios particulares.

Si aún desea excluir a su hijo del programa EL o de los servicios EL particulares, coloque sus iniciales junto a cada elemento de la lista de verificación a continuación. Si lo hace, indicará que comprende completamente y está de acuerdo con cada afirmación. Una vez que haya puesto sus iniciales junto a cada una de las declaraciones, firme, feche y devuelva el formulario a la escuela de su hijo. Mantendremos este documento archivado indicando que usted ha rechazado o no desea estos servicios EL indicados para su hijo.

Por favor complete la siguiente información:

- Soy consciente del puntaje de la evaluación del idioma inglés de mi hijo/a y otra información sobre el progreso académico actual de mi hijo, y entiendo por qué se lo recomendó para recibir instrucción adicional en el idioma inglés.
- Estoy familiarizado con los programas y servicios EL que la escuela tiene disponibles para mi hijo.
- He tenido la oportunidad de discutir los programas y servicios EL disponibles con la escuela.
- Entiendo que la escuela cree que su recomendación es la más beneficiosa académicamente para mi hijo
- Entiendo que mi hijo/a seguirá siendo designado/a como 'aprendiz de inglés' y se evaluará su dominio del inglés una vez al año hasta que ya no cumpla con la definición de aprendiz de inglés.

Yo, _____, Con una comprensión completa de la información anterior, deseo

- Rechazo todos los programas EL y los servicios EL que se ofrecen a mi hijo.
- Rechazar algunos de los programas EL y / o servicios EL particulares que se ofrecen a mi hijo.
- Deseo rechazar _____

English Language Proficiency Assessments for California Initial ELPAC, 2021–2022 Parent and Guardian Notification Letter

July 22, 2021

You indicated that your child’s primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC,” if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, your child will be assessed with the Initial ELPAC. Please contact your child’s school to make an appointment before school starts.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the ELPAC Web page at <https://elpac.startingsmarter.org/>

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact your school office.

Sincerely,

Director of Assessment, Accountability, and Parent Engagement

ELPAC Inicial, 2021-2022

Carta de Notificación para padres y Tutores

July 22, 2021

Cuando inscribió a su hijo(a) en la escuela, indicó que el idioma primario o idioma en el hogar de su hijo(a) no es el Inglés. En las escuelas públicas de California, todos los estudiantes que asistan a la escuela por vez primera serán evaluados con las Pruebas de Suficiencia en el Idioma Inglés en California o “ELPAC Inicial,” si es que su idioma nativo no es el Inglés.

ELPAC Inicial es la prueba utilizada para determinar si es un aprendiz del Inglés o si es fluido en inglés. Esta prueba requerida ayudará identificar estudiantes que necesiten ayuda al aprender Inglés. Esto es importante para que puedan obtener el apoyo necesario para tener éxito en todas las materias escolares.

Basado sobre los resultados de encuestas en el idioma del hogar, su hijo será evaluado con el ELPAC inicial. Por favor, póngase en contacto con la escuela de su hijo para hacer una cita antes de que comiencen las clases.

Usted es una parte importante de la educación de su hijo. Algunas cosas que puede hacer para ayudar a su hijo son:

- Leerle a su hijo, o pedirle a su hijo que le lea a usted en inglés regularmente.
- Use figuras y pídale a su hijo que le diga en inglés lo que ve en la figura o lo que está ocurriendo en la figura.
- Proporcione a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- hable con el maestro de su hijo sobre capacidad de escuchar, hablar y leer de su hijo. y habilidades de escritura para ayudar a apoyar su progreso.

Para obtener más información sobre ELPAC en la página web <https://elpac.startingsmarter.org/>

Las pruebas de práctica de ELPAC son otro buen recurso. Se pueden encontrar en el sitio web de ELPAC en <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre si su hijo(a) toma el ELPAC, por favor comuníquese con la oficina de su escuela.

Sinceramente,

Directora de Evaluación, Responsabilidad y Participación de los Padres