Salinas Union High School District

English Learner Master Plan

Prepared by the Office of Educational Services

June 2021

Members of the Revision Committee

Dr. Blanca Baltazar-Sabbah	Associate Superintendent, Instructional Services
Antonio García	Director, Educational Services & English Learner Program
Robert Cannon	Director, Research, Assessment, and Accountability
Marc Tejeda	HS ELD Teacher, Former EL Administrator
Cher Nicolas Appel	ELD Curriculum Specialist
Viki Moustakas Rodriguez	HS ELD Teacher, Former ELD Curriculum Specialist
Elise LaPlace	MS ELD teacher, Former ELD Curriculum Specialist
Kelley Ghione	HS ELD Teacher
Lorenzo Barranco	HS ELD Teacher, Former HS English Learner Specialist
Dr. Marisela Cerda	MS ELD Teacher, Former MS English Learner Specialist
Maryam Powers	MS English Language Arts teacher
Ivonne Rojas	HS Content Area teacher
Dolores Christensen	Counselor/Pupil Personnel Service Specialist
Samantha Benish	MS SVFT Representative
Katie Bassler	President, Salinas Valley Federation of Teachers
Alma Saucedo	Community Representative
Gracie Caballero	EL Clerk, Special Projects Office
Claudia Gray	English Learner Support Staff, WMS

TABLE OF CONTENTS

I. INTRODUCTION----------6-8

II. PARENT INVOLVEMENT----------9

EL-01: English Learner Advisory Committee (ELAC)----------10-11

EL-02: District English Learner Advisory Committee (DELAC)----------12-14

III. GOVERNANCE AND ADMINISTRATION----------15

EL-03: EL Identification and Assessment----------16-18

EL-04: Implementation, Monitoring, and Revision of Title III Plan----------19-21

EL-05: EL Program Inclusion in SPSA (Schoolwide)----------22

EL-06: Title III Inventory----------23

IV. FUNDING----------24

EL-07: Supplement, Not Supplant with Title III----------25-27

EL-08: Time and Effort Requirements (Title I and Title III)----------28

V. STANDARDS, ASSESSMENT AND ACCOUNTABILITY----------29

EL-09: Evaluation of Title III-Funded Services and Programs----------30-39

EL-10: Reclassification----------40-44

VI. STAFFING AND PROFESSIONAL DEVELOPMENT----------45

EL-11: Teacher EL Authorization----------46-50

EL-12: Professional Development Specific to English Learners----------51-53

VII. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS----------54

EL-13: Language Acquisition Program Options and Parent Choice----------55-58

VIII. TEACHING AND LEARNING----------59

EL-14: ELD----------60-64

EL-15: Access to Standard Instructional Program----------65-69

California State Seal of Biliteracy (SSB)----------70-72

Go to the Table of Contents

IX. APPENDIX (ADDITIONAL DOCUMENTS AND FORMS)----------73

PARENT INVOLVEMENT

EL-01: English Learner Advisory Committee (ELAC)

ELAC Descriptor----------74-75

Sample Calendar of Required ELAC Meeting Agenda Items----------76

ELAC Documentation----------77

ELAC Sample Agenda Outline----------78

ELAC Sample Minutes Outline----------79

EL-02: District English Learner Advisory Committee (DELAC)

DELAC Descriptor----------80-81

Sample Calendar of Required DELAC Meeting Agenda Items----------82

DELAC District-wide Parent Needs Assessment----------83

GOVERNANCE AND ADMINISTRATION

EL-03: EL Identification and Assessment

Procedures for Registration and Testing----------84-88

Middle School ELD Flowchart----------89

High School ELD Flowchart----------90

Notification of Initial ELPAC----------91

Initial ELPAC Conversion Tables + Course Placement Correlations---------92-95

Designating EL Fields for Initial ELPAC Testing

and ELAS Designation----------96-97

English Learner Notification Letter----------98

ELPAC Notification Letter----------99-102

EL-04: Implementation, Monitoring, and Revision of Title III Plan

EL-05: EL Program Inclusion in SPSA (Schoolwide)

EL-06: Title III Inventory

FUNDING

EL-07: Supplement, Not Supplant with Title III

EL-08: Time and Effort Requirements (Time I and Title III)

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

EL-09: Evaluation of Title III-Funded Services and Programs

Example of Compliance Monitoring Calendar----------103-105

English Learner Program Annual Self-Study Report (DELLAS)----------106-118

EL-10: Reclassification

Annual Assessment and Reclassification Process----------119-122

Reclassification Recommendation Form----------123

Protocol for Language Re-designation of Students with Disabilities-------124-126

STAFFING AND PROFESSIONAL DEVELOPMENT

EL-11: Teacher EL Authorization

EL-12: Professional Development Specific to English Learners

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL-13: Language Acquisition Program Options and Parent Choice

SUHSD Language Acquisition Form----------127

SUHSD Opt-Out Protocol----------128

TEACHING AND LEARNING

EL-14: ELD

Middle School and High School ELD Flowcharts----------129-130

SUHSD Teacher Recommendation Form:

ELD 1-3 Student Course Change----------131-136

ELD Transitional Meetings Protocol: 8th grade to 9th grade----------137-138

Transitional Meeting Data Form: 8th grade to 9th grade----------139-141

EL-15: Access to Standard Instructional Program

California State Seal of Biliteracy (SSB)

Seal of Biliteracy Application----------142

Seal of Biliteracy Informational Flyers----------143-145

I. INTRODUCTION

Salinas Union High School District

Mission Statement

Guided by educational equity and through innovation, discovery, and support, the SUHSD will meet the academic, behavioral, and social-emotional needs of each student to ensure the achievement of their aspirations.

Vision

The Salinas Union High School District will be an exemplary district committed to the advancement of all students.

The English Learner Master Plan's principal purpose is to serve as a guide to the specific procedures the Salinas Union High School District uses to identify, serve and monitor the progress of students who arrive in our schools without a complete command of the English Language. We believe with appropriate learning opportunities, they will succeed.

English Learners (ELs) face enormous challenges. They must master a new language while attempting to meet demanding grade-level standards across the curriculum. Some must also overcome significant hurdles in adapting to schools and communities different from their countries of origin. Also, ELs may have learning disabilities, live in poverty, or be homeless.

All Salinas Union High School District personnel (teachers, counselors, instructional assistants, and administrators) at the school sites and at the district level are expected to follow the procedures specified in this Master Plan to best meet ELs' needs. Staff with information for improving these practices are encouraged to share their ideas with their site Principal and English Learner Team, English Learner Advisory Council, the district English Learner Development Steering Committee, and the District English Learner Job Alike.

This Master Plan for English Learners is tied to and based on:

- Federal laws and regulations
- State laws and regulations
- District policies
- Research-informed, proven instructional practices

District EL Goals

- Develop and implement effective programs for ELs;
- Ensure that all ELs access and master the English Language;
- Ensure that all ELs access and master the core curriculum;
- Decrease the number of drop-outs, suspensions, and expulsions for ELs;
- Increase and optimize Honors/Plus course, Advanced Placement, and AVID enrollments for ELs; and
- Promote positive self-concept and cross-cultural understanding.

The key features for serving ELs in the Salinas Union High School District include the following:

- Identification, Initial Assessment, and Placement;
- High-Quality Educational Opportunities in Academics and ELD;
- Annual Accountability & Review; and
- Ongoing Monitoring, Reclassification Process, Parent Advisory, and Staff Development.

District Organizational Structure to meet the needs of ELs

- Associate Superintendent of Curriculum and Instruction
- Director of English Learner (EL) Program
- School Principals
- Site EL Specialists

In order to support the diverse needs of our ELs, each Principal will select a full-time EL Specialist. The EL Specialist is involved in the identification, assessment, placement, reclassification, and monitoring of the ELs at the site. S/He will work closely with the Director of English Learners, the Principal, teachers, support staff, and parents to ensure the smooth implementation of EL services. The overall role of the EL Specialist is to provide support to ELs. See EL Master Plan Section V, EL-09, for an overview of the EL Specialist responsibilities.

II. PARENT INVOLVEMENT

- EL-01: English Learner Advisory Committee (ELAC)
- EL-02: District English Learner Advisory Committee (DELAC)

EL-01: English Learner Advisory Committee

"Each school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all legal requirements."

Introduction:

The goal of this section is to assist schools in the development of a strong interactive English Learner parent component. The school's responsibility is to help parents clearly understand the process so that they can positively interact with the school and thus become advocates for the education of their children.

Each school will:

- Include participation of parents and the community in decision-making, planning, implementation, and evaluation of instructional programs for ELs.
- Develop a working partnership between the community and the schools in providing equal educational access to all students.
- Emphasize open communication with parents and dissemination of information concerning school activities, programs, reports, and policies in the primary language.

English Learner Advisory Committees (ELAC): School sites with 21 or more enrolled ELs have a functioning EL advisory committee on programs and services for ELs.

1. ELAC Formation

- A general meeting is called for all English Learner parents by the site principal or his/her designee.
- The role and responsibility of the ELAC are explained.
- The principal can entertain nominations or the group can appoint a nominating committee.
- The ballot should include persons willing to serve on the committee.
- All nominees must be informed before elections to assure they understand the duties, responsibilities of membership.
- Ballots are printed in English and Spanish.
- Ballots are provided to all parents of EL students attending the ELAC meeting
- The administrator in charge of the English Learner program or his/her designee will notify in writing those who are elected.
- Principals or their designee will provide elected members (with their consultation) appropriate training and training materials to assist them in carrying out their legal responsibilities.
- Following elections, the Principal or his/her designee will send member names to the Director of English Learner Program.
- The Special Projects Office and school site will maintain a current list of ELAC members.

2. ELAC Composition

- English Learner parent membership percentages on the ELAC shall reflect, at minimum, the EL percentages at the school site.
- The ELAC may be composed of EL parents, non-EL parents, and school site staff (all of whom are elected by parents of ELs).
- ELAC officers are elected from within the ELAC:
  - ➢ Chairperson
  - ➢ Vice-Chairperson
  - ➢ Secretary
  - ➢ DELAC representative(s) – one representative and one alternate
- If a committee member must be replaced during the school year, the chairperson appoints an EL parent to fill the position to complete the year. Vacant positions are re-elected each fall.

3. **ELAC Role:** The ELAC advises the principal and staff on topics relating to ELs, including:

- Advising School Site Council on development of the School School Plan for Student Achievement;
- The development of the school's needs assessment;
- Administration of the school's annual language census (CALPADS report);
- Efforts to make parents aware of the importance of regular school attendance; and
- Electing a representative to the District English Learner Advisory Committee (DELAC).

4. ELAC Meetings

- The ELAC meets a minimum of eight times per year.
- By-laws for site ELAC are optional.
- An agenda is developed and publicly posted for each meeting at least 72 hours in advance.
- Minutes will be taken at each ELAC meeting. Copies of the agenda, minutes, and sign-in sheet are forwarded to the Special Projects Office.

See Appendix, Section II for a sample of annual Required ELAC Meeting Agenda Items.

EL-2: District Advisory Committee

"The District (when there are 51 or more English Learners enrolled) has a functioning District English Learner Advisory Committee (DELAC) that meets all legal requirements."

Introduction

The goal of this section is to guide the district in the development of a strong interactive EL parent component. The district's responsibility is to help parents clearly understand the educational process so that they can positively interact with the school, provide educated and meaningful input relative to the needs of ELs, and thus become advocates for the education of their children.

The district will:

- Include participation of at least one parent from each school site in decision-making, planning, implementation, and evaluation of instructional programs for ELs.
- Maintain a working partnership between the district and the schools in providing equal educational access to all students.
- Emphasize open communication with parents, including the dissemination of information concerning district activities, programs, reports, and policies in parents' primary language.

District English Learner Advisory Committee (DELAC)

School districts with 51 or more enrolled ELs have a functioning district-level EL advisory committee on programs and services for ELs.

1. DELAC Formation

- At the first ELAC meeting at each school, the EL parent members elect one representative and one alternate to the DELAC, each of whom are parents of one or more district enrolled EL students.
- The DELAC representative is responsible to attend all DELAC meetings and present the information received at the DELAC meetings at the site-level ELAC.
- Site administrators in charge of the ELAC send the names of representatives and alternates to the Special Projects Office.
- The representatives serve for a period of two years, provided their children remain in the district and continue to be classified as ELs. This is inclusive of any parent whose child was reclassified and is still under the four year monitoring provision.
- If a DELAC representative must be replaced during the year, the alternate takes his/her place and the ELAC elects a new alternate.
- The Director of English Learner Services and/or designee serves as district liaison to the DELAC, assisting with agenda preparation, distribution of meeting notices, arranging for any guest speakers, preparation of meeting minutes, and all communications pertaining to the DELAC.

• The Director of English Learner Services and/or designee provides training materials and training at DELAC meetings, planned in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

2. DELAC Composition

• The DELAC consists of one representative and one alternate from each school site.

• Although both the representative and the alternate are encouraged to attend DELAC, only the designated representative has voting privileges.

• The alternate assumes the representative's voting privilege in his/her absence.

• Should less than 60% of school sites be present at a scheduled DELAC meeting, quorum is attained, and the meeting continues for informational purposes only (i.e. no voting by committee members).

3. **DELAC Role:** The DELAC advises the governing board on programs and services for English Learners, including, at a minimum:

• A timetable for and development of a district master plan of educational programs and services for ELs, taking into consideration school site plans for ELs;

• Conduct of a district-wide needs assessment;

• Establishment of goals and objectives for district programs and services for ELs;

• Development of a plan to ensure compliance with applicable teacher and aide requirements;

• Administration of the annual language census;

• A review and comment on the written notification of initial enrollment (per 5 CCR 11303a);

• A review of and comment on any related waiver request; and

• A review of and comment on district reclassification procedures.

4. DELAC Meetings

• The DELAC formally meets a minimum of five times each year.

• A DELAC meeting agenda is developed and publicly posted at each school site at least 72 hours prior to the meeting.

• DELAC meeting minutes are kept and clearly reflect the training areas that have been covered during the meeting.

• DELAC minutes in English and Spanish and other languages as needed are shared with the site administrator in charge of the EL program or his/her designee.

See Appendix, Section II for a sample of annual Required DELAC Meeting Agenda Items.

DELAC COMMITTEE OFFICERS

Chairperson

- Preside at all meetings.
- Keep order at all times.
- Speak no more than necessary while presiding.
- Have an agenda for meeting before him/her and proceed in a businesslike manner.
- Refrain from entering the assembly debates. If it is essential that this be done, the vice- president should be placed in the chair. A chairperson is not permitted to resume the chair until after the vote has been taken on the question under discussion.
- Extend courtesy to the opponents of a motion, even though the motion is one that the presiding officer favors.
- Appear at the entrance a few minutes before the time of the meeting to be called to order. When the time arrives, note whether a quorum is present; if so, call the meeting to order, and declare “a quorum is present.”

Vice-Chairperson

- The vice-chairperson acts in the place of the chairperson when he/she is absent or whenever necessary. In case the chairperson cannot continue in the position, the vice-chairperson automatically becomes the chairperson.
- Preside at all meetings in the absence of the chairperson or whenever the chairperson temporarily vacates the chair.
- If the chairperson should be absent for a long period, the vice-chairperson may exercise all duties of the chairperson except to change or modify the rules by the chairperson.
- The vice-chairperson cannot fill vacancies where the by-laws state that such vacancies shall be filled by the chairperson.

Secretary

- The secretary takes attendance.
- The secretary keeps a neat and careful record of all business done in the meetings, with the exact wording of every motion and whether it was rejected or approved. Brief extracts from speeches, if important, may be recorded, but no comments of any kind, favorable or unfavorable, are made.
- The minutes show the names of persons appointed to subcommittees, and it is the duty of the secretary to notify all persons nominated or elected on any committee.
- Distribute copies of information, reimbursement forms and assure that everyone signs the attendance list at each meeting.
- Bring a copy of the bylaws, parliamentary procedures, and a members list to all meetings.

III. GOVERNANCE AND ADMINISTRATION

- EL-03: EL Identification and Assessment
- EL-04: Implementation, Monitoring, and Revision of Title III Plan
- EL-05: EL Program Inclusion in SPSA (Schoolwide)
- EL-06: Title III Inventory

Go to the Table of Contents

EL-03: Identification and Parent Notification

"The district properly identifies, assesses and reports all students who have a primary language other than English and notifies their parents of language assessment results and program placement."

3.0-3.2 Identification and Parent Notification

California public schools are required to determine the language(s) spoken in the home by each student upon initial district enrollment. In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls his/her child in the district for the first time, the parent/legal guardian completes a registration form that includes the HLS as part of the enrollment procedure. The HLS remains on file for each student in the district.

All students whose Home Language Survey indicates a language other than English on any of the first three questions must be assessed in English language skills within 30 calendar days of initial enrollment. The fourth question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the English Language Proficiency Assessments for California (ELPAC)-Initial, is administered following all of the publisher's instructions to determine English Language Proficiency (ELP). The ELPAC is a criterion-referenced test based on the 2012 California ELD Standards. It is aligned with the language of the Common Core State Standards and assesses students' English Language proficiency in listening, speaking, reading, and writing.

Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child's initial assessment. Parents receive written communication including initial assessment scores and what they mean, program options, student recommended placement, and the waiver process for an alternative program. Assessment results are entered for each student in the district student information system by site staff. In addition, the results are provided to the teacher(s) of each EL student. A copy of the Home Language Survey, ELPAC Initial assessment results, and parent notification forms, are placed in the student's EL folder in the cum file.

Using this assessment information and program placement recommendations, the EL Specialist and the student's counselor place the student in the most appropriate instructional setting. Written descriptions of program options are reviewed with parents. The site principal or designee meets with the parent(s)/legal guardian(s) to clarify any questions and/or to review any concerns parents may have regarding the testing results or program placement recommendations.

When students transfer between schools in the District, all relevant data regarding the student's EL assessment history including current scores, current student placement, academic progress and interventions are available to the receiving school in the District's student information system. The site administrator/EL Specialist overseeing the EL program

is responsible for reviewing the information in the student data system, and coordinates with the student's academic counselor to make sure the student is properly placed in his or her new classes. This is also true for students transferring to the continuation/alternative high school.

Students newly entering the District will have the relevant assessment, academic progress and placement information entered into the student information system within ten (10) days of enrollment by the EL Support Staff. Upon registration, the ELPAC Score Request Form shall be sent by the EL Support Staff to the previous LEA to obtain the student's ELPAC scores (if they are not an Initial assessment). The school's registrar will in turn send the Cum Request Form to the previous school's secretary or registrar.

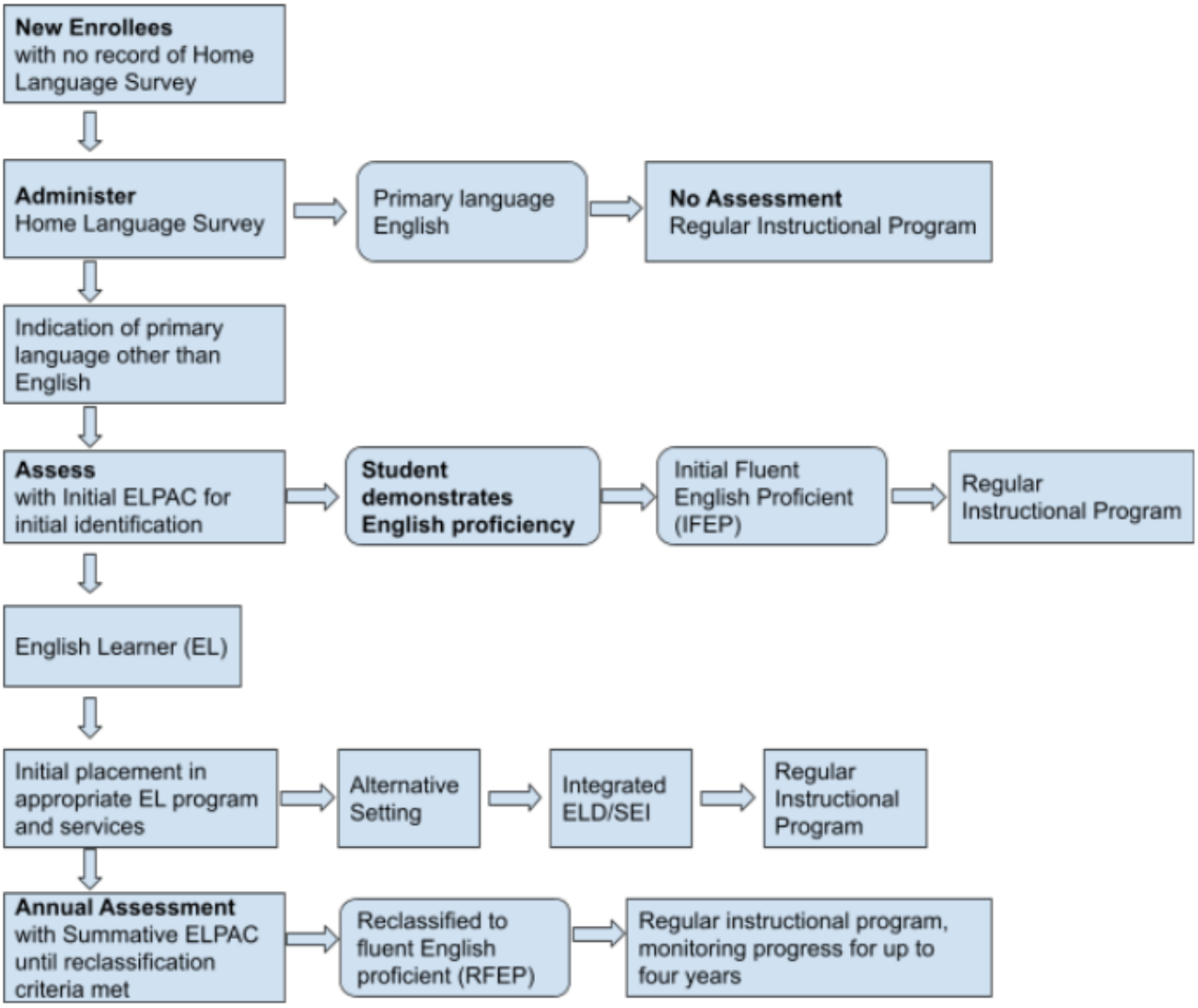
When the site receives the student cumulative record from the former district/school, the record is reviewed by the EL Support Staff to check for any relevant data pertaining to English Learner status and/or services provided in the former district/school. Such information may impact initial assessment data and placement of the student; adjustments in the database and program will be made accordingly. If assessment data is incomplete or missing from the student's cumulative records, the EL Support Staff will contact the previous school for this information. If no information can be obtained from the previous school, the EL Support Staff will check the student's English Language Acquisition Status (ELAS) in CALPADS. If there is still no indication in CALPADS, the English Learner Support Staff should arrange to have initial identification assessments done so that the student will be properly placed. A Monterey County EL Cum Insert folder will be created by the EL Support staff and placed in the cumulative folder in the event that one does not already exist in the cum file.

If a new student took the ELPAC at another district, scores for the current school year are entered into the District student information system to ensure correct data for the following year's pre-ID ELPAC labels.

See Appendix, Section III for Procedures for Registration and Testing.

See Appendix, Section III for Middle School and High School ELD Flowcharts.

Guide for Assessment and Placement of English Learners



Go to the Table of Contents

EL-04: Implementation, Monitoring, and Revision of Title III Plan

"Base fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English Language Development, and the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. Funds provided by Title III for English Learner and Immigrant students supplement, but do not supplant, base funds or other categorical resources at the schools."

4.0 Plan for use of Title III funds

Introduction

The Salinas Union High School District follows funding mandates as prescribed by the California Education Code, state regulations and district policies/practices. Title III-EL, Title III-Immigrant, and Concentration LCFF funds are used to supplement the core educational program and may not supplant use of Base Fund monies. The core educational program for EL students is funded by base fund monies. Expenditures are audited annually by the Business Office and the District's external auditors.

Yearly Process:

1. The Board of Trustees approves the district budget plan, which ensures that the needs of all students are being met.

2. The Chief Business Officer and the Director of Special Projects allocate funds based on a Consolidated Application formula, meet individually with school principals to plan expenditures, to ensure compliance, and to monitor expenditures throughout the year.

3. The Director of Special Projects countersigns all categorical purchase order requisitions, timesheets, consultant contracts and travel expenditure requests to ensure compliance.

4. The Director of Educational Services countersigns all supplemental purchase order requisitions, timesheets, consultant contracts and travel expenditure requests to ensure alignment with expected outcomes. The site Principal coordinates the development of the school level plan, prioritizes needs based on data collecting, and convenes necessary approval groups. The role of advisory groups are as follows:

   - SSC writes and approves the School Plan for Student Achievement (SPSA)
   - ELAC members advise and give input on the school level plan
   - DELAC gives input on the district-wide level plan

5. The Base Fund provides equitable base facilities and materials to all students annually.

6. The District maintains a current list of district-adopted ELD materials and core texts that schools are to use with ELs. The list is regularly reviewed and updated by the Associate Superintendent of Curriculum and Instruction. New materials are reviewed

by a textbook adoption committee and (usually) piloted prior to district adoption. Maximum opportunities for collaboration and discussion are provided via the Instructional Council, the ELD Steering Committee, grade-level meetings, focus groups and trainings.

Consolidated Application

The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations.

Some of these funds are exclusively for the education of ELs. The superintendent or his designee certifies the following when accepting these funds:

"I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge that information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring process. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file."

Consolidated Application Programs Related to English Learners

Title I, Part A, Basic Grant, provides federal supplemental funds to be used to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet educational needs of low-achieving students enrolled in the highest poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high and low-performing students. All comprehensive district schools are Title I school-wide.

- A school-wide program (SWP) is a reform strategy designed to upgrade the entire educational program in a Title I school. It permits a school to use funds from Title I, Part A and other federal education program funds and resources to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of academic achievement on State academic achievement standards. SWPs do not have to identify particular students as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars.

Title III authorizes federal funding for supplementary programs and services for identified ELs. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in such a manner that allows EL students to meet grade level and graduation requirements. **Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and <u>related EL student program activities</u>. A maximum of two percent of Title III funding may be allocated to administrative costs.**

Supplemental and Concentration funds can be used to increase or improve services for ELs and low-income students in proportion to the amount of these funds that the district receives

for those students.

4.1-4.2 Use of funds

The SUHSD utilizes categorical funding to support professional development opportunities for teachers and other staff. This is for trainings focused on the instruction of ELs. Our goal for the teachers attending is to provide effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing EL students' English language proficiency and student academic achievement.

Professional development for all teachers, and parents, is a district priority. **The majority of District-sponsored professional development opportunities are funded with LCFF monies.** Examples of the ongoing programs provided by our district are:

- Constructing Meaning (CM), provided by the EL Achieve program. Its purpose is to ensure that all teachers are skilled in providing integrated ELD into their content area classes, as well as their ELD classes.
- The WRITE program from the San Diego County Office of Education, which is utilized in both ELD and regular English (A-G) classroom instruction.
- The English 3D series has been adopted for use in our designated ELD classes for Long Term ELs (LTELs)
- The Rosetta Stone program in English provides support for ELD 1, 2, and 3 students. The program ranges from Levels 1-5.
- On-going, after-school tutorials are provided at sites.
- Bilingual paraprofessionals are provided at all comprehensive school sites.

EL-05: EL Program Inclusion in the School Plan for Student Achievement (SPSA)

Introduction

Each site develops their School Plan for Student Achievement (SPSA) for the following school year prior to the end of the current school year. SPSA plans must be approved by June 30. The development of each site's plan is based upon input from the School Site Council (SSC) and other organizations, e.g. ELAC, involved on the site. Each site's plan is aligned with the district local plan (LCAP).

The EL Specialist at each site holds a monthly ELAC meeting. There are specific topics which must be covered at each monthly meeting in order to ensure that the EL students' needs are being met and that we comply with state and federal requirements. Parents provide input as to their concerns and make recommendations should they feel changes need to be considered in the provision of services so that the EL students' academic needs are being addressed and met.

Some of these topics are: Attendance; a review of the SchoolPlan for Student Achievement (SPSA); Professional Development; and Parent Involvement. Prior to the closing of each meeting a needs assessment for each specific topic is done, and a list is compiled which will be presented by ELAC representatives to the School Site Council (SSC) at its monthly meeting in March to ensure these points are taken into consideration when preparing the SPSA for the coming year.

The following is the timeline to align with the compliance calendar:

- At the October ELAC meeting, the EL Specialist reviews with the ELAC the recommendations which were presented to the SSC the previous spring to ensure they were taken into consideration and have been incorporated into the site's SPSA. At this same meeting, the EL Specialist creates a committee which will make the presentation of the current year's ELAC recommendations at the March meeting of the SSC.
- In February, the EL Specialist meets with the committee to prepare the presentation of all the recommendations and concerns voiced throughout the year.
- It is highly recommended that the EL Specialist and the site administrator in charge of the EL program be present at the March SSC meeting to support the committee members.

EL-06: Title III Inventory

The District maintains a historical inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with Title III funds. A physical check of these items is performed every year to ensure the item is still in use, and in the appropriate location.

The SUHSD record of acquisitions describes the item by:

- Barcode
- Item
- Make
- Model
- Serial Number
- Acquisition Cost
- Acquisition Date
- Description
- Site Name
- Room Number
- Condition
- PO Number
- Funding Source
- Resource Code 1
- Resource Code 2
- Local Code

Go to the Table of Contents

IV. FUNDING

- EL-07: Supplement, Not Supplant with Title III
- EL-08: Time and Effort Requirements (Title I and Title III)

Go to the Table of Contents

EL-07: Supplement, Not Supplant with Title III

General fund resources in the SUHSD are used to provide services to **all** students. English Learners comprise a part of this, and services to EL students include ELD and access to the standard instructional program. The provision of such services and programs is not contingent on the receipt of state or federal supplementary funds, as EL students generate funds for the district as do all other students. EL students are entitled to all services which the district is legally obliged to provide them.

Categorical funding is used only to **supplement**, **not supplant** the federal, state, and local public funds received by the district for its normal operation. With that, in the absence of supplemental, categorical funding, services would still be provided to EL and immigrant students as required by law. All Title III funding is used to enhance the services and programs which are provided for EL and immigrant students, of which 98 percent of the apportionments are used to provide direct services to students.

"The further from the "i" of instruction, the more questionable the expenditure."

Yearly Process:

1. The Board of Trustees approves the District Budget Plan which ensures that the needs of all students are being met.

2. The Chief Business Officer and the Director of Special Projects allocate funds based on a Consolidated Application formula, meet individually with school principals to plan expenditures and to ensure compliance, and monitor expenditures throughout the year.

3. The Director of English Learner Services countersigns all categorical purchase order requisitions, timesheets, consultant contracts and travel expenditure requests to ensure compliance.

4. The site Principal coordinates the development of the school level plan, prioritizes needs based on data collecting, and convenes necessary approval groups.

5. The role of advisory groups are as follows:

    - SSC writes and approves the School school Plan for Student Achievement
    - ELAC members advise and give input on the school level plan
    - DELAC gives input on the district-wide level plan

6. The General Fund provides equitable base facilities and materials to all students annually.

7. The district maintains a current list of district-adopted ELD materials and core texts that schools are to use with ELs. The list is regularly reviewed and updated by the Associate Superintendent of Curriculum and Instruction. New materials are reviewed by a textbook adoption committee and usually piloted prior to district adoption. Maximum opportunities for collaboration and discussion are provided via the Instructional Council, the Steering Committee meeting, grade level meetings, focus groups and trainings.

Consolidated Application

The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations.

Some of these funds are exclusively for the education of ELs. The superintendent or his designee certifies the following when accepting these funds:

" I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge that information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring process. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file."

Consolidated Application Programs Related to English Learners

Title III–English Learner and Title III-Immigrant funds are used to supplement the district's base program. Services to ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Title III funds provide supplemental services and materials, including, but not limited to the following:

- Employment of resource teachers/advisors
- Employment of instructional aides
- Purchase of supplemental teaching materials

- Special in-service training for teachers and instructional aides to improve instructional programs
- Parental involvement activities

Other reasonable expenses may include transportation, childcare, translation services, hospitality, and training of parent advisory groups.

Title I, Part A, Basic Grant, provides federal supplemental funds to be used to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet educational needs of low-achieving students enrolled in the highest poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students. Title I-funded schools are either targeted assistance schools (students are identified) or school wide program schools (students are not identified). In the Salinas Union High School District, all but one campus have Title I school wide programs.

- A school wide program (SWP) is a reform strategy designed to upgrade the entire educational program in a Title I school. It permits a school to use funds from Title I, Part A and other federal education program funds and resources to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of academic achievement on State academic achievement standards. SWPs do not have to identify particular children as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars.

Title III authorizes federal funding for supplementary programs and services for identified ELs. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in such a manner that allows EL students to meet grade level and graduation requirements. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL student program activities. A maximum of two percent of Title III funding may be allocated to administrative costs.

EL 08: Time and Effort Requirements (Title I and Title III)

All employees paid in part from Title III and in part from a second funding source, and any employee paid from multiple cost objectives, provide support for the distribution of their salary or wages among specific activities or cost objectives through the utilization of an approved recording method of their time.

Employees funded solely under Title III complete a semiannual certification of such employment. (2 CFR sections 200.61–62, 200.302, 200.400–200.475)

Documentation includes the SUHSD's specific policies and procedures for documenting actual hours worked, including related internal controls, employee training, reconciliation processes, deadlines, and authority.

Documentation is made to support salaries and benefits charged to each program funding source in accordance with federal requirements. Records include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates are not used as they do not qualify as support.

An individual employee's job description and duty statement describing responsibilities and activities, as agreed to by employer and employee, is available at the Human Resources Office.

Budget reports of employees planned to be paid in whole, or in part, with federal funds by resource code include the employees' name, resource code(s), salary or hourly rate, and benefits for all funding sources.

V. STANDARDS, ASSESSMENT AND ACCOUNTABILITY

- EL-09: Evaluation of Title III-Funded Services and Programs
- EL-10: Reclassification

EL-09: Evaluation of EL Program Effectiveness

In order to properly evaluate the programs for ELs, the following goals for ELs were developed:

1. ELs will become proficient in English;
2. ELs will reach high academic standards in English Language Arts, Math and other core academic areas;
3. Teachers will be qualified, certified and well-trained to teach ELs;
4. Parents of ELs will be active participants in their children's education;
5. ELs meeting Reclassification criteria will be Reclassified;
6. Reclassified ELs (RFEPs) will be closely monitored during a 48-month period to ensure success in school;
7. ELs will be assured access and master the core curriculum;
8. The numbers of drop-outs, suspensions and expulsions for ELs will be decreased;
9. Honors/Plus and Advanced Placement enrollments for ELs will be increased and optimized; and
10. Positive self-concept and cross-cultural understanding will be promoted.

The Salinas Union High School District currently evaluates the extent to which the goals listed above are met through annual review of the Reclassification rate for ELs, and EL performance on the annual state CAASPP (referred to in this text as SBAC) assessments. In addition to reviewing the aforementioned assessments, the District teams also review the Local Educational Agency Plan (LEAP), CALPADS Language Census report, and the Title III Accountability Report. Included in this section is our locally created self-assessment tool-DELLAS (District English Learner Local Assessment Survey). This tool assists in the evaluation of the English Learner Program. Other self-evaluation programs are also being investigated.

Evaluation Standards:

1. The evaluation of the English Learner Master Plan will be completed through the DELLAS.
2. The DELLAS will be an extension and reinforcement of the school plans and the LEA plan.
3. The DELLAS will provide a complete and integrated picture of student learning.
4. Evaluation of student outcomes for ELD and academic achievement will rely on the use of multiple measures.
5. Assessment will focus on measuring student progress toward measurable English Language Development and academic achievement goals and benchmarks.
6. Data collection and analysis procedures will enable staff to examine the performance of schools and programs in relation to student outcomes.
7. District and site staff will share responsibility for implementation of our self evaluation process.

Instructional Programs for English Learners:

1. Structured English Immersion Program
2. Mainstream English Program
3. Alternative Program

For over fifty years, the Salinas Union High School District has been committed to providing the most up-to-date and effective instructional program for ELs in order to close the achievement gap for all students. ELs receive ongoing support through our cycle of instruction, assessment, monitoring, and evaluation. We have instituted procedures and mechanisms for recording EL achievement to assist in identifying academic deficits before they become irreparable, and provide monitoring for the effectiveness of interventions.

The District conducts an annual evaluation of programs and services for ELs. The DELLAS provides data to be used for purposes of planning and program improvement. Administrators develop and submit goals that are tied to their school plans and the LEA plan. In addition, administrators and staff analyze student data in order to develop appropriate instructional goals for the upcoming school year, matching student needs with both staff development options as well as program modifications. **All personnel in the District are expected to implement this EL Master Plan.**

Purposes of Program Evaluation

1. To determine to what extent ELs are learning English and achieving in the district's core curriculum;
2. To determine the effectiveness of programs and services for ELs;
3. To determine the extent to which language-minority students enjoy equitable access to district programs and services, including paths to higher education;
4. To provide the basis for strengthening program implementation, modifying programs practices, and sustaining ongoing school improvement for all students; and
5. To determine staff development needs that will shape classroom practice.

Uses of Program Evaluation

Administrators, teachers, and support staff generate evaluation reports and analyze stakeholder input from site ELACs, DELAC, and student comments. Yearly, the outcomes are shared with staff, the Board of Trustees, students, parents, and upon request, the California Department of Education. The DELLAS will be reviewed annually and revised as needed.

Analysis of Program Effectiveness

The District English Learner Job-Alike Meetings and the English Learner Site Teams will work together to analyze the effectiveness of programs for ELs and plan any notifications required to enhance student learning. Areas of inquiry include student demographics, instructional services, staffing, student outcomes for ELD, student outcomes for academic achievement, indicators of equitable access, and overall success in school. Specific measures include:

Goal 1 – English Learners achieving English Proficiency

1. The number and percentage of students advancing one level annually on the ELPAC
2. The number and percentage of students attaining English Proficiency on the ELPAC
3. The number and percentage of ELs entering the SUHSD at the Beginner Level who attain English Proficiency within five years

Goal 2 – Students achieving high academic standards*

1. The extent to which ELs are Meeting Standards or Exceeding Standards on the SBAC-ELA
2. The extent to which ELs are Meeting Standards or Exceeding Standards on the SBAC-Math
3. The extent to which ELs are Meeting Standards or Exceeding Standards on the CAST (California Science Test)

* *Student Participation: All students at the designated grade levels (7, 8, 11) are required to participate with the following exceptions:*

- *Students who participate in the alternate assessments.*
- *ELA only—ELs who are in their first 12 months of attending a school in the United States.*

Goal 3 -Teacher Qualifications to teach ELs

1. The number and percentage of teachers certified to teach ELs
2. The number and percentage of teachers certified to teach ELs in their primary language
3. The level of participation of teachers in staff development pertaining to teaching and supporting ELs

Goal 4 – EL parents being involved in their child's education

1. The extent to which EL parents attend site ELAC meetings
2. The extent to which EL parents attend district DELAC meetings
3. The extent to which EL parents receive information from the school in their home language
4. The extent to which EL parents attend parent conferences, parent trainings, parent/teacher conferences and other site parent meetings (e.g. CABE – State or Local conferences; Innovating for Equity Conference; etc.)

5. Site and District Survey responses

Goal 5 – ELs qualifying for RFEP status being Reclassified

1. The extent to which ELs who qualify are being reclassified
2. Number and percentage of students advancing one level annually on the ELPAC
3. The number and percentage of students attaining English Proficiency on the ELPAC
4. ELs entering the SUHSD at the Beginner level attaining English Proficiency within five years

Goal 6 – Monitoring Reclassified ELs (RFEPS)

1. The number and percentage of RFEP students meeting standards on IBAs (District created benchmark testing) or above on local assessments
2. The extent to which RFEPs are maintaining annual yearly progress on state exams
3. The extent to which RFEPs are enrolled in accelerated academic programs
4. The extent to which RFEPs are making progress toward high school graduation
5. The extent to which RFEPs are achieving academic mastery when compared to their native English speaking peers

Goal 7 – ELs accessing and mastering core curriculum

1. The extent to which EL students have access to core curriculum materials
2. The extent to which teachers of EL students are using SDAIE strategies to teach the core curriculum
3. The number and percentage of EL students meeting benchmarks or above on local assessments

Goal 8 – Drop-outs, suspensions and expulsions for ELs will decrease

1. The extent to which ELs are dropping out of high school
2. The extent to which the rate of suspension for ELs is decreasing
3. The extent to which the rate of expulsions for ELs is declining

Goal 9 – Increase and optimize, Honors/Plus and Advanced Placement Enrollments for English Learners

1. The extent to which ELs are maintaining annual yearly progress
2. The extent to which ELs are enrolled in accelerated academic programs such as Honors/Plus and Advanced Placement
3. The extent to which ELs are making progress toward high school graduation
4. The extent to which ELs are achieving academic mastery when compared to their native English-speaking peers.
5. The extent to which ELs are participating in the AVID (Advancement Via Individual Determination) programs.

Monitoring of EL Master Plan Implementation

District and site staff will annually monitor the implementation of programs. The primary goal of the monitoring is to ensure that every school in the district has a compliant and effective program for ELs. This monitoring will occur in three ways:

1. Document Review: All schools will conduct annual monitoring by reviewing key files and documents. The EL Specialist will assist site principals with this review, utilizing the Principal's Assurance Checklist.

2. In Depth Review: A district-facilitated self-review will be conducted every four years. Guiding the self-review will be the current Federal Program Monitoring English Learner Program Instrument. The self-review will include a documentation check, teacher, student, parent and paraprofessional interviews and classroom observations. These self-reviews will be facilitated by the Director of English Learner Services and will include the school leadership team. This in-depth review will provide the basis for the California Department of Education's Federal Program Monitoring.

3. Ongoing Support: The Director of English Learners Services will be available to support school sites with document reviews and the In-Depth Reviews.

Measures for Monitoring Goal 1

1. Title III Accountability report (Federal Program Monitoring English Learner Program Instrument)
2. English Learner LCAP metrics

Measures for Monitoring Goals 2 – 9

1. District English Learner Local Assessment Survey (DELLAS)
2. Local Educational Agency Plan (LEAP)
3. Title III Accountability report
4. English Learner LCAP metrics

The Salinas Union High School District has established high expectations for all students, including ELs. We hold all students accountable for achieving high standards. We also recognize that ELs face a challenge that is disproportionately more difficult than that faced by their native-English counterparts as they work to achieve grade-level content standards. The District accountability system established benchmarks that are rigorous, yet fair, and rely on assessment procedures that are valid and reliable in charting student progress toward meeting grade-level standards. Benchmarks provide a key basis for gauging program effectiveness at the school and District levels.

The Salinas Union High School District Assessment and Accountability System provides for the collection and reporting of data using a model of multiple measures. The system was developed to identify district-wide trends and detect individual student deficits that may occur within instructional programs. Data collection and analysis to determine program effectiveness for ELs will be organized around the Ten Goals for English Learners.

Grade Level Standards

District accountability and assessment systems are aligned with current State Standards, accountability, and assessment. The District governing Board of Education has adopted grade-level standards in English Language Arts, mathematics, science, and history/social science, and ELD benchmarks.

California Assessment of Student Performance and Progress (CAASPP-SBAC)

1. The summative assessments are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness. Tests are administered on a yearly basis to 7th, 8th, and 11th graders in the Salinas Union High School District. Each test in English language arts/literacy (ELA) and mathematics consists of two parts: (1) a computer-adaptive test and (2) a performance task, administered within a selected testing window available at 66 percent of the instructional year for grades three through eight, and grade eleven.

2. The summative assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

3. Based on the results of the Home Language Survey, potential and continuing ELs take the English Language Assessments for California (ELPAC), which assesses proficiency in listening, speaking, reading, and writing annually. Students are identified as being in one of four proficiency levels, which are aligned with state ELD standards. Students entering California public schools for the first time are assessed with the Initial ELPAC assessment for placement.

The Salinas Union High School District is committed to utilizing assessment instruments and procedures that are valid, fair, and reliable. Specific assessment and Reclassification procedures for ELs are described in compliance with item EL-10 of the *Master Plan for English Learners*.

Instructional programs and services for EL students are directed at assisting students in reaching the Ten Goals for English Learners. Specific interventions prescribed by the site's Student Study Team, Coordination of Services Team, or RFEP Support Plan are to be provided for those students who do not meet benchmarks. The district will annually evaluate the extent to which ELs meet these benchmarks.

In order to monitor the performance of all students and to examine and compare the performance of ELs to other groups of students, the district will collect, disaggregate and analyze all assessment data listed in this section.

Analysis and Reporting Calendar

In order to track implementation of the *English Learner Master Plan* and to monitor student progress, the district will follow an established **Compliance Monitoring Calendar**. This cycle will begin upon receipt of the state's Title III Accountability Report and will be completed by **March 30th** of each year.

See Appendix Section V for Compliance Monitoring Calendar.

The district and school sites will produce a DELLAS for ELs summarizing each school year. This report will be produced by March 30th and will determine school district progress in meeting the goals outlined in the Salinas Union High School District Master Plan for English Learners. Results and recommendations in the report will be used to identify district-wide trends that include strengths and areas for appropriate modifications in instructional programs or student support systems. These will be used to amend the LEAP and school site plans.

Evaluation and Accountability: Roles and Responsibilities

Superintendent

- Evaluates district goals relative to the implementation of the *Master Plan for English Learners*, student achievement, professional development, and evaluation and accountability

Associate Superintendent of Instructional Services

- Monitors curriculum and fiscal compliance to ensure alignment with the Master Plan
- Monitors selection of materials used in the classroom for delivery of ELD and core curriculum to ELs
- Meets with Director of English Learner Services/Director of Educational Services and principals to review EL curriculum at site level

Associated Superintendent of Human Resources

- Arranges/publicizes training for authorization to work with ELs and other needed staff development to ensure implementation of *Master Plan for English Learners*
- Monitors credentials of all personnel working with ELs
- Recruits personnel with appropriate credentials for EL programs

Director of English Learner Services

- Monitors the selection of materials used in the classroom for delivery of ELD or core curriculum to ELs
- Supports sites in implementing *Master Plan*, monitors implementation of the *Master Plan*, reviews District and site EL data
- Meets with principals to review site plans for ELs
- Monitors compliance and EL procedures at the site & district level

- Meets with principals and directors to review plans, program modifications, and timeline for implementation
- Monitors assessments used for evaluation of EL students' progress
- Supports the data collection process, provides analysis, writes district reports and prepares graphs and charts
- Works on annual program evaluation
- Shares results of evaluation with all stakeholders, including DELAC
- Monitors fiscal compliance
- Facilitates DELAC meetings
- Supports sites with their self-reviews and is the District FPM Lead
- Monitors initial identification and assessment, parent notification, and placement of ELs
- Monitors the Reclassification procedures
- Certifies the annual Spring Census of English Learners
- Amends the Local Educational Agency Plan (LEAP) based upon ELSSA findings

Director of Research, Assessment and Accountability

- Compiles data for all EL related reports
- Compiles Pre-ID info for ELPAC testing
- Prepares an initial report for sites on potential Reclassification candidates using Criteria #2 and #4. This report will also include the first semester grade for the preparation of reclassification forms. Forms will be prepared electronically, and will be completed and printed out once the ELPAC scores from the year's testing have arrived.
- Prepares an initial report in January of the potential candidates for the State Seal of Biliteracy. This report is shared with the counselors at all sites to notify their 12th grade students to apply for the seal.
- Maintains chart of programs and services, updates Synergy and other data systems current with program and service codes.

Site Administrator

- Monitors procedures and legal requirements pertaining to ELs at the school
- Monitors EL student placement
- Consults with EL Specialist regarding Reclassification process
- Monitors implementation of the *EL Master Plan* by classroom teachers
- Monitors student records and site's system for accurate data
- Organizes Single School Plan (SSP) for providing appropriate services to EL Students
- Supports the EL Specialist at monthly English Learner Advisory Committee meetings, covering state mandated requirements. Ensures that copies of agendas and meeting minutes are sent to the Director of English Learners Services.
- Informs parents of program results and resources to address student needs
- Meets with school and district staff to determine program effectiveness

Classroom Teacher

- Implements specific EL programs as described in the Master Plan for English Learners.
- Provides instruction that meets state frameworks and District and state standards
- Ensures delivery of appropriate integrated and/or designated ELD instruction

- Monitors EL students' progress, reviews school/classroom data, and uses data to modify instruction
- Reviews content and ELD standards and assessment procedures
- Determines/implements differentiated strategies for EL students
- Identifies and provides interventions to students not meeting standards or benchmarks
- Informs parents of programs, progress and strategies to support students in meeting standards

EL Specialist

- Implements and monitors process and procedures for identifying, testing, placing, and documenting EL students, including reclassification
- Participates on the site English Learners Site Team (ELST)
- Monitors the accuracy of EL student data in the district computer system
- Informs staff of identified students' progress toward Reclassification
- Serves as a resource for the EL Student Success Team
- Provides input on staff development opportunities and needs of teachers who have EL students in their class
- Organizes monthly English Learner Advisory Committee meetings, covering state mandated requirements. Ensures that copies of agendas and meeting minutes are sent to the Director of Special Projects by EL Support Staff.
- Completes and sends ELPAC scores to the school requesting information.
- Assists with data collection and surveys (i.e., DELLAS, etc.)

EL Support Staff

- Assists with student testing
- Supports the implementation of the *EL Master Plan*
- Supports efforts to increase parent involvement in activities such as ELAC
- Supports the EL Specialist at monthly English Learner Advisory Committee meetings, covering state mandated requirements. Ensures that copies of agendas are posted 72 hours before the site meeting; contacts parents via text, email and mail outs to invite them to ELAC meetings; sends copies of agendas and meeting minutes to the Director of Special Projects.

Parent

- Monitors/promotes ELs' progress in academics, homework, attendance and behavior
- Supports the student in activities to promote student achievement
- Communicates regularly with teacher and other school personnel
- Attends parent conferences and school functions
- Participates in school committees

Student

- Attends school daily and works towards high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff
- Performs to the best of his/her ability on SBAC, ELPAC, and local assessments

SUHSD English Learner Program Annual Self-Study Report

The SUHSD English Learner Program Annual Self-Study Report is based on the former ELSSA (English Learner Subgroup Self-Assessment) used during the time of CELDT and CST testing. The report incorporates elements from the ELSSA, and includes more current data statistics and inquiries related to today's education of EL students. For the present, its acronym will be DELLAS (District English Learner Local Assessment Survey).

The primary intent of this report is to give sites, and the District, a clear picture of EL achievement and progress as the students develop their English language proficiency to be reclassified as English proficient. The report will provide pertinent information which can be utilized in guiding instruction, the construction of a site's Master Schedule, the creation of a site's SPSA, and information leading to modifications in the district LCAP.

EL Specialists begin working on the report after the first semester, and have it concluded by March 1st, when it can be shared with ELAC, DELAC, the School Site Council, the site administration team, and the site Master Scheduler. The Director of the English Learner program will create a district-based report that is shared with the EL Specialists at the district EL Job Alike; the ELD Steering Committee; the monthly district Leadership Team meetings; the Director of Ed Services; the Director of Research, Development & Assessment; the Associate Superintendent of Instructional Services and the District Board of Trustees.

See Appendix, Section V for English Learner Program Annual Self-Study Report (DELLAS).

EL-10: Reclassification

The District reclassifies ELs who meet the established multiple reclassification criteria as fluent English proficient (RFEP). EL Specialists monitor the progress of reclassified students for a minimum of four years to ensure correct classification placement and additional academic support if needed.

All ELs are assessed annually with the ELPAC assessment to measure their ELD progress. Students With Disabilities classified as Moderate-Severe are assessed with the Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS). The CA Alternate ELPAC will be operational by the 2021-2022 school year.

The SUHSD's criteria for reclassification are:

1. Earn an Overall Score 4 on the ELPAC
2. Earn a semester grade (either first or second semester) of "C" or better in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD).
3. Receive signature of the content area teacher that student has demonstrated proficiency with the English Language in their class, and should be reclassified.
4. Notify parents/guardians by letter of a student's eligibility for reclassification. Receive their approval for reclassification.
5. Meet the required Grade Equivalent score on the STAR reading assessment for the student's grade span. (See chart below)

Grade Spans	Recommended Grade Equivalent Reading Level by RFEP Committee
7th & 8th	4.5
9th & 10th	5.0
11th & 12th	5.5

In addition:

- Students enrolled in the HiSET high school equivalency program must have a semester grade (either first or second semester) of "C" or better in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD) **OR** a combined passing score (8) for their English Language Arts test (Composed of Reading & Writing assessments) in either semester of the school year.

- Students enrolled at El Puente High School must have a first semester grade of "C" or better from their comprehensive high school (or middle school) in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD), **OR** (for high school students) must have completed a minimum of five semester credits in a required mainstream English course required for promotion or graduation (A-G) in either semester of the school year.

- For students attending Mt. Toro High School, if their most current semester English grade was from their comprehensive high school, they must have earned the requirement of a "C" or better in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD). If they attended Mt. Toro from the beginning of the current school year, they must have completed two learning cycles in the school year and earned a total of five semester credits with a grade of "C" or better in the required English Language Arts (ELA) class for promotion/graduation.

- Reclassification for Moderate-Severe students taking the VCCALPS:
  - **Overall Score of 4 on the VCCALPS**
  - **Semester grade of "C" or better in English Language Arts**
  - **Signature of the content area teacher that student has demonstrated proficiency with the English Language in their class, and should be reclassified.**
  - **Parents are notified by letter of a student's eligibility for reclassification, and their approval for reclassification is requested.**
  - ***Criterion #4 to be determined by the Student Support Services Office and EL Specialists.***

See Appendix, Section V for Annual Assessment and Reclassification Process.

See Appendix, Section V for Reclassification Recommendation Form.

Reclassifying a Student from English Learner to Fluent English Proficient

Assessment of English Proficiency

- Review ***ELPAC*** results from annual assessment.

Does student have an Overall Score of 4?

Yes – with no IEP

Yes – wth IEP

No – with IEP

Comparison of Performance in Basic Skills

- Review most recent STAR Reading Grade Level Equivalent score.
  -Does the student meet the required level for their grade-testing strand?

Teacher Evaluation of Student Academic Performance

- Review the student's academic performance.
  Did the student receive a "C" or better in English Language Arts or Designated ELD?

Parent or Guardian Opinion and Consultation

- Provide notice to parents and guardians of their rights to participate in the reclassification process.
- Encourage them to participate in the reclassification process and attend a face-to-face meeting.

Reclassification

- Reclassify the student as fluent English proficient (RFEP).
- For students with IEP it was found that the student's disability impeded reclassification
- Notify parents and guardians of reclassification.
- Update school/school district records.
- Monitor the student's progress for four years.

Students with IEP who do not meet Performance in Basic Skills

- Review disability listed in IEP
- Consider Protocol for Language Redesignation of Students with Disabilities

Students with IEP who do not meet Academic Performance

- Review disability listed in IEP
- Consider Language Review Team meeting to review student's grade and test performance

Hold IEP meeting to review all data on student's peformance

- Review disability listed in IEP.
- Does the disability impede reclassification for the student?
- Decision is made after reviewing all data.

No Reclassification

- Disability is not found to impede reclassification
- Student continues with Designated ELD and other language support

Go to the Table of Contents

Language Review Team (LRT) Reclassification

In the event an EL does not meet reclassification Criteria #2 (ELA or ELD Grades) but does meet the other reclassification criteria, a Language Review Team (LRT) may be convened to determine if a student should be reclassified. An LRT is composed of the site EL Specialist, EL school administrator, Designated ELD teacher, counselor, a core content area teacher, and the parent(s)/guardian(s).

Note that if an EL with an Individualized Educational Plan is not meeting reclassification criteria due to their learning disability(ies), then sites follow the Protocol for Language Reclassification of Students with Disabilities as described in the next section.

The LRT'S task is to determine whether the student did not meet Criteria #2 due to limited English Language Proficiency or due to other, extenuating factors. Such factors could include the following:

- Lack of motivation due to a history of academic frustration
- Limited internet access at home
- Disrupted education

The LRT convenes as soon as the Summative ELPAC scores have been received and it has been determined that the student has met all Criteria except for #2. Criteria #2 may be satisfied by an ELA or ELD grade from Semester 1, Semester 2, Winter Intersession, or Summer School of the same academic year in which the Summative ELPAC was taken.

The LRT evaluates relevant evidence that may include, but is not limited to the following:

- Student Academic Motivation Survey
- Student writing samples from ELD, ELA, or Core Content classes
- District ELD 1-3, ALD, or ALL A-B Interim Assessments (Grades 7-10 for Reading, Listening, and Writing)
- ELA Interim Assessments (Grades 7-12)
- SBAC scores

A record of the LRT's meeting and decision is documented using the LRT Reclassification Recommendation Form (DRAFT).

Protocol for Language Reclassification of Students with Disabilities

The Protocol for Language Reclassification of Students with Disabilities may be utilized to determine if a student with disabilities is not meeting district reclassification criteria due to their learning disability. The protocol is used by the EL Specialists and the Education Specialist Teacher. They will use the protocol guidelines to gather and analyze multiple data points in order to evaluate whether the student's area of disability hinders their performance on the English Language Proficiency Assessments for California (ELPAC). This process may be initiated by any education stakeholder (teacher, case manager, EL Specialist, parent, student, and/or administrator).

See Appendix, Section V for Protocol for Language Reclassification of Students with Disabilities.

VI. STAFFING AND PROFESSIONAL DEVELOPMENT

- EL-11: Teacher EL Authorization
- EL-12: Professional Development Specific to English Learners

Go to the Table of Contents

EL-11: Teacher Authorization

The District shall ensure that teachers assigned to provide English-language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

The Salinas Union High School District is committed to hiring qualified teachers for English Learners (ELs). A concerted recruitment and staffing effort takes place in the district. There are three areas of focus: Recruitment and Staffing of Teachers of English Learners, Teacher-In Training and Recruitment of Bilingual Paraprofessionals. The first section describes recruitment and staffing procedures necessary to provide appropriate instruction for ELs.

I. Recruitment and Staffing of Teachers for English Learners

A. Dissemination of Job Announcements

When SUHSD determines the number of new teaching positions estimated to be available during the next school year, job announcements will be sent to:

- Educational placement centers with teacher training programs at private, UC, and CSU campuses
- Major educational organizations including those associated with language minority students (directory from California Department of Education)
- County offices of education
- Local school sites
- Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments are contacted: Teacher Education, Chicano/Latino and Bilingual Education Studies, and the offices of the California Mini-Corps

Job announcements will indicate that SUHSD is particularly seeking bilingual certified teachers (Spanish) and English language development teachers (CLAD).

B. Advertisements

Announcements of openings will be placed in the following newspapers and organizational newsletters when the need exists:

- Local community newspaper
- California Association of Bilingual Education (CABE)
- Bilingual media (radio, television, publications)

C. Job Fairs/Career Day

The District will send representatives to local colleges and universities to participate in Career Day activities. The District will provide information concerning district needs for bilingual teachers and employment opportunities. The District will establish an employment booth annually at two or more of the following conferences:

- NABE - National Association for Bilingual Education
- CABE - California Association for Bilingual Education

D. Other Appropriate Action

The California Mini-Corps Program will be contacted to obtain a directory of Migrant Education sponsored programs in institutions of higher education throughout the state. The Mini-Corps Program prepares prospective teacher candidates to become qualified teachers of ELs. Notices of job opportunities will be sent to participants who are completing their course work. Notices of job opportunities will be sent to various university student organizations (i.e., CSUMB MeCHa).

E. Priority of Hiring

1. The first priority in district hiring will be the recruitment of highly qualified teachers who are appropriately credentialed for the areas they will teach. A high emphasis will be placed on the hiring of Commission on Teacher Credentialing bilingual certified teachers (BCLAD or its equivalent) and on their subsequent assignment to designated bilingual classrooms. Teachers without BCLAD certification (or its equivalent) may be hired only after all efforts to hire bilingual certificated personnel have been exhausted.
2. The second priority of hiring is for: 1) CLAD (or its equivalent) certified teachers (with their subsequent assignment to designated ELD assignments) and 2) for those teachers who are bilingual but do not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a "Bilingual-Teacher-In-Training." These potential BCLAD teachers must gain BCLAD certification within a two year period.
3. The third priority of hiring is for teachers who are in the process of obtaining a CLAD (or its equivalent). Such teachers will have two years to gain CLAD authorization. If they do not, the teacher will not advance to the next step of the salary schedule until evidence of completion of such requirements has been presented to the District per Article XI A.15 of the agreement between SVFT and the District.

F. Staffing

All ELD, L_1 Sheltered and SDAIE instruction is delivered by CTC authorized teachers or teachers in training. Annually, the District assesses the need, supply and shortage of qualified teachers and incorporates this information into a comprehensive EL Staffing Plan. Where shortages exist, the District establishes time-lines to recruit, hire, and train a sufficient number of qualified teachers.

Primary language settings will be staffed with teachers who hold any of the following bilingual authorizations:

- BCLAD
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Specialist Credential
- Multiple or Single Subject Credential with either a Bilingual Cross-Cultural emphasis or BCLAD emphasis

- Emergency Single Subject or Multiple Subject Teaching Permit with Bilingual Emphasis

Primary language settings may also be staffed by those who are currently participating in the Bilingual Teacher-in- Training Program via Monterey County Office of Education. Teachers must speak the appropriate language of the students. Teachers assigned to teach English Language Development (ELD) will have any of the above mentioned bilingual authorizations, a CLAD credential or certificate and/or, will be in training to pursue ELD certification.

2. Determining Recruitment Needs
   In the spring, principals receive a list of ELs by language proficiency and language group from the Office of Research, Assessment, and Accountability. Principals, or their AP overseeing the EL Program at the site, review the list and determine student program needs. Based on this information, principals will determine staffing needs and report to Human Resources. If there is a shortage of highly qualified appropriately credentialed teachers, Human Resources will provide direction to principals for appropriate recruitment opportunities and activities.

3. Misassignments
   Sites will identify every teaching position that requires authorization for provision of bilingual and ELD instruction, as per site Language Census reports. Inappropriately assigned teachers (those providing services to ELs without the proper credentials) will be notified that they must gain such certification within the time frame established by the Human Resources Department: two years for CLAD or BCLAD. Until such teachers gain their certification, they are considered on interim assignment.

   Principals receive a list of certificated teachers and their particular certification in regards to serving English Learners from Human Resources. Certification includes: BCLAD, CLAD, BCLAD in training and CLAD in training. Teachers are placed according to student program needs. Those teachers who are in areas requiring certification and are not pursuing certification are notified that if certification is not pursued, they will be reassigned or displaced if properly credentialed teachers are found.

   If any teacher is found not to have the appropriate certification during the Williams Assignment Monitoring Review, Human Resources will meet individually with such teachers and ensure that they immediately apply for an emergency CLAD/BCLAD certification.

II. Teacher In-Training (CLAD/BCLAD)

Bilingual teachers-in-training may be assigned to a designated bilingual classroom if they sign and comply with the terms of the district guidelines for designation as a bilingual teacher-in-training.
You would be considered "in training" if you agree to:

1. Pursue training for one of the above mentioned certificates and,

2. Sign the appropriate Agreement Letter.

Teachers new to SUHSD who do not hold a CLAD or BCLAD or their equivalent will be required to gain the CLAD/ BCLAD within a two year period. A CLAD or BCLAD Certificate may be earned through state examination or college course work. Course work leading to the CLAD Certificate is offered through Monterey County Office of Education, Brandman University, California State University, Monterey Bay and online with University of San Diego.

Also, in accordance with Article XI of the agreement between SVFT and the District, new teachers hired by the District beginning with the 2002-2003 academic year must obtain CLAD/BCLAD or SB1969 certification prior to advancing beyond their Probationary II salary placement. In the event that a teacher fails to obtain such certification by June 30th of his /her second probationary year, the teacher will not advance to the next step of the salary schedule until evidence of completion of such requirements has been presented to the District. Tenured teachers in their third year of service in the District who supply the District with evidence of completion before February 1st of their third year of service may advance to the next step retroactive to July 1st of that year.

EARNING A CLAD CERTIFICATE THROUGH COLLEGE COURSE WORK

You may choose to earn a CLAD Certificate through college course work. You must:

1. Hold an appropriate teaching credential or permit and,

   - Satisfy the CLAD second-language requirement. If you choose the course work route for earning a CLAD Certificate, you must complete one of the following:
   - 12 upper-division or graduate semester units, or
   - 18 upper-division or graduate quarter units, or
   - If any lower-division units are included, a total of 24 semester units or 36 quarter units.

   The course work must be in specified areas. If you have a Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL, you can earn a CLAD Certificate by:

   - Satisfying the CLAD second-language requirement and,
   - Completing a three-semester-unit college course in the theories and methods of Specially Designed Academic Instruction in English (SDAIE).

III. Recruitment of Bilingual Classified Staff

SUHSD employs many qualified bilingual classified employees to meet the needs of our students.

A. Dissemination of Job Announcements

   - Educational placement centers of private, CSU, and surrounding community college campuses with teacher training programs

- County offices of education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries

Announcements will indicate that Salinas Union High School District is seeking Spanish speaking classified staff when needed.

B. Advertisements

When appropriate, announcements of openings are placed in:

- Local community newspapers, including Spanish
- Bilingual radio and television stations

C. Career Day

- The district will send representatives to local colleges/universities and secondary schools to participate in Career Day activities.
- The district will provide information concerning district needs for bilingual paraprofessionals, employment opportunities, procedures for hiring, and Teacher Corps Programs.

D. Interviews and Hiring

We will follow district procedures for interviewing and hiring.

E. Other Appropriate Actions

The district has evaluated the existing bilingual classified positions as to job duties, qualifications, and grade. Language assessment procedures (for primary language and English) have been developed for the hiring process of bilingual classified staff. The district has identified bilingual classified staff positions by language for hiring, placement, and bumping procedures.

All district personnel assignments, including administrative, will be advertised as "bilingual preferred" when needed. An appropriate uniform language assessment process has been developed by the Salinas Adult School for candidates indicating bilingual skills.

All classified positions funded with EIA:LEP funds will be advertised with a language designation. The district will hire bilingual support staff reflective of the language needs of the school community in all special program areas including, but not limited to: special education teachers, psychologists, nurses, librarians, gifted and talented education.

The district maintains a listing of CSEA employees who have demonstrated bilingual proficiency by passing an exam, making these employees eligible for a stipend. These employees can serve as translators for teachers or staff.

EL-12: Professional Development

The District provides high quality professional development to classroom teachers, principals, administrators, and support staff to provide effective instruction for each English Learner.

Our Commitment

The Salinas Union High School District is committed to providing sustained and evidence-based professional development to effectively implement our ELD Program. Professional development is in alignment with the CA CCSS, including the CCSS for ELA/Literacy; the CA ELD Standards; and the CA ELA/ELD Framework. Teachers, administrators, and staff are active participants in Professional Learning Communities that focus on continuous improvement for curricula, instruction, and assessment in order to accelerate the academic achievement of ELs.

Instructional Coaching

SUHSD instructional initiatives include the Gradual Release of Responsibility model (GRR) and Constructing Meaning (CM). Both GRR and CM provide frameworks, resources, and strategies for increasing the academic achievement of ELs.

Implementation of these initiatives is supported by Instructional Coaching, which serves as an integral component of Professional Learning Communities within the SUHSD. Within our Instructional Coaching model, “distributed leadership is closely connected to professional learning and includes professional collaborations, coaching, and data driven decision-making, as well as opportunities for teachers to share their expertise in more formal ways” (CA ELA/ELD Framework, 972). Leadership development increases capacity building at all levels to understand and address the needs of ELs. Instructional coaching opportunities include informal support, learning walks, one-on-one observation cycles, and cohort observation cycles. These provide multiple opportunities for teachers to increase subject matter and teaching knowledge through classroom observation.

The following pages include examples of the types of professional development opportunities available for staff.

SUHSD Professional Development

Examples include, but are not limited to the following:

Area of focus	Offered by the District	Offered by Sites
Designated ELD	● CA EL Roadmap ● BTSA, Beginning teacher Support and Assessment trainings ● CCSS for ELA/Literacy and CA ELD Standards trainings ● DELAC meetings ● EL Job-Alikes for EL Specialists and EL Clerks ● EL Resource Staff trainings ● ELD 1-3 Collaboratives for teachers and paraprofessionals ● ELPAC and Reclassification trainings ● VCCALPS and Alternate ELPAC training for SWD staff ● English 3D trainings, scorings and calibrations ● Gradual Release of Responsibility professional development ● Instructional Coaching Collaboratives ● Instructional Council meetings ● Literacy workshops ● New Teacher Orientation workshops ● Out-of-district conferences and workshops focusing on English Learners (e.g. CABE, SCCOE, EL RISE!) ● Rosetta Stone trainings ● Text-specific training from publishing company consultants and district staff on our district-adopted ELD programs	● CA EL Roadmap ● CCSS for ELA/Literacy and CA ELD Standards trainings ● Collaborative Learning workshops ● ELAC meetings ● ELPAC and Reclassification trainings ● English 3D coaching ● Explicit Language Instruction workshops ● Gradual Release of Responsibility professional development ● Instructional Coaching ● Literacy workshops

Integrated ELD	● CA EL Roadmap ● BTSA, Beginning teacher Support and Assessment trainings ● CCSS for ELA/Literacy and CA ELD Standards trainings ● CM Institutes (for all content areas) ● CM Leadership Seminars ● Content Math professional development ● Content Science professional development ● Content Social Studies professional development ● DELAC meetings ● Educational Technology workshops ● EL Job-Alikes for EL Specialists and EL Clerks ● EL Resource Staff trainings ● ELPAC and Reclassification trainings ● Gradual Release of Responsibility professional development ● Instructional Coaching Collaboratives ● Instructional Council meetings ● Literacy workshops ● New Teacher Orientation workshops ● Out-of-district conferences and workshops focusing on ELs (e.g. CABE, SCCOE, ELRISE!) ● Text-specific training from publishing company consultants and district staff on our district-adopted ELD programs	● CA EL Roadmap ● CCSS for ELA/Literacy and CA ELD Standards trainings ● Collaborative Learning workshops ● Constructing Meaning professional development (for all content areas) ● Educational Technology workshops ● ELAC meetings ● ELPAC and Reclassification trainings ● English 3D coaching ● Explicit Language Instruction workshops ● Gradual Release of Responsibility professional development ● Instructional Coaching ● Literacy workshops

VII. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

- EL-13: Language Acquisition Program Options and Parent Choice

Go to the Table of Contents

EL-13: Language Acquisition Programs and Parent Choice

All English Learners shall be placed in English Language classrooms unless a parental exception waiver has been granted for an alternative program.

Placement Options

The Salinas Union High School District uses a number of program models to serve students who are ELs. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parents (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency and schooling experience, it is imperative that each EL be placed in the instructional program that is the best fit for his/her/their needs. We are committed to placing each student in the program with the right instructional strategies and materials. We work closely with the parents/guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student.

As the EL student increases his/her/their English proficiency, s/he/their will progress through the levels of instructional delivery until he/she is able to reach the target reading level to be successful in a mainstream English classroom. In all programs, the principle goal is always the acquisition of English. Thus, every English Learner setting in our district includes the provision for daily explicit and directed ELD in addition to frequent "teachable moments" during which ELD will be provided for all students.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to ELs 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]).

Language Acquisition Programs Offered

Upon initial enrollment, the EL Specialist or Academic Counselor will recommend a program placement for an EL based on student records and ELPAC Initial Assessment. Using this information, the site places the student in the most appropriate instructional setting. Written descriptions of actual program options specific to the site are available for parent review. The EL Specialist or Academic Counselor will meet with the parent(s)/legal guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement settings through which students progress are explained briefly followed by a more thorough explanation:

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We also provide the following language acquisition programs:

1. **Structured English Immersion**: This model offers instruction for all English subjects for students with less than reasonable fluency in English. For students with an ELPAC score at the Beginning Level (Level 1) who are not in the Newcomer Program, teachers will combine specially designated academic instruction in English (SDAIE) and frontloading with primary language instructional support when needed and a robust, structured, sequential English Language Development (ELD) program. For students with an overall ELPAC score at an Early Intermediate Level (Level 2), teachers use specially designed instructional strategies, frontloading, and structured ELD.

2. **English Language Mainstream Class with Appropriate Support**: This model, designed for students with reasonable fluency, provides all English instruction with additional and appropriate services as needed. Students classified as ELs will concurrently be enrolled in a Designated ELD class required to ensure all ELs are receiving language development support. This model is recommended for students with an overall ELPAC score at the upper range of Level 4.

3. **Alternative Course of Study** – Dual Language (Spanish/English) Instruction: This option is designed for ELs who are taught English and other subjects through bilingual education techniques or different generally recognized methodologies permitted by law. The students
    a. enrolled in this setting have been: (1) granted a parental exception waiver under EC 310 and 311; or (2) enrolled in any alternative education program operated under the State Superintendent of Public Instruction's waiver authority (EC58509) when such an alternative for ELs was explicitly established to waive one or more sections of EC 300-340; or (3) enrolled in a charter school program which offers an alternative course of study for ELs.

Parent Choice

Parents of English Learners have a right to decline their child's participation in a particular language acquisition program or decline English learner service(s) within a language acquisition program. (20 USC. Section 6312[e][3][A][viii]). However, LEAs remain obligated to provide meaningful student instruction (5 CCR Section 11302) until the student is reclassified (i.e., is assessed and meets the district reclassification criteria), inform the parent when progress is made, and offer the parent programs and services to consider at that time. All ELs, regardless of program and services declined, must take the Summative ELPAC.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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 USC Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact the Director of Educational Services to ask about the process.

Although schools must serve all EL students, parents or guardians of ELs 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, they retain their status as ELs. 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 USC sections 1703[f], 6312[e][3][A][viii]).

See Appendix, Section VII for the SUHSD Language Acquisition Program Request Form.

Waivers/Program Opt-Out Protocol

The District has established a protocol for parental exception waivers, which include prior written, informed consent, an annual request, and a personal visit to the school to apply for the waiver.

The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the student as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.

It is to a student's benefit to meet reclassification criteria, and then move into all English instruction with no support rather than take a waiver. Nevertheless, it is still the student/parent option to do so.

See Appendix, Section VII for the SUHSD Opt-Out Protocol.

VIII. TEACHING AND LEARNING

- EL-14: ELD
- EL-15: Access to Standard Instructional Program
- California State Seal of Biliteracy (SSB)

SAmEL-14: ELD

Each English Learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible.

Overview of English Language Development

According to the ELA/ELD Framework, "ELs face the unique challenge of learning English as an additional language as they are also learning grade-level curricula in all content areas, and the second is to ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas. English language development (ELD) instruction is but one necessary component of a comprehensive instructional program for ELs that fulfills this dual responsibility" (CA ELA/ELD Framework, p.104).

In addition, the SUHSD believes that "ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence" (CA ELA/ELD Framework, p.119).

Designated ELD

"Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is not separate and isolated from ELA , science, social studies, mathematics, and other disciplines rather it is an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas" (CA ELA/ELD Framework, p.115).

Each EL receives daily English Language Development instruction as part of their core curriculum. In the SUHSD, ELs are placed in the appropriate ELD course based on their English proficiency level and date of entry. This ensures that the specific needs of newcomers and long term EL students are addressed.

ELD Assessments and Course Placement

A number of assessments are used to track our students' progress through the English language proficiency levels. These assessments include, but are not limited to the following:

- Assessments embedded in instructional programs
- Assessments embedded in supplemental materials
- ELPAC score reports

Responsive Designated ELD Course Placement for Newcomers

Because Newcomer students acquire language proficiency at different rates, the SUHSD has protocols to best ensure responsive Designated ELD placement. Newcomers are students who have typically been enrolled in US schools for less than 5 consecutive years and who demonstrate proficiency at the Emerging to Early Expanding levels.

I. Initial Enrollment and Ongoing Monitoring

Upon initial enrollment for Newcomers, the EL Specialist (ELS) and academic counselor recommend program and course placement based on student records, Initial ELPAC results, and the Middle School and High School ELD Flowcharts. Additional assessment points from the SUHSD Teacher Recommendation Form: ELD 1-3 Student Course may also be considered. The EL Specialist and/or academic counselor meets with the parent(s)/legal guardian(s) to clarify any questions as needed and to review any concerns parents may have regarding testing results or recommendations.

Ongoing responsibilities of the EL Specialist as related to course placement include the following:

- Oversee EL instructional programs and ensure that appropriate placement and interventions are provided for ELs.
- Ensure that appropriate planning and delivery of services take place based on individual student needs.

The EL Specialist reviews course placement for ELs prior to each semester and monitors student progress throughout the school year.

II. Considering Course Changes

It may be necessary to consider course changes under situations such as the following:

- *The student is progressing at an accelerated rate and may require course change(s).*
- *The student is not making adequate progress towards achieving English proficiency and may need course change(s) and further support.*

Course placement for Newcomers is based on an analysis of multiple data points. It requires a data-driven, collaborative approach that allows students the opportunity to access the courses and programs best suited to meeting their learning needs, while accelerating their English language acquisition.

In order to ensure appropriate placement for Newcomers, the EL Specialist, EL Administrator, and EL Support Staff should work collaboratively with input from stakeholders such as:

- Academic Counselor
- Designated ELD Teacher
- Core Content Teachers
- Parent(s)/legal guardian(s)
- Student
- Intervention Specialist

III. Examples of Data to Inform Placement

Data should be used in tandem with recommendations on the Middle School and High School ELD Flowcharts.

1) Scores on the SUHSD Teacher Recommendation Form: ELD 1-3 Student Course Change, which includes writing samples
2) Other assessments
3) Transcripts and current performance in all courses

IV. Transitioning between Middle School and High School ELD 1-3 Courses

The purpose of Transitional Meetings is to ensure appropriate placement for Newcomers who are matriculating from the eighth grade to the ninth grade. During Transitional Meetings, Middle School and High School EL Specialists discuss data for Newcomers who are not following the ELD Flowchart proficiency progressions. See DRAFT: ELD Transitional Meetings Protocol: 8th grade to 9th grade and Transitional Meeting Data Form.

When deciding upon High School Designated ELD placement, it is important to note that Middle School ELD 1-3 and High School ELD 1-3 are different courses. 9th grade placement in High School ELD 1-3 courses is based upon multiple English proficiency data points as listed on the Transitional Meetings Data Form. As an example, it may be possible that an 8th grade student enrolled in Middle School ELD 1 is recommended for placement in 9th grade High School ELD 1 or High School ELD 2.

It is important that middle school parents/guardians and students are included in early communication and decision-making regarding 9th grade placement.

V. Repeating a High School ELD 1-3 Course

A student repeating an ELD 1-3 course has serious implications for graduation and other college and career readiness options, especially at the high school level. Per SUHSD Board Policy for Grades/Evaluation of Student Achievement (AR5121), a student may only repeat a course which they have passed with the approval of the principal or designee for the purpose of raising their grade. Both grades received are entered on the student transcript, but the student receives credit only once for taking the course. The highest grade received is used in determining the student's overall grade point average.

When there is concern that a student is not making adequate progress towards acquiring English proficiency and/or is in jeopardy of not passing their designated ELD course, there must be early and ongoing communication among all stakeholders regarding interventions and remediation.

Examples of Designated ELD and ELA Course Progressions for Newcomers

The following table provides examples of course progressions based on what grade Newcomer students are in when they first enroll in the SUHSD. Examples do not account for reclassification or accelerated progress.

7th	8th	9th	10th	11th	12th	5th year	Adult School
ELD 1	ELD 2	ELD 3 ELA 9 Intensive	ELA 10 ALL B	ELA 11 ALL C	ELA 12 ALL D		
ELD 2	ELD 3	ELA 9 ALL A	ELA 10 ALL B	ELA 11 ALL C	ELA 12 ALL C		
	ELD 1	ELD 2	ELD 3 ELA 9 Intensive	ELA 10 ALL A or B	ELA 11 ALL B or C		
		ELD 1	ELD 2	ELD 3 ELA 9 Intensive	ELA 10 ALL B		
			ELD 1	ELD 2	ELD 3 ELA 9 Intensive	ELA 10 ALL B	
				ELD 1	ELD 2	ELD 3 ELA 9 Intensive	Adult School/ Hartnell

ELD Materials

In Designated ELD classes, the ELD Standards are used as the focal standards for instruction and support ELs to develop the English language knowledge necessary to be successful in their content classes.

COURSES	CORE CURRICULA	SUPPLEMENTAL CURRICULA
Middle School ELD 1	**Cengage: INSIDE the USA** **Cengage: INSIDE Fundamentals, Vol. 1**	**Rosetta Stone** **Learning A-Z: Raz-Plus, ELL Edition**
Middle School ELD 2	**Cengage: INSIDE Fundamentals Vol. 2**	**Rosetta Stone** **Learning A-Z:Raz-Plus, ELL Edition**
Middle School ELD 3	**Cengage: INSIDE Level A**	**Rosetta Stone** **Learning A-Z:Raz-Plus, ELL Edition**
High School ELD 1	**Vista: Get Ready! Grades 9-12** **Vista: Get Ready! Leveled Libraries**	**Rosetta Stone** **Learning A-Z: Raz-Plus, ELL Edition**
High School ELD 2	**Cengage: EDGE Fundamentals**	**Rosetta Stone** **Learning A-Z: Raz-Plus, ELL Edition**

Go to the Table of Contents

High School ELD 3	**Meets a-g ELA subject requirements**	**Rosetta Stone Learning A-Z: Raz-Plus, ELL Edition**
Academic Language Development (ALD) 7-8	**HMH: English 3D Course B, Vol. 1-2**	**HMH: English 3D Independent Reading Libraries**
Academic Language and Literacy (ALL) A-B	**HMH: English 3D Course C**	**HMH: English 3D Independent Reading Libraries**
Academic Language and Literacy (ALL) C-D	**Cengage: EDGE Level C**	**HMH: EDGE Leveled Libraries**

Integrated ELD

The ELA/ELD Framework uses the term integrated ELD to refer to ELD **throughout the day and across the disciplines.** All teachers with ELs in their classroom must use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their EL's linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, and discuss, and create a variety of literary and informational text types. Through these experiences, students develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. (CA ELA/ELD Framework, p.108)

ELs are placed in either Designated Spanish, Sheltered, or Transitional (TR) sections for all core content area classes: ELA, history/social sciences, mathematics, and science. Designated Spanish and Sheltered content courses allow the student significant support in accessing the content and are meant for our newcomer population. Students in the TR sections should consist of one-third EL and two-thirds EO, RFEP, and IFEP. This two-thirds/one-third model allows the long term EL access to the core content and grade level curriculum.

EL 15: Access to the Standard Instructional Program

"Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English. Actions to overcome academic deficits are made with the goal for each student to meet or exceed grade-level standards in each required subject."

Introduction

The SUHSD provides rigorous curricula to ELs with appropriate instructional scaffolding to increase student autonomy and mastery. Our curricula is designed and implemented to ensure that students meet district and state content standards and achievement goals for their respective grade levels in a reasonable amount of time. The district has a plan for monitoring and overcoming any content and academic language barriers for ELs and takes actions to remediate them before they become irreparable.

Section I: Intellectually Rich, Standards-based Curriculum

The SUHSD has set the following annual goals for EL students in the areas of ELD, ELA, and math. ELD growth is measured by the ELPAC. ELA and math are measured by the SBAC or equivalent. The SUHSD will update our Progress Expectations for English Learners once the California Department of Education releases information regarding test scores, appropriate growth targets, and goals for ELs.

Progress Expectations for English Learners

1. No matter the English proficiency level of a student when he/she enrolls in an instructional program, reclassification is expected to occur by the times corresponding to the far right columns of the table.

2. A student's first year in an instructional language program at Salinas Union High School District can happen at any grade level or at any English proficiency level, depending on the student's background and history.

3. Failure to meet English proficiency levels according to goals indicates the need for intervention discussed in Section II.

	Emerging	**Low Expanding**	**High Expanding**	**Low Bridging *Reclassification Goal***	**High Bridging *Reclassification Goal***
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3			Student A	Student B	Student C
End of Year 4				Student A	Student B
End of Year 5					Student A
SBAC ELA & Math	Standard Not Met	Standard Not Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met

Sampling of Instructional Materials by Subject

ELD 1-3	● Cengage: Inside / Edge (7-12) ● Vista: Get Ready! (9-12) ● WRITE Institute Units ● Selected novels ● Rosetta Stone Program ● Raz-Plus, ELL Edition ● District-created Designated ELD lessons and assessments
Academic Language Development (ALD) Academic Language and Literacy (ALL)	● Houghton Mifflin Harcourt: English 3D
English Language Arts / Integrated ELD	● College Board: SpringBoard (7-12)
Mathematics / Integrated ELD	● Mathematics Vision Project (9-12) ● College Preparatory Mathematics (7-8)
Supplemental Technology & Resources	● 1:1 Chromebooks ● Google Classroom and Google Applications ● Document Cameras ● Accelerated Reader ● Quality Headphones with microphone

Go to the Table of Contents

Section II: Access to the Full Curriculum - Supports and Services

Student Services

Student services for ELs are coordinated by the Office of Special Projects and Migrant Education, with curricular support provided through the Office of Educational Services.

Designated administrators at each school oversee the site's EL Program. Related staff is comprised of bilingual teachers, bilingual paraprofessionals, Migrant Community Liaisons, Migrant Clerks, Intervention Specialists, EL Clerks, and EL Specialists who are also Lead Instructional Coaches. *Responsibilities of the EL Specialists include, but are not limited to the following:

- Oversee EL instructional programs and ensure that appropriate interventions are provided for ELs and RFEPs, in particular long-term ELs.
- Ensure that appropriate planning and delivery of services takes place based on individual needs.
- Provide direct instructional support to teachers of ELs.
- Plan professional staff development for teachers of ELs with site administration.
- Assist teachers of ELs to conduct appropriate formal and informal diagnostic assessments of ELs.
- Monitor results of EL student learning, focused on core subject areas.
- Assist teaching staff in the use of EL data for instructional decisions.
- Work with teachers to develop systematic support for ELs not mastering learning objectives.
- Coordinate the site EL Support Team with site administration.
- Assist with the annual site/district EL program evaluation and needs assessment.
- Provide parent/staff/student consultation as needed (student placement, Redesignation and waivers).
- Assist with the hiring and placement of bilingual instructional paraprofessionals.

*To reflect most current approved job description.

Interventions

The following student interventions are intended to support academic and socio-emotional needs of our ELs:

- ELD Support Class
- Teacher/parent meetings
- Individual and small group intervention
- Peer mentoring and/or tutoring
- EL tutorial / support for core content areas
- Counseling support
- Referral to community and social services
- EL field trips
- Migrant STEM/Tutoring
- Migrant Summer Academies

- Check In/Check Out
- Behavior/Academic Contracting
- Winter and Spring Intercessions: Credit Recovery Opportunities

Sheltered and Spanish Core Content Area Courses

Designated Sheltered courses are open only to ELs. All classes designated are taught in English using sheltered English methodology to intermediate level ELD students. Placement is based on language test scores and/or teacher recommendation.

Designated Spanish courses are open daily to ELs. All classes are taught in Spanish and are designated primarily for beginning or intermediate level ELD students who are proficient in Spanish. Placement is based on language test scores and/or teacher recommendation.

Integrated ELD

Student access to grade-level curriculum is facilitated through Integrated ELD and our district's Constructing Meaning (CM) and Gradual Release of Responsibility (GRR) Initiatives. In the Integrated ELD model, teachers incorporate content area standards with the CA ELD Standards and CCSS for ELA/Literacy. As characterized in the CA ELA/ELD Framework:

Figure 2.21. Integrated ELD

Effective instructional experiences or ELs throughout the day and across the disciplines:

• Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging

• Are appropriately scaffolded in order to provide strategic support that moves learners toward independence

• Develop both content knowledge and academic English

• Value and build on primary language and culture and other forms of prior knowledge

CM instructional strategies are used to increase ELs' access to the core curriculum in content areas. ELD Curriculum Specialists, core content area Curriculum Specialists, Instructional Coaches, and Instructional Leadership Teams are responsible for the implementation of the district's Constructing Meaning and Gradual Release of Responsibility Initiatives.

Features of Constructing Meaning (CM) include:

- Language goals that include both content and language objectives
- Explicit language instruction
- Use of portable, high-utility, flexible academic language functions and access to core content vocabulary
- Use of Structured Student Talk and strategies to support effective collaboration

- Intentional backwards design to support linguistic and content demands
- Tools to analyze and plan language instruction for content learning (i.e., interactive reading and note-making tools, graphic organizers)

Phases of Gradual Release of Responsibility (GRR) include:

- Focus Lesson: direct instruction time when students actively listen, take notes, and ask for clarification on the content delivered
- Guided Instruction: teacher guides students towards using different skills and strategies in order to acquire content knowledge
- Collaborative Learning: students work in small heterogeneous groups to deepen understanding through application of the concepts being learned
- Independent Tasks: opportunities for students to apply new learning and demonstrate independent mastery of concepts learned

California State Seal of Biliteracy (SSB)

The Seal of Biliteracy is an award given by the Salinas Union High School District in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for gaining competency in two or more languages, and is viewed as an asset when applying for college admission. Qualifying students are allowed to wear the California State Seal of Biliteracy medallion at their graduation.

GOALS

In awarding the Seal of Biliteracy to graduating seniors who met the requirements, the Salinas Union High School District seeks to

- Encourage students to develop and maintain biliteracy and multilingual skills;
- Recognize and honor our rich and diverse language assets;
- Promote world language instruction in our schools;
- Promote the development of language and cultural appreciation and cross-cultural understanding;
- Encourage the development of dual language immersion programs, and foreign, native, and heritage language programs in schools; and
- Provide employers with a method of identifying people with language and biliteracy skills.

ELIGIBILITY

The Seal will be awarded to graduating seniors in the Salinas Union High School District who have mastered standard academic English and any other language.

Students wishing to receive the Seal of Biliteracy must submit an application form to their home school and meet the following four requirements:

1. Complete all high school graduation requirements.
2. Score “standards met” or “standards exceeded” on the English Language Arts portion of the Smarter Balanced Assessment in the 11th grade.
3. Maintain an overall GPA of 2.0 or higher as of fall semester, senior year.
4. Demonstrate proficiency in one or more languages other than English by fulfilling one of the four options. (See below)

LANGUAGE PROFICIENCY OPTIONS

- Attain a score of “3” or higher on a College Board Advanced Placement (AP) Examination in a language other than English.

OR

- Complete the district’s approved consecutive four-year course of study in the same foreign language, and attain an overall GPA of 3.0 or above in those courses (verified by transcript), **and** demonstrate oral proficiency in the language studied (verified by teacher assessment).

OR

- Earn a passing score on a district-approved Bilingual competency Examination (Verified by district test result).

OR

- Provide an official transcript from a foreign school or other official documents indicating that a student completed two years of secondary schooling study in the target language where the target language was the medium of instruction and the student received a grade of B or higher.

For students whose primary language is other than English, and who have not yet been reclassified (IFEP, RFEP), must demonstrate English Language proficiency with an Overall ELPAC score of 4.

Announcing the California State Seal of Biliteracy (SSB)

- In September, the Office of Research, Assessment, and Accountability sends out a reminder to the following individuals to start speaking with 12th graders about applying for the SSB
  - All Principals
  - Site Asst. Principals overseeing Modern Languages
  - Counselors
  - Counseling secretaries
  - EL Specialists
  - Migrant Resource Counselors
  - Modern Language Department Chairs
  - AP language instructors
- Pamphlets, flyers, posters, and bookmarks should be delivered to the sites by no later than November 1 to begin promoting the SSB.
- At the end of the first semester the Office of Research, Assessment, and Accountability will run a report of those 12th grade students who have met the qualifications to date, and provide this report to the site counselors to assist them in contacting their students about the SSB.
- Applications are made available to the sites no later than January 10.
  - The deadline date will be on the application and other informational flyers.
- Sites should run announcements to students beginning in January and running through March.

- The deadline should allow the Office of Research, Assessment, and Accountability ample time to review applications for eligibility and order the medals and seals to be awarded. (NOTE: For a May graduation they should be ordered by no later than the middle of April.)
- Packets should include the following information:
  - Application form
  - Copy of qualifying SBAC score
  - Copy of student transcript or a copy of the student's qualifying AP Language score.
  - If the student is still classified as an EL, a copy of the student's Overall ELPAC Score of a 4
  - Indication if the student will be a summer recipient of the SSB
  - All applications with related materials should be stapled

IX. APPENDIX

Go to the Table of Contents

English Learner Advisory Committee

A school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services.

En español

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body.

Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

Training

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs

of providing the training to include costs associated with the attendance of members at training sessions.

Legal References

- California *Education Code,* sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308

Questions: Technical Assistance and Monitoring Office | 916-319-0845

Last Reviewed: Monday, April 22, 2019

Salinas Union High School District

Required 2019-20 ELAC Meeting Agenda Items*

**This is an example of recommended agenda items. Agenda items will be updated and shared as needed to reflect current district, state, and federal guidelines.*

August	● ELAC Training of Responsibilities ○ Purpose of ELAC ○ ELAC responsibilities ○ ELAC composition ■ Membership in ELAC ● Explain the role of the DELAC ○ Elect DELAC representative and alternate ● Review the District English Learner Master Plan
September	● Description of EL Program/Introduction of EL Staff ● Description of EL Services at site ● Presentation: Importance of Attendance ● Update on Reclassification ○ Review of Reclassification criteria ○ Reclassification Celebration (*recommended*) ● Needs Assessment
October	● Single School Plan for Student Achievement (SPSA) Overview ○ Explain relationship to LCAP ○ Show EL related items addressed by the site in the SPSA ● Needs Assessment
November	● SPSA: Student Achievement ○ Show SBAC and ELPAC results for ELs ● Needs Assessment
December or January	● SPSA: Professional Development ● ELPAC – Provide information on: ○ Parental support during ELPAC ● Seal of Biliteracy ● Needs Assessment
February	● SPSA: Parent Involvement ● Input on LCAP and EL Master Plan ● Recommendations for SPSA for EL instruction and support ● Needs Assessment
March	● Present summary on all needs assessment ● Advise site-level School Site Council (SSC) on SPSA based on all needs assessments
April	● Generate Site-Level EL Needs Assessment Reports
May	● Year End Reviews

Go to the Table of Contents

Salinas Union High School District
Special Projects Office

SCHOOL:_____

Please use this cover sheet to check that all ELAC documentations items are attached.

Please attach copies of the following documentation from your monthly ELAC meetings and send them to the Special Projects Office (SPO):

- Copy of flyer/notification announcing ELAC meeting. (English/Spanish)
- Copy of ELAC agenda and meeting minutes, indicating approval of previous ELAC meeting minutes. (English/Spanish)
- Copy of sign-in sheet(s) and please indicate the number of participants at the meeting.

Sent to SPO (Offices located at ESMS H3 and H4)				
ELAC Meeting (date)	Copy of meeting flyer or notification (English/Spanish)	Copy of meeting agenda and minutes (English /Spanish)	Copy of sign-in sheet(s) & PLEASE indicate number of participants (How many people attended)	Administrator's signature

Documentation of ELECTED ELAC members, and ELECTED DELAC representative and alternate representative (to be completed ONE TIME unless changes occur)

Meeting date/date ELAC members were elected	

Meeting date/ date DELAC representative/alt. were elected	
Name of DELAC rep.	
Address:	**Phone:** **Email:**
Name of DELAC alternate	
Address:	**Phone:** **Email:**

Please indicate below the date that each area has been addressed at an ELAC Meeting at some time during the school year:

Indicate date topics were covered in ELAC meeting	Importance of regular school attendance	Needs Assessment	ELPAC CRITERIA	School Plan as it relates to English Learners
Date:				
Date:				
Date:				
Date:				

If you have any questions, please call or email:

Anita Ayala (831) 796-7200, ext. 8034, anita.ayala@salinasuhsd.org or
Gracie Caballero (831) 796-7867, ext. 2357, gracie.caballero@salinasuhsd.org

THANK YOU!

Go to the Table of Contents

SAMPLE
Salinas Union High School District
NAME OF SCHOOL
School Address
Telephone (831) 796- Fax (831) 796-

English Learner Advisory Committee Meeting Agenda (ELAC)
Meeting date, School site

I. CALL TO ORDER:

Attendance:

II. APPROVAL OF AGENDA/MINUTES:

III. PRESENTATIONS/REPORTS:

IV. REQUIRED TRAINING TOPICS:

V. NEEDS ASSESSMENT:

VI. ELAC/DELAC REPORT:

VII. NEW BUSINESS:

VIII. PUBLIC COMMENTS:

IX. ADJOURNMENT:

Date of Next Meeting:

Go to the Table of Contents

SAMPLE
SALINAS UNION HIGH SCHOOL DISTRICT
NAME OF SCHOOL
School Address
Telephone (831) 796- Fax (831) 796-

English Learner Advisory Committee Meeting Minutes (ELAC)
Meeting date, School site

I. CALL TO ORDER: Mr. /Mrs. _____(Name)___, __(position)_____, called the meeting to order at _____(time)_____.

Attendance: The following members and officers were present:

II. APPROVAL OF AGENDA/MINUTES: Mr./Mrs. (name)_____ made the motion to approve the agenda for tonight's meeting; the motion was seconded by Mr./Mrs._____. The motion was approved unanimously. Mr./Mrs. (name)_____ made the motion to approve the __(Previous month)_ minutes, and Mr./Mrs. ___ _____(name)_____ seconded the motion. The motion was approved unanimously.

III. PRESENTATIONS/REPORTS: Summary of the information presented.

IV. REQUIRED TRAINING TOPICS: Summary of the information presented.

V. NEEDS ASSESSMENT:

VI. DELAC REPORT:

VII. NEW BUSINESS: Recommended topics for future meetings.

VIII. PUBLIC COMMENTS: Summary of all comments and discussions.

IX. ADJOURNMENT: The meeting adjourned at (time). The motion was made by___(whom)__and seconded by _____(whom)_. The motion was approved unanimously.

Legal Requirements/Training Covered:

	SPSA: SCHOOL NEEDS ASSESSMENT

List of Documents Distributed: agendas/minutes, ELPAC brochure, etc.

Date of Next Meeting:

Go to the Table of Contents

California DEPARTMENT OF EDUCATION

District English Learner Advisory Committee

A district-level English Learner Advisory Committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services.

En Español

Requirement

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

Responsibilities

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

---

*Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

Questions: Technical Assistance and Monitoring Office | 916-319-0845

Last Reviewed: Monday, June 17, 2019

Salinas Union High School District

Required DELAC Meeting Agenda Items*

**This is an example of recommended agenda items. Agenda items will be updated and shared as needed to reflect current district, state, and federal guidelines.*

October	● Establish/review district program, goals, objectives for EL Programs/Services ● Review DELAC Responsibilities ● Begin review of EL Master Plan
November	● Continue review of EL Master Plan ● Review/comment on written parent notifications: Initial Notification letter; Testing letters; Reclassification letter ● Review/Comment on teacher and instructional aide requirements ● Present Reclassification Criteria ● Needs Assessment
December	● ELPAC Testing and review Reclassification information ● Continue Review of EL Master Plan ● Needs Assessment
January	● Administration of annual language census ● Consolidated Application Part II (Winter Release – Title III funding) ● Review and Comment – Local Control Accountability Plan (LCAP)
February	● Input on LCAP and EL Master Plan ● Review/comment on reclassification criteria ● Create a district-wide needs assessment
March	● CABE- no meeting
April	● Review/comment on the annual language assessment ELPAC ● ELAC Recommendations for School Plan for Student Achievement Reports ○ Needs Assessment
May	● Development/revision of District English Learner Master Plan
June/July	● Consolidated Application Part I (Spring Release – Title III funding) ● End of Year review

Go to the Table of Contents

SALINAS UNION HIGH SCHOOL DISTRICT
Special Projects Office/*Oficina de Proyectos Especiales*
District-wide Needs Assessment/*Evaluación de Necesidades*
DECEMBER 2019/*DICIEMBRE 2019*

A. **Topics to help you communicate better with your STUDENT/** ***Temas que le ayudarán a comunicarse mejor con su (hijo/a) ESTUDIANTE:*** **For example: Training on how to develop skills to listen to our children better./** ***Por ejemplo: Entrenamiento sobre cómo desarrollar destrezas para poder escuchar a nuestros hijos mejor.*** •	**B.** **Topics that will help you support your STUDENT academically/** ***Temas que le ayudarán a apoyar a su (hijo/a) ESTUDIANTE en cuanto a lo académico:*** **For example: Training on how to interpret ELPAC test results/** ***Por ejemplo: Entrenamiento en cómo interpretar los resultados del examen ELPAC.*** •
C. **Topics that will help you communicate with school PERSONNEL/** ***Temas que le ayudarán a comunicarse con el PERSONAL de la escuela:*** **For example: What is the process to make an appointment with the counselor?/** ***Por ejemplo: ¿Qué es el proceso para hacer una cita con el consejero?*** •	**D.** **Topics that will help you understand the U.S. educational system/** ***Temas que le ayudarán a entender el SISTEMA educativo en los Estados Unidos:*** **For example: What are credits, grades, citizenship grades, Advanced Placement (AP) courses?/** ***Por ejemplo: ¿Qué son créditos, calificaciones, marca de conducta, cursos de colocación avanzada AP?*** •

Go to the Table of Contents

Procedures for Registration & Testing

1. IDENTIFICATION

A. Any new arrival students with a home language other than English on the Home Language Survey (HLS) portion of the student Data Transmittal Form (DTF) must be assessed within 30 calendar days of initial enrollment. If applicable, assess after interviewing the student, calling/faxing the previous school.

- English comprehension, speaking, reading, and writing will be assessed using the English Language Proficiency Assessment for California – Initial (ELPAC-Initial).
- Initial ELPAC assessment is administered and scored by the EL Student Support Staff and reviewed by the EL Specialist.

- According to state law, all testing materials are kept in a locked storage room/cabinet when not in use. *Most testing is now done online, with paper/pencil testing used only in cases when the online system is not functioning

B. Students transferring from within the district may not need ELPAC testing. Check the "User Code" fields in English Learner tab within the student information system to see if the student was checked off as tested (see Entering Data in Student Information System for codes). **Also fax/call previous schools.**

C. For students transferring from other school districts within California:

- The EL Support Staff contacts the prior school, asks who is in charge of ELPAC testing, and requests scores. Follow up the phone call by:
  - Completing an ELPAC Student Score Sheet Request Form and fax it to the prior school.
  - EL Support Staff now have the ability to view a student's record in CALPADS, and may check the student's ELAS to assist in placement of students arriving from other California schools
    - **IMPORTANT!:** It is important to ensure that upon receipt of the student's cum file a complete review of the EL insert is done to confirm student ELAS status.
  - Class placement may be based on the student's transfer schedule until a response is received from the prior school. If a response is not received from the prior school within five days, and the student's ELAS has not been established, the EL Support staff should proceed with administering the Initial ELPAC. All students must be identified (as EL, RFEP, IFEP, or EO) within 30 days of enrollment.

D. There are two types of DTF, one of which is given to a student when he/she first enrolls at a school; the other is a yearly DTF printed **(**pre**-**slugged**)** by the district office and mailed home to all students in July for updates and/or corrections.

E. Each enrolling student must have a completed SUHSD DTF, which is provided to parents by the registrar, registrar's aide, or counselor's secretary.

F. The registrar must notify the EL Support staff immediately when a new student enrolls.

G. EL Support staff shall stress to the registrar the importance of having all five parts of the Home Language Survey (HLS) section completed and entered into the Student Information System.

H. Immigrant identification – Each school site should keep a log of the incoming immigrant students who are considered to be Newcomers. These students (ages 3 through 21) were not born in any state in the U.S. and have not attended school in any state in the U.S. for more than three full academic years.

- In preparation for the annual SNOR report in October, in mid-September of each school year the EL Specialist at each site shall run a search for all students at their respective site using the District Information System to determine which students fall under the Newcomer classification. They should then check with the Information Services office to see if their report aligns with the District Information System (IS) data. This data is helpful in determining the amount of Title III – Immigrant funding.

2. LANGUAGE TESTING

A. All new students whose Home Language Survey indicates a language other than English on questions 1, 2 or 3 must take the ELPAC Initial Assessment upon enrollment.

B. All ELs shall take the ELPAC Summative assessment each school year during the annual assessment window until Reclassification criteria for SUHSD are met.

- Each English Learner on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternative assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan
    - Moderate to Severe students will be assessed with the state-approved English language assessment tool for moderate to severe students. (Currently the VCCALPS; CA Alternate ELPAC will be operational 2021-2022). Students will be assessed by the student's instructor, classroom paraprofessional, or both, as they know the student best. This will help to ensure the best possible response from the student. Moderate/Severe Student Support Services staff will receive training in the utilization of the language assessment tool annually.

Intake Sheet questions will help to complete state reports and maintain an accurate database:

- Birthplace (CALPADS).
- Language spoken (Annual Language Census - CALPADS).
- School history (US school enter date - CALPADS).
- Note the date the Initial Assessment Notification was mailed home.
- Note the date when relevant data was entered into Synergy:
  - ➔ English Proficiency: EL/RFEP/IFEP/EO; English Learner Date; Services Received;
  - ➔ Instructional Settings – English Learner Tab: US Enrollment Date; language census date; tagged as tested in indicated User Code fields, Verify Primary Language was entered

C. Administer the ELPAC Initial Assessment. See current ELPAC Examiner's Manual for administration and make sure it is at the appropriate grade span (6-8; 9-10; 11-12).

Procedures.

- Begin with the **Speaking** section.
- If a student appears to have great difficulty completing the reading and writing portions of the test, stop; do not continue.

D. Score exam.

E. Obtain a waiver for students who will have one or more core content courses with Spanish instruction.

F. Record student ELPAC scores on:

- TOMS
- Intake Sheet
- Activity Log Sheet (will help keep track of which new students were tested and how many have arrived during a certain period of time).
- District's Student Information System (Synergy)

G. The EL Support Staff should receive the pink copy of the DTF from the registrar. (The color may vary by school) The clerk verifies that student has been identified, tested, and language information has been entered. Either the Registrar or the EL Support Staff then forwards the pink DTF copy to the site's Migrant Education Community Liaison so they can check for eligibility for this program. The Migrant Community Liaison will contact and interview the parents if he/she feels they may qualify for the Migrant Program.

3. PLACEMENT AFTER TESTING

A. Send the student with a copy of his/her scores to the EL Specialist (ELS) for placement.

B. Next send student to see a counselor for class schedule.

C. Assist or refer student for orientation, if applicable. In many schools a currently

enrolled student is usually partnered up with the new student and shows new student around school to get acquainted.

D. Intake Sheets:

- *White copy: file in Activity Log Sheet/Intake binder*
- *Pink copy: file in EIEP/binder if student is eligible.*
- Yellow copy: file in student's cum folder

F. Once a schedule is assigned, check for proper placement (per ELS recommendation).

G. Indicate English proficiency and corresponding date on the English Language Learners tab.

H. Enter student as tested in "User Code" fields. See Entering Data in Student Information System.

I. Input appropriate program code for each student in Programs-Instructional Settings.

300 *– Structured English Immersion*

301 *– Alternative Course of Study*

302 *– English Language Mainstream Classroom*

J. Assign program number to each student in the Programs-Services Received field.

1. *Primary Language Instruction and English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) Instruction*
2. *ELD Instruction Only*
3. *SDAIE Instruction Only*
4. *ELD and SDAIE Instruction, but Not Primary Language Instruction*
5. *Other Instructional Language Services*
6. *EL Not Receiving any English Learner Services*

This program number is based on the content courses actually assigned; not on what they should have been assigned. If, for example, an ELD 2 student is assigned to mainstream-only content, the code would be "6".

K. Enter the date the student initially entered a U.S. school in the English Learner tab field entitled US Enrollment Date / USA Enter date.

L. If a student was born in a country other than the USA, that student must then also have the USA enter date in the English Learner Screen field entitled Title III ENTRY.

M. All English Learners must have a US Enrollment Date regardless of where they were born. This date cannot be the same as the student's birth date.

N. Input the Title III Entry Date in the English Language Learner screen

- Use only for students who were not born in the USA.
- Foreign Exchange students should have an EIEP date.

Students who were born in the USA, but attended school in another country do not count in this field. These students would only have a date in EL Start Date.

O. PARENT NOTIFICATION: Per state law, parents must be informed of their student's scores (by mail) within 10 school days following the ELPAC assessment (Ed Code section 52164.5).

- Note the date the Initial Notification Letter was sent on the Intake Sheet.
- Preparation of the Initial Notification Letter and mailing envelope may be initiated while the student is completing the reading and writing sections of the ELPAC.

P. If the DTF indicates "Yes" for having moved in search of work in agriculture, fresh food processing, forestry, or commercial fishing, refer the student to the Migrant Education Community Liaison.

SALINAS UNION HIGH SCHOOL DISTRICT
MIDDLE SCHOOL ELD COURSE SEQUENCE FLOWCHART

NEWCOMERS

ELs in U.S. schools fewer than 5 consecutive years. Additional period for Rosetta Stone as an X/Y period is strongly recommended for ELD I and II Newcomers.

*Recommended Placement for ELD 1-3 Based on Summative ELPAC Scaled Scores			
Grade	ELD 1	ELD 2	ELD 3
7	1150-1315	1316-1504	1505+
8	1150-1318	1319-1510	1511+

Sheltered (SH) and/or Spanish (SH) Core Content Courses	**ELD I (2 Periods)** DOE 0-2 years 7th graders: ELPAC SS 1150-1315* 8th graders: ELPAC SS 1150-1318* STAR GE = 1-2 Inside the USA, Inside Fundamentals, Vol.1

↓

Sheltered (SH) and/or Spanish (SP) Core Content Courses	**ELD 2 (2 Periods)** DOE 2-3 years 7th graders: ELPAC SS 1316-1504* 8th graders: ELPAC SS 1319-1510* STAR GE = 2-3 ELD Teacher Recommendation Inside Fundamentals, Vol.2

↓

Sheltered (SH) and/or Integrated ELD (⅗ and ⅕ model) Core Content Courses	**ELD 3 (2 Periods)** DOE 3-4 years 7th graders: ELPAC SS 1505+* 8th graders: ELPAC SS 1511+* STAR GE = 3-4 ELD Teacher Recommendation Inside Level A

Original 1/09
Updated 4/13, 11/16, 4/19

LONG TERM English Learners (ELs)

ELs in U.S. schools more than 5 consecutive years. Students are enrolled in Integrated ELD (⅗ and ⅕ model) plus Core Content Courses.

Recommended ALD Course Placement			
7th Grade or 8th Grade	ELPAC Overall Level 1	ELPAC Overall Level 2	ELPAC Overall Level 3-4
	ALD A	ALD B	ALD C

ALD COURSES (1 Period)	Read 180 SUPPORT (1 Period)
ELA 7/ELA 8 **+ ALD 7A/8A** ELPAC Overall Level 1 English 3D, Course B, 1 or 2	ALD 7A/8A students (Overall ELPAC 1)

↓

ELA 7/ELD 8 **+ ALD 7B/8B** ELPAC Overall Level 2 English 3D, Course B, 1 or 2	ALD 7B/8B students with ELPAC Reading Domain scores of 1 may also be considered for the 1 period Read 180 Support Class

↓

ELA 7/ELD 8 **+ ALD 7C/8C** ELPAC Overall Level 3-4 English 3D, Course B, 1 or 2	ALD 7C/8C students with ELPAC Reading Domain scores of 1 may also be considered for the 1 period Read 180 Support Class

SUHSD Reclassification Criteria for Grades 7-8
ELPAC Overall 4 + STAR Grade Equivalent (GE) 4.5
+ Grade of C or higher in ELD or English course

Go to the Table of Contents

SALINAS UNION HIGH SCHOOL DISTRICT
HIGH SCHOOL ELD COURSE SEQUENCE FLOWCHART

High School Graduation Requirements: 40 credits of ELD/English with completion of ELA 9 or ELA 9 Intensive & ELA 10
Minimum Eligibility for Most 4-Year Colleges: Most will accept only ELD 3 and Grade-level ELA

NEWCOMERS: English Learners in U.S. schools fewer than 5 consecutive years. Additional period for EL Support Class as an X/Y period is ***strongly recommended*** for ELD I and II Newcomers.

Sheltered (SH) and/or Spanish (SP) Core Content Courses (a-g)	**ELD I (2 Periods)** DOE 0-2 years STAR GE = 1-2 ELD Teacher Recommendation		9-10th graders: ELPAC SS 1150-1321	11th-12th graders: ELPAC SS 1150-1325
			Core curriculum includes *Inside the USA and Inside Fundamentals, Vol. 1.*	
Sheltered (SH) and/or Spanish (SP) Core Content Courses (a-g)	**ELD 2 (2 Periods)** DOE 2-3 years STAR GE = 2-3 ELD Teacher Recommendation		9-10th graders: ELPAC SS 1322-1519	11th-12th graders: ELPAC SS 1326-1527
			Core curriculum includes *Edge Fundamentals.*	
Sheltered (SH) and/or Integrated ELD (⅗ and ⅕ model) Core Content Courses (a-g)	**ELD 3 (1 Period)** DOE 3-4 years STAR GE = 3-4 ELD Teacher Recommendation	ELD 3 students may be enrolled concurrently in ELA 9 Intensive. Students who complete ELD 3 and ELA 9 Intensive but have not reclassified progress to ELA 10 and ALL A or ALL B.	9-10th graders: ELPAC SS 1520+	11th-12th graders: ELPAC SS 1528+
			Core curriculum for ELD 3 meets A-G Requirements.	

ELD 3 is followed by ELA 9 + ALL A

ELD 3 and ELA 9 Intensive are followed by ELA 10 + ALL A or B (English Learner Site Team decision based on student data)

LONG TERM ENGLISH LEARNERS: English Learners in U.S. schools more than 5 consecutive years. Students are enrolled in Integrated ELD [⅗ and ⅕TR model] plus Core Content Courses.

Integrated ELD [⅗ and ⅕TR model] Core Content Classes (a-g)	**ELA 9 + ALL A** *ALL A* *Core curriculum is English 3D, Vol. C* →	**ELA 10 + ALL B** *ALL B* *Core curriculum is English 3D, Vol. C* →	**ELA 11 + ALL C** *ALL C* *Core curriculum is Edge C, Units 1-4* →	**ELA 12 + ALL D** *ALL D* *Core curriculum is Edge C, Units 5-8*

SUHSD Reclassification Criteria for Grades 9-12

- ELPAC Overall 4
- STAR Grade Equivalent (GE): 9th-10th grade=5.0, 11th-12th grade=5.5
- Grade of C or higher in ELD or ELA course

Original ELD Flowchart 1/09

Updated 4/13,1/17,4/19,9/19,11/20

Go to the Table of Contents

SPECIAL PROJECTS OFFICE
Salinas Union High School District
1155 East Alisal Street, Salinas, CA 93907
831.796.7867 (Office) 831.796.7889 (Fax)

Date

Dear Parent/Guardian of: ID#: School:

Welcome to the Salinas Union High School District (SUHSD). State law requires all public school districts in California to administer the *Initial English Language Proficiency Assessments for California* (ELPAC) to every student who enrolls in a California public school for the first time, and, has indicated that a language other than English is spoken in the home on the child's Home Language Survey. The Initial ELPAC test allows schools to schedule the student in appropriate instructional programs and monitor progress in acquiring English proficiency.

ELPAC test scores are indicated below:

Date	Domain	Proficiency Level
	Overall Score	
	Oral Language (Speaking & Listening)	
	Written Language (Reading & Writing)	
	Overall Proficiency Level (text)	

Definition of the ELPAC Proficiency Level indicated above is found on the Initial ELPAC Student Score Report accompanying this letter.

Based on results of the *Initial English Language Proficiency Assessments for California* (ELPAC) we recommend your child be placed in:

- ☐ English Language Development instruction and core content courses in the primary language (Alternative Program)
  - *To be placed in the Alternative program, parent must go to the school and sign a Waiver annually*
- ☐ English Language Development instruction and Transitional (English) content area instruction
  - *Structured English Immersion Program*
- ☐ English Language Development instruction in the regular school program (Mainstream Program)

In order for EL students to be reclassified from EL to Fluent English Proficient, he/she must meet the following criteria:

- Have an Overall Score of 4 on the annual Language Proficiency Assessments for California (ELPAC)
- Earn A semester grade (either first or second semester) of "C" or better in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD).
- Parent Consultation and approval for reclassification
- Meet the required Grade Equivalent score on the STAR reading assessment for the student's grade span.

Once EL students meet the above criteria, ELPAC testing is no longer required.

Check if applicable:

☐ Individualized Education Program (IEP) on file	☐ Student receives ELD in a general education ELD class. ☐ Student receives ELD in a Special Education class.

Graduation Rate: *(High School Only)*

It is expected that all continuously enrolled students graduate from high school. The current graduation rate is [ ]%.

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)

We are committed to providing all students with a quality educational program. If you have any questions regarding your student's scores or class placement, please contact the site EL Specialist at (insert name of site and phone number).

Respectfully,

Anthony J. Saucedo
Director

AJS
17 DEC 19

Go to the Table of Contents

ELPAC
English Language Proficiency Assessments for California

Initial ELPAC Conversion Table—Grades Six to Eight

Oral Language Raw Score Conversion—Grades Six to Eight

Total of Listening and Speaking Raw Score (# of points earned)	Oral Language Scale Score	Oral Language Performance Level
0	150	Minimally developed
1	150	Minimally developed
2	150	Minimally developed
3	150	Minimally developed
4	150	Minimally developed
5	156	Minimally developed
6	181	Minimally developed
7	202	Minimally developed
8	221	Minimally developed
9	239	Minimally developed
10	254	Minimally developed
11	269	Minimally developed
12	283	Minimally developed
13	296	Minimally developed
14	309	Minimally developed
15	322	Minimally developed
16	334	Minimally developed
17	346	Minimally developed
18	359	Minimally developed
19	372	Somewhat to moderately developed
20	385	Somewhat to moderately developed
21	399	Somewhat to moderately developed
22	414	Somewhat to moderately developed
23	430	Somewhat to moderately developed
24	449	Somewhat to moderately developed
25	470	Well developed
26	495	Well developed
27	526	Well developed
28	565	Well developed
29	600	Well developed
30	600	Well developed
31	600	Well developed

Initial ELPAC ♦ Page 1

RECOMMENDATIONS FOR MS PLACEMENT

150-224	ELD 1
225-299	ELD 2
300-374	ELD 3
375-449	ALD
450-600	IFEP

Go to the Table of Contents

Written Language Raw Score Conversion—Grades Six to Eight

Total of Reading and Writing Raw Score (# of points earned)	Written Language Scale Score	Written Language Performance Level
0	150	Minimally developed
1	221	Minimally developed
2	258	Minimally developed
3	281	Minimally developed
4	299	Minimally developed
5	313	Minimally developed
6	327	Minimally developed
7	339	Minimally developed
8	351	Minimally developed
9	363	Minimally developed
10	375	Somewhat to moderately developed
11	388	Somewhat to moderately developed
12	402	Somewhat to moderately developed
13	418	Somewhat to moderately developed
14	435	Somewhat to moderately developed
15	455	Well developed
16	481	Well developed
17	521	Well developed
18	600	Well developed

Overall Performance Scale Score and Performance Level Table—Grades Six to Eight

Overall Performance Level	Overall Scale Score Minimum	Overall Scale Score Maximum
Novice English Learner	150	369
Intermediate English Learner	370	449
Initial Fluent English Proficient (IFEP)	450	600

Go to the Table of Contents

ELPAC
English Language Proficiency Assessments for California

Initial ELPAC Conversion Table—Grades Nine to Twelve

Oral Language Raw Score Conversion—Grades Nine to Twelve

Total of Listening and Speaking Raw Score (# of points earned)	Oral Language Scale Score	Oral Language Performance Level
0	150	Minimally developed
1	150	Minimally developed
2	150	Minimally developed
3	150	Minimally developed
4	153	Minimally developed
5	179	Minimally developed
6	201	Minimally developed
7	219	Minimally developed
8	236	Minimally developed
9	252	Minimally developed
10	266	Minimally developed
11	279	Minimally developed
12	292	Minimally developed
13	304	Minimally developed
14	316	Minimally developed
15	327	Minimally developed
16	339	Minimally developed
17	350	Minimally developed
18	362	Minimally developed
19	374	Somewhat to moderately developed
20	387	Somewhat to moderately developed
21	400	Somewhat to moderately developed
22	415	Somewhat to moderately developed
23	430	Somewhat to moderately developed
24	447	Somewhat to moderately developed
25	466	Well developed
26	488	Well developed
27	514	Well developed
28	547	Well developed
29	591	Well developed
30	600	Well developed
31	600	Well developed

RECOMMENDATIONS FOR HS PLACEMENT

150-224	ELD 1
225-299	ELD 2
300-374	ELD 3
375-449	ALL
450-600	IFEP

Go to the Table of Contents

Written Language Raw Score Conversion—Grades Six to Eight

Total of Reading and Writing Raw Score (# of points earned)	Written Language Scale Score	Written Language Performance Level
0	150	Minimally developed
1	221	Minimally developed
2	258	Minimally developed
3	281	Minimally developed
4	299	Minimally developed
5	313	Minimally developed
6	327	Minimally developed
7	339	Minimally developed
8	351	Minimally developed
9	363	Minimally developed
10	375	Somewhat to moderately developed
11	388	Somewhat to moderately developed
12	402	Somewhat to moderately developed
13	418	Somewhat to moderately developed
14	435	Somewhat to moderately developed
15	455	Well developed
16	481	Well developed
17	521	Well developed
18	600	Well developed

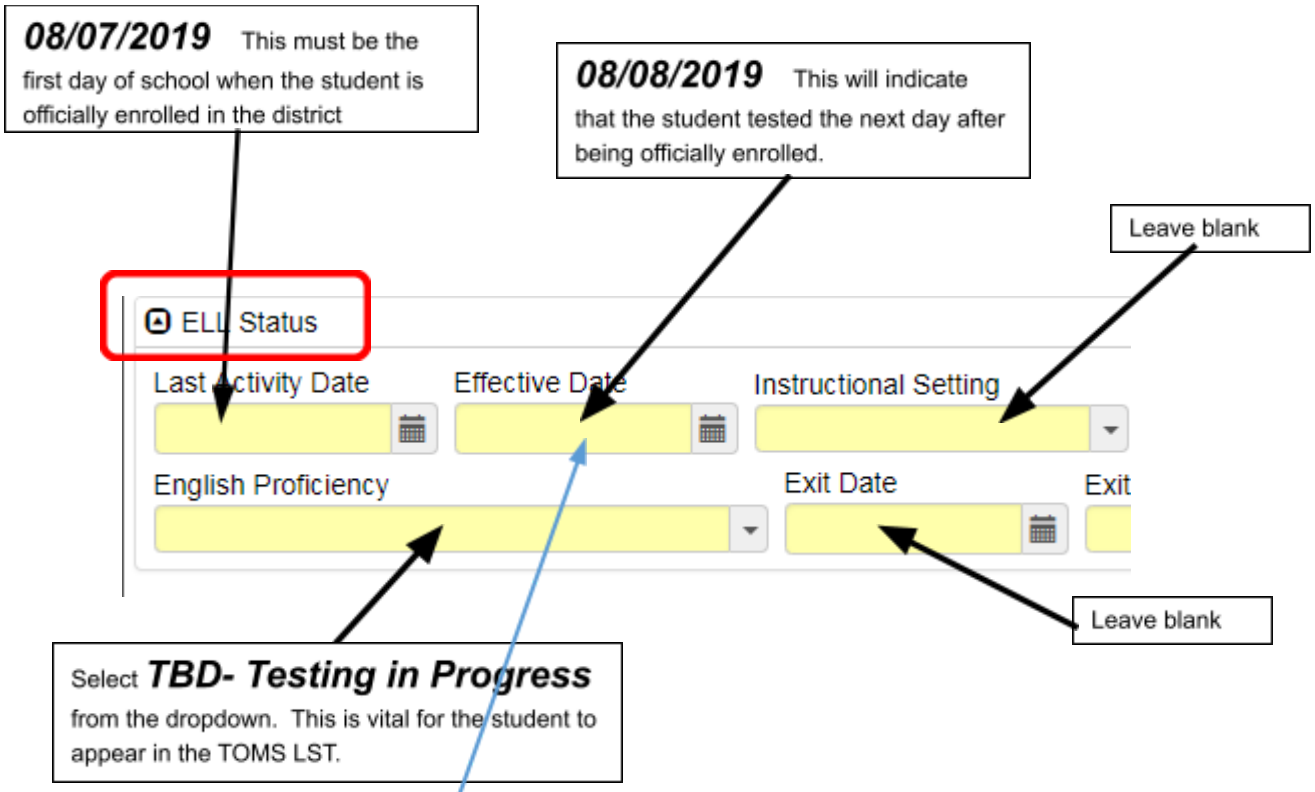
Overall Performance Scale Score and Performance Level Table—Grades Six to Eight

Overall Performance Level	Overall Scale Score Minimum	Overall Scale Score Maximum
Novice English Learner	150	369
Intermediate English Learner	370	449
Initial Fluent English Proficient (IFEP)	450	600

Go to the Table of Contents

Designating EL Fields for Initial ELPAC Testing and ELAS Designation

Summer Initial ELPAC (after July 1)- new students entering in the summer (after July 1) and whose HLS prompts the administration of the Initial ELPAC.



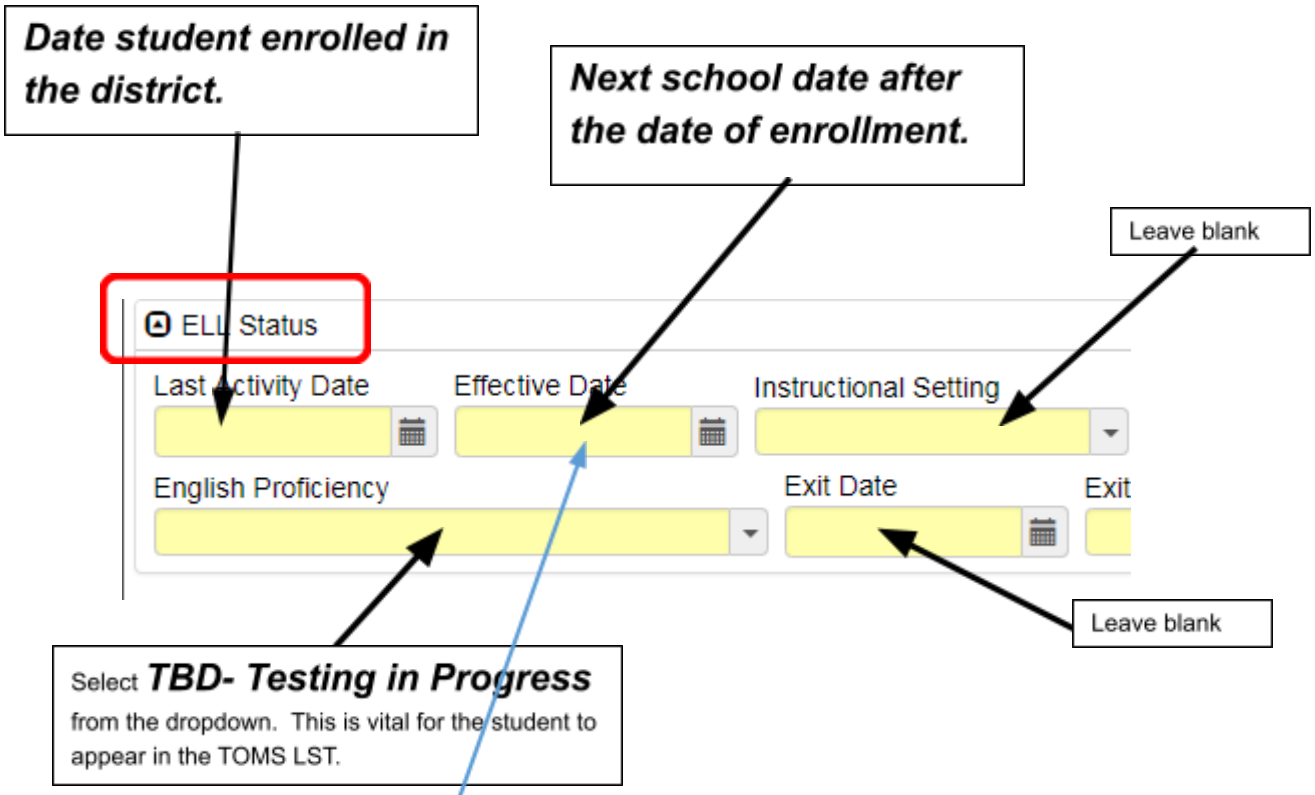
STEPS:

1. Test and score the student on the scoring sheet.
2. When the student has been entered into Synergy and has an SSID #, you will be able to enter the fields above.
3. The district will not upload into CALPADS until the second week of school, so the students will not appear in the TOMS LST until 24-48 hours after the upload has been completed.
4. Once you enter the scores in and receive the ELAS designation from TOMS, change the *Effective Date* field to the date that you received the ELAS designation.
5. Once you replace this field with the ELAS date, the date that was entered there (8/8/2019), will move to the *Last Activity Date*; you do NOT have to enter anything into the *Last Activity Field.*

****

Go to the Table of Contents

Initial ELPAC (after the 2nd week of school)- new students entering during the year, after the district has uploaded enrollment into CALPADS and whose HLS prompts the administration of the Initial ELPAC.



STEPS:

1. Test and score the student on the scoring sheet.
2. When the student has been entered into Synergy and has an SSID #, you will be able to enter the fields above.
3. The district will be uploading into CALPADS on a regular basis (you may check with Kathy Perez to see when she last uploaded or will be uploading), so the students will not appear in the TOMS LS until 24-48 hours after the upload has been completed.
4. Once you enter the scores in and receive the ELAS designation from TOMS change the Effective Date field to the date that you received the ELAS designation. Once you replace this field with the ELAS date, the date that was entered there, will move to the *Last Activity Date*; you do NOT have to enter anything into the *Last Activity Field.*

Salinas Union High School District

Special Projects Office

1155 East Alisal Street, Room H3, Salinas, CA 93905
831.796.7867 (Office) 831.796.7889 (Fax)

Date:

Dear Parent/Guardian of: ID#:

Welcome to the 2019-2020 school year. This letter is to inform you that your child continues to be identified as an English learner. Each year, state law requires all public school districts in California assess English Learners 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.S] Section 6312[e][3][A]*.

Your student's current Overall English proficiency level is _____, as of May 22, 2019, according to his/her most recent English Language Proficiency Assessments for California (ELPAC) results.

Academic Achievement Results			
Date*	SBAC	Results	
		Performance Level	Scaled Score
	English Language Arts		
	Mathematics		

***Note: Students are assessed in ELA and Math in grades 3-8 and in Grade 11. The scores listed are the most recent for your student.**

Based on results of the English Language Proficiency Assessments for California (ELPAC), we recommend your child be placed in:
[ ] English Language Development instruction and core content courses in the primary language (Alternative Program) ↳ *To be placed in the Alternative program, parent must go to the school and request this placement (AB58)*
[X] English Language Development instruction and Transitional (English) content area instruction ↳ *Structured English Immersion Program*
[ ] English Language Development instruction in the regular school program (Mainstream Program)

In order for EL students to be reclassified from EL to Fluent English Proficient, he/she must meet the following criteria:
• ELPAC Overall proficiency level of 4
• Receive a grade of a "C" or better in *either* the required English Language Arts class *OR* the Designated ELD class.
• Parent Consultation
• Locally available assessment results: Score at required Grade Equivalent level on the STAR Reading assessment
Once EL students meet all the reclassification criteria, ELPAC testing is no longer required.

Check if applicable:	
[ ] Individualized Education Program (IEP) on file	[ ] Student receives ELD in a general education ELD class. [ ] Student receives ELD in a Special Education class.

Graduation Rate: *(High School Only)*
It is expected that all continuously enrolled students graduate from high school. The current district graduation rate is _88_%.

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 (5 CCR Section 11302) until the student is reclassified (i.e., is assessed and meets the district reclassification criteria), inform the parent when progress is made, and offer the parent programs and services to consider at that time.

We are committed to providing all students with a quality educational program. If you have any questions regarding your student's scores or class placement, please contact _____ at _____.

Sincerely,

Anthony J. Saucedo
Director of English Learners Program

Attachment

Go to the Table of Contents

SPECIAL PROJECTS OFFICE

Salinas Union High School District

Anthony J. Saucedo, Director

1155 East Alisal Street, Salinas, CA 93905

Rooms H3 & H4; 831.796.7200

January 17, 2020

Dear Parents/Guardians:

The purpose of this letter is to notify you about the upcoming required annual English Language Learner language proficiency assessment, the English Language Proficiency Assessments for California (ELPAC).

- The ELPAC will be administered in our district from February 3 through April 3, 2020.

Beginning on February 3rd, your student will take this test during their Designated ELD (English as a Second Language) class. This includes students enrolled in ELD, ALL (Academic Language & Literacy) classes in the high schools, and ALD (Academic Language Development) classes in the middle schools.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding Web page at https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

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

The reclassification requirements for this test are listed below. If your student meets the reclassification requirements, he/she will have the opportunity to reclassify from EL to Reclassified Fluent English Proficient (RFEP). This will happen once we receive the ELPAC results in the summer.

If you have any specific questions about your student, please contact your site's EL Specialist. See attached list.

Sincerely,

Anthony Saucedo, Director
Special Projects

Robert Cannon, Director
Research, Assessment & Accountability

SITE EL SPECIALISTS

Go to the Table of Contents

Middle Schools

School	Contact	Contact Number
El Sausal	Guillermo Arenas	796-7200
Harden	José Álvarez Velázquez	796-7300
La Paz	Marisela Cerda	796-7900
Washington	TBD	796-7100
El Puente	Janice Aliotti	796-7700

High Schools

School	Contact	Contact Number
Alisal High	Patricia Cardona Margarita Cárdenas	796-7600
Everett Álvarez High	Nora McKenna	796-7800
North Salinas High	Tessa Mauro	796-7500
Rancho San Juan	Carrie Cisneros	273-7700
Salinas High	Kierin Harwood	796-7400
Mount Toro High, El Puente, Carr Lake	Janice Aliotti	796-7700

The SUHSD District criteria for reclassification are:

6. An Overall Score 4 on the 2019 ELPAC
7. A semester grade (either first or second semester) of "C" or better in either the required English Language Arts (ELA) class for promotion/graduation, OR the Designated ELD class (ELD 1, 2, 3; ALL/ALD).
8. Parent is notified by letter of a student's eligibility for reclassification, and their approval for reclassification is requested.
9. Meet the required Grade Equivalent score on the STAR reading assessment for the student's grade span. (See chart below)

Grade Spans	Recommended Grade Equivalent Reading Level by RFEP Committee
7th & 8th	4.5
9th & 10th	5.0
11th & 12th	5.5

SPECIAL PROJECTS OFFICE

Salinas Union High School District

Anthony J. Saucedo, Director

1155 East Alisal Street, Salinas, CA 93905

Rooms H3 & H4; 831.796.7200

El 17 de enero, 2020

Estimados padres/tutores de Aprendices de Inglés,

La presente les llega con el propósito de informarles de la prueba anual requerida para evaluar la aptitud con el inglés de los Aprendices de Inglés, la prueba de Evaluaciones de la Capacidad del Nivel Competente del Idioma Inglés para California (ELPAC).

Empezando el 3 de febrero, su estudiante tomará esta prueba durante su clase de ELD Designado (Desarrollo del Idioma Inglés). Esto incluye a los estudiantes inscritos en ELD, ALL (Lenguaje Académico y Alfabetización) en la preparatoria, y ALD (Desarrollo de Lenguaje Académico) en la escuela intermedia.

Para aprender más sobre el examen ELPAC, vaya a la página red del Departamento de Educación de California Guías para Entender para Padres en https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp. También puede ver ejemplos de preguntas en los exámenes de práctica, en el sitio web de ELPAC en https://www.elpac.org/resources/practicetests/.

Los requisitos de reclasificación para nuestro distrito están anotados al posterior de esta hoja. Si su estudiante cumple con los requisitos habrá oportunidad de que se reclasifique de nivel EL (Aprendiz de Inglés) al nivel RFEP (Estudiante que ha demostrado dominio con el inglés). Esto ocurrirá en cuanto recibamos los resultados de la prueba ELPAC durante el verano.

Si tienen preguntas específicas acerca de su estudiante, favor de comunicarse con el/la Especialista de Aprendices de Inglés en su escuela. Favor de consultar el documento adjuntado a la presente.

Sincerely,

Anthony Saucedo, Director
Special Projects

Robert Cannon, Director
Research, Assessment & Accountability

Go to the Table of Contents

ESPECIALISTAS DE APRENDICES DE INGLÉS EN CADA PLANTEL ESCOLAR

Escuelas Intermedias

Plantel Escolar	Contacto	Número Telefónico
El Sausal	Guillermo Arenas	796-7200
Harden	José Álvarez Velázquez	796-7300
La Paz	Marisela Cerda	796-7900
Washington	TBD	796-7100
El Puente	Janice Aliotti	796-7700

Preparatorias

Plantel Escolar	Contacto	Número Telefónico
Alisal High	Patricia Cardona Margarita Cárdenas	796-7600
Everett Álvarez High	Nora McKenna	796-7800
North Salinas High	Tessa Mauro	796-7500
Rancho San Juan High	Carrie Cisneros	273-7700
Salinas High	Kierin Harwood	796-7400
Mount Toro High, El Puente, Carr Lake	Janice Aliotti	796-7700

Los requisitos de reclasificación en el SUHSD son:

1. Nivel Total de Dominio de 4 en el ELPAC
2. Recibir una calificación para el semestre de "C" o mejor en **o** lenguaje y literatura en Inglés (ELA) **o** en la clase designada como Desarrollo de Inglés (ELD 1, 2, 3; ALL/ALD).
3. Consultar con los padres
4. Resultados de las evaluaciones disponibles localmente. Calificar al nivel requerido de su grado en la evaluación STAR de lectura. (Vea abajo)

Grade Spans	Recommended Grade Equivalent Reading Level by RFEP Committee
7th & 8th	4.5
9th & 10th	5.0
11th & 12th	5.5

2020-2021 Monitoring Calendar

EL Job Alike meetings	Federal Program Monitoring	DELAC meetings
ELPAC Testing	Reclassification	
DATE	***ACTION***	***BY***
	1st QUARTER	
Tuesday, August 18	**EL Job Alike @ SAS Room S-1 1:00-3:00**	**ELS/ELSS**
Wednesday, August 12	Register for ELPAC Summative Training	Office of Research, Assessment & Accountability
Friday, August 21	Mail out Annual Notification Letters	ELS/ELSS
Friday, August 21	Start clean-up for CALPADS	ELSS
Monday, August 24	Begin clean-up of Instructional Settings & Services Received input for CALPADS	ELS/ELSS
Friday, September 4	Mail out ELPAC testing results	Office of Research, Assessment & Accountability
Tuesday, September 8	**EL Job Alike @ SAS Room S-1 1:00-3:00**	**AP/ELS/ELSS**
Monday, September 14	Notify sites about State Seal of Biliteracy (SSB)	Office of Research, Assessment & Accountability
Friday, September 11	Principals' Assurance Checklist due	Admin/ELS
Friday, September 18	Clean-up for CALPADS deadline	ELSS
Tuesday, October 6	Student data will be uploaded to CALPADS	IT
Wednesday, October 7	**DELAC**	**Director**
Tuesday, October 13	**EL Job Alike @ SAS Room S-1 1:00-3:00** **Review progress for FPM monitoring**	**AP/ELS/ELSS**
Friday, October 9	End of 1st Quarter	
	2nd QUARTER	
Monday, October 19-Friday November 6	*RFEP Monitoring: 1st year (School Year August 2019 to May 20). Hard copies of Monitoring form must be placed in student cum folder by November 13. Notify Ed Services when completed.*	ELSS/ELS
Tuesday, October 13	Order 2021 ELPAC materials - Include large print and Braille.	Office of Research, Assessment & Accountability
Friday, October 23	ELPAC training in Monterey?	Office of Research, Assessment & Accountability
Wednesday, November 4	**DELAC**	**Director**
Tuesday, November 10	**EL Job Alike @ SAS Room S-1 1:00-3:00**	**AP/ELS/ELSS**
Monday, November 30	Reminder to AP World Language teachers begin Oral Proficiency Interviews for SSB candidates	Office of Research, Assessment & Accountability
Tuesday, December 1	ELPAC MS training?	ELS/ELSS
Wednesday, December 2	**DELAC**	**Director**
Thursday, December 3	ELPAC HS training?	Office of Research, Assessment & Accountability

Go to the Table of Contents

EL Job Alike meetings	Federal Program Monitoring	DELAC meetings
ELPAC Testing	Reclassification	
DATE	***ACTION***	***BY***
Tuesday, December 8	**EL Job Alike @ SAS Room S-1 1:00-3:00**	**AP/ELS/ELSS**
Friday, December 11	ELPAC Speaking training?	Office of Research, Assessment & Accountability
Friday, December 18	End of 2nd Quarter (S1)	
Monday, December 21	Mail out ELPAC testing Notification Letter	Office of Research, Assessment & Accountability
	3rd QUARTER	
Monday January 11	SSB applications available at sites	Office of Research, Assessment & Accountability
Monday January 11	Begin creating report data for DELLAS report	Office of Research, Assessment & Accountability
Monday, January 11-Friday January 22, 2021	*RFEP Monitoring:1st year (SY 2018-19), 2nd year(SY 2017-18,), 3rd year (2016-17), and 4th year (2015-16). Hard copies of Monitoring form must be placed in student cum folder by January 21. Notify when completed.*	ELSS/ELS
Tuesday, January 5, 2021	ELPAC materials arrive?	Office of Research, Assessment & Accountability
Wednesday, January 20, 2021	ELPAC materials ready for sites?	Office of Research, Assessment & Accountability
Tuesday, January 12,	**EL Job Alike @ SAS Room S-1 1:00-3:00**	**AP/ELS/ELSS**
Monday, February 1, 2021	Start ELPAC testing	ELS/ELSS
Wednesday, February 3	**DELAC**	**Director**
Tuesday, February 9	**EL Job Alike @ SAS Room S-1 1:00-3:00 Training on Annual Report**	**AP/ELS/ELSS**
Monday, February 22	Check on completion rate of ELPAC tests	ELSS
Monday, March 1	DELLAS EL program self-assessment due	ELS
Wednesday, March 3	**DELAC**	**Director**
Tuesday, March 9	**EL Job Alike - Check on progress of Annual Report**	**AP/ELS/ELSS**
Friday, March 12	End of 3rd Quarter	
	4th QUARTER	
Monday, March 8-Friday, March 19	*RFEP Monitoring:1st year (SY 2019-20), 2nd year(SY 2018-19), 3rd year (2017-18), and 4th year (2016-17). Hard copies of Monitoring form must be placed in student cum folder by March 26. Notify Ed Services when completed.*	
Friday, March 19	Principals Assurance Checklist due	Admin/ELS
Friday, March 19	Check on completion rate of ELPAC tests	ELSS

Go to the Table of Contents

EL Job Alike meetings	Federal Program Monitoring	DELAC meetings
ELPAC Testing	Reclassification	
DATE	*ACTION*	*BY*
Monday, March 22	Run report on S1 grades and STAR scores (to prep for reclassification	Office of Research, Assessment & Accountability
Friday, March 26	SSB applications due to Office of Research, Assessment & Accountability?	
Monday, March 29	Start paperwork for possible RFEPs	ELS/ELSS
Wednesday, April 7	DELAC	Director
Friday, April 16	ELPAC deadline to SPO. Completion of all annual assessments	ELS/ELSS
Monday, April 12	Distribute RFEP forms for signatures	ELS/ELSS
Tuesday, April 13	EL Job Alike - Review District Level DELLAS	AP/ELS/ELSS
Monday, May 3	Check on approvals for possible RFEP students (inclusive of non-C for 1st semester students)	ELS/ELSS
Wednesday, May 5	DELAC	Director
Friday, May 7	Principals Assurance Checklist due	Admin/ELS
Tuesday, May 11	EL Job Alike - Review Annual Report; RFEP signature progress	ELS/ELSS
Monday, May 10-Wednesday, May 26	Finalize requests for teacher approval to RFEP	ELS/ELSS
2020	SUHSD RFEP Date for 2020	ELS/ELSS
	SUMMER	
Monday, June 7	Mail out Initial Reclassification Letter	ELSS
Wednesday, June 16/23	DELAC	Director
Friday, June 18	All 2020 ELPAC scores arrived?	ELSS
Monday, June 21	Notify sites of RFEP students	ELSS
Monday, June 21	Mail Reclassification Letter	ELSS

Go to the Table of Contents

SUHSD English Learner Program Annual Self-Study Report

BASIC INFORMATION

1. How many English Learners and RFEPs were on your campus/in the district in October of the current school year? List numbers by grade and with the total.

EL Classification	Long Term English Learners (EL 6> years)	Newcomer English Learner (EL 5 years or less)	Reclassified Fluent English Proficient (RFEP)	
Grade Level	**Number**	**Number**	**Number**	**Total by Grade**
12th grade				0
11th grade				0
10th grade				0
9th grade				0
8th Grade				0
7th Grade				0
Total (by ELD level)				0

ELPAC ASSESSMENT

1. What was the District's annual participation rate (%) for the ELPAC during the previous year?

Total # of ELs on February 1st	Total number of tests completed	% of testing completed

2. What percent of EL students in SUHSD grew one full proficiency level in the Oral Language section of the ELPAC?

Percent of EL Students Growing One Proficiency Level in the Oral Language section of the ELPAC				
	2018-19	2019-20	2020-21	2021-22
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

3. What percent of EL students in SUHSD grew one full proficiency level in the Written Language section of the ELPAC?

Go to the Table of Contents

Percent of EL Students Growing One Proficiency Level in the Written Language section of the ELPAC				
	2018-19	2019-20	2020-21	2021-22
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

4. What percent of EL students in SUHSD grew one full proficiency level from their previous Overall Score on the ELPAC?

Percent of EL Students Growing One Proficiency Level in their Overall Score on the ELPAC				
	2018-19	2019-20	2020-21	2021-22
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

5. What percent of EL students in SUHSD met Criterion #1 (Overall ELPAC score of 4) for Reclassification?

Percent of EL Students Meeting Criterion #1 for Reclassification				
	2018-19	2019-20	2020-21	2021-22
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

6. What percent of EL students in SUHSD met Criterion #2 (Semester grade of “C” or better in ELA/ELD) for Reclassification?

Percent of EL Students Meeting Criterion #2 for Reclassification				
	2018-19	2019-20	2020-21	2021-22
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

7. What percent of EL students in SUHSD met Criterion #4 (Met required Grade Level Equivalent required for grade span) for Reclassification?

Percent of EL Students Meeting Criterion #4 for Reclassification				
	2018-19	2019-20	2020-21	2021-22

Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

8. What percent of EL students in SUHSD met all Criteria for Reclassification?

Percent of EL Students Meeting All Criteria for Reclassification				
	2018-19	**2019-20**	**2020-21**	**2021-22**
Target	3%	5%	7%	10%
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

9. What were the reclassification rates by class for the previous school year?

Grade Level	**Number & Percent**
12th grade	**n=**
	%
11th grade	**n=**
	%
10th grade	**n=**
	%
9th grade	**n=**
	%
8th Grade	**n=**
	%
7th Grade	**n=**
	%
Total (by class level)	**n=**
	%

Observations:

10. What has been the reclassification rate by class for the years indicated?

School Years	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	
Grade Level	**Number & Percent**	**Number & Percent**	**Number & Percent**	**Number & Percent**	**Total by Grade**
12th grade	**n=**	**n=**	**n=**	**n=**	0

Go to the Table of Contents

	%	%	%	%	
11th grade	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	
10th grade	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	
9th grade	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	
8th Grade	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	
7th Grade	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	
Total (by ELD level)	**n=**	**n=**	**n=**	**n=**	0
	%	%	%	%	

Observations:

11. What is the growth/decline percentage as compared with the previous year's reclassification rate?

Growth/Decline percentage of EL Students Meeting All Criteria for Reclassification compared with previous year's reclassification rate.				
	2018-19	**2019-20**	**2020-21**	**2021-22**
Target	**3%**	**5%**	**7%**	**10%**
Percent Meeting Target				
Was Target Met? (Y/N)				

Observations:

12. How are EL students at each level of the ELPAC meeting their growth target on the ELPAC ?

Prior Year ELPAC Level	Number in Proficiency Level Prior Year	% in Proficiency Level Prior Year	Number Meeting Growth Target	Percent Meeting Growth Target	State Avg. Meeting Growth Target
Level 1					
Level 2					
Level 3					
Level 4					
Total	**0**		**0**		

Observations:

Go to the Table of Contents

13. How are EL students performing on the ELPAC based on the length of time they have been in U.S. schools?

Length of Time in US Schools 5 or More Years (Long Term)	Number / Percent	Level 4 Reclassified	Level 4 Not Reclassified	Level 3	Level 2	Level 1	Total (by Time)
6 or more years	n=						0
	%						
5 years	n=						0
	%						
Total (by ELD level)	n=	0	0	0	0	0	0
	%						
Length of Time in US Schools Less than 5 Years (Newcomer)	Number / Percent	Level 4 Reclassified	Level 4 Not Reclassified	Level 3	Level 2	Level 1	Total (by Time)
4 years	n=						0
	%						
3 Years	n=						0
	%						
2 Years	n=						0
	%						
1 Year or Less	n=						0

Observations:

What is the percentage of the criteria areas keeping students with an Overall ELPAC Score of 4 from Reclassification?

CRITERION	%
Criterion #2 – Semester grade of "C" or better in ELA/ELD	
Criterion #4 – Met required Reading Grade Level Equivalent on the STAR reading assessment.	
Overall % not meeting	

Observations:

14. How are EL students performing on the ELPAC based on the length of time they have been in our district?

Length of Time in District	Number & Percent	4	3	2	1	Total (by Time)
6 or more years	n=					0
	%					
5 years	n=					
	%					

Go to the Table of Contents

4 years	**n=**					
	%					
3 years or less	**n=**					
	%					
Total (by ELD level)	**n=**	**0**	**0**	**0**	**0**	0
	%					

Observations:

15. How are EL students performing on the ELPAC by grade level?

Grade Level	Number & Percent	1	2	3	4	Total by Grade
12th grade	**n=**					0
	%					
11th grade	**n=**					0
	%					
10th grade	**n=**					0
	%					
9th grade	**n=**					0
	%					
8th Grade	**n=**					0
	%					
7th Grade	**n=**					0
	%					
Total (by ELD level)	**n=**	**0**	**0**	**0**	**0**	0
	%					

Observations:

16. Are Students with Special Needs receiving appropriate accommodations for their testing? List the common accommodations that are given.

17. Are Moderate-Severe Students with Special Needs assessed with the VCCALPS or another alternate assessment tool? Are their results recorded in their cum and forwarded to the English Learner Program office?

CAASPP ASSESSMENT

Go to the Table of Contents

1. Did the EL cohort meet the District target participation rate for participation in the SBAC English Language Arts (ELA) assessment? In mathematics?

English Learner cohort participation rate in ELA and Math on the SBAC								
	2018-19		2019-20		2020-21		2021-22	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation Rate Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Actual Participation Rate								
Was Target Met? (Y/N)								

Observations:

2. Did the EL cohort meet the targets for percent at Standard Met/Standard Exceeded for the ELA and Mathematics assessments?

English Learner cohort scoring at the LEA target for % at Standard Met/Exceeded								
	2018-19		2019-20		2020-21		2021-22	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Standard Met / Standard Exceeded Target	23.0%	23.7%	23.0%	23.7%	34.0%	34.6%	44.5%	43.5%
% StandardMet / Standard Exceeded								
Was Target Met? (Y/N)								

Observations:

3. How are EL students at each level of the SBAC meeting their growth target on the SBAC-ELA assessment?

Prior Year SBAC-ELA Level	Number in SBAC Level Prior Year	% in SBAC Level Prior Year	Number Making Steady Academic Progress*	% Meeting Growth Target
Standard Not Met (1)				
Standard Nearly Met (2)				
Standard Met (3)				
Standard Exceeded (4)				
Total	0		0	

*Steady Academic Progress, in this report, implies that the student improved by at least ONE performance level for those at Standard Not Met, and Standard Nearly Met. For those students in the Standard Met, Steady Academic Progress means that they maintained (or improved) their performance.

Observations:

4. How are EL students at each level of the SBAC meeting their growth target on the SBAC-Math assessment?

Prior Year SBAC-Math Level	Number in SBAC Level Prior Year	% in SBAC Level Prior Year	Number Making Steady Academic Progress*	% Meeting Growth Target
Standard Not Met (1)				
Standard Nearly Met (2)				
Standard Met (3)				
Standard Exceeded (4)				
Total	**0**		**0**	

*Steady Academic Progress, in this report, implies that the student improved by at least ONE performance level for those at Standard Not Met, and Standard Nearly Met. For those students in the Standard Met, Steady Academic Progress means that they maintained (or improved) their performance.

Observations:

5. How are EL students at ELPAC Level 3 performing on the SBAC-ELA by grade level?

SBAC-ELA Performance	Number / Percent	Grade 7	Grade 8	Grade 11	Total (by SBAC)
Standard Not Met (1)	**n=**				0
	%				
Standard Nearly Met (2)	**n=**				0
	%				
Standard Met (3)	**n=**				0
	%				
Standard Exceeded (4)	**n=**				0
	%				
Total (by grade)	**n=**	**0**	**0**	**0**	0
	%				

Where do the majority of the Level 3 EL students score on the SBAC-ELA? What else do you want to know about these students? How will you get that information?

6. How are EL Student at the ELPAC Level 3 performing on the SBAC-Math by grade level?

SBAC-Math Performance	Number / Percent	Grade 7	Grade 8	Grade 11	Total (by SBAC)
Standard Not Met (1)	**n=**				0
	%				

Go to the Table of Contents

Standard Nearly Met (2)	**n=**				0
	%				
Standard Met (3)	**n=**				0
	%				
Standard Exceeded (4)	**n=**				0
	%				
Total (by grade)	**n=**	**0**	**0**	**0**	0
	%				

Where do the majority of the Level 3 EL students score on the SBAC-Math? What else do you want to know about these students? How will you get that information?

7. How are EL Student at the ELPAC Level 4 (English Proficient level) performing on the SBAC-ELA by grade level?

SBAC-ELA Performance	**Number**	**Grade**	**Grade**	**Grade**	**Total**
	Percent	**7**	**8**	**11**	**(by SBAC)**
Standard Not Met (1)	**n=**				0
	%				
Standard Nearly Met (2)	**n=**				0
	%				
Standard Met (3)	**n=**				0
	%				
Standard Exceeded (4)	**n=**				0
	%				
Total (by grade)	**n=**	**0**	**0**	**0**	0
	%				

Reflect on and discuss your reclassification criteria and note the results here.

8. How are EL Student at the ELPAC Level 4 (English Proficient level) performing on the SBAC-Math by grade level?

SBAC-Math Performance	**Number**	**Grade**	**Grade**	**Grade**	**Total**
	Percent	**7**	**8**	**11**	**(by SBAC)**
Standard Not Met (1)	**n=**				0
	%				
Standard Nearly Met (2)	**n=**				0
	%				
Standard Met (3)	**n=**				0
	%				
Standard Exceeded (4)	**n=**				0
	%				
Total (by grade)	**n=**	**0**	**0**	**0**	0

Go to the Table of Contents

	%				

Reflect on and discuss your reclassification criteria and note the results here.

9. How are Reclassified Fluent English Proficient (RFEP) students performing on the SBAC-ELA by grade level?

SBAC-ELA Performance	Number / Percent	Grade 7	Grade 8	Grade 11	Total (by SBAC)
Standard Not Met (1)	n=				0
	%				
Standard Nearly Met (2)	n=				0
	%				
Standard Met (3)	n=				0
	%				
Standard Exceeded (4)	n=				0
	%				
Total (by grade)	n=	0	0	0	0
	%				

Consider your LEA's reclassification criteria and describe your observations about performance of R-FEP students in ELA.

10. How are Reclassified Fluent English Proficient (RFEP) students performing on the SBAC-Math by grade level?

SBAC-Math Performance	Number / Percent	Grade 7	Grade 8	Grade 11	Total (by SBAC)
Standard Not Met (1)	n=				0
	%				
Standard Nearly Met (2)	n=				0
	%				
Standard Met (3)	n=				0
	%				
Standard Exceeded (4)	n=				0
	%				
Total (by grade)	n=	0	0	0	0
	%				

Consider your LEA's reclassification criteria and describe your observations about performance of R-FEP students in ELA.

GRADUATION/ENROLLMENT INFORMATION

1. What has been the graduation rate for students still classified as English Learners?

School Years	2018-2019	2019-2020	2020-2021	2021-2022
Number of 12th grade ELs				
Number of EL graduates				
% of 12th grade ELs graduating				

Observation:

2. What has been the graduation rate for RFEP students?

School Years	2018-2019	2019-2020	2020-2021	2021-2022
Number of 12th grade RFEPs				
Number of RFEP graduates				
% of 12th grade RFEPS graduating				

Observation:

3. What has been the combined graduation rate for students graduating as EL and RFEP?

School Years	2018-2019	2019-2020	2020-2021	2021-2022
Number of 12th grade ELs & RFEPs				
Number of EL & RFEP graduates				
% of 12th grade ELs & RFEPs graduating				

Grade Level	Number & Percent	A	B	C	D	F	Total by Grade
12th grade	n=						0
	%						
11th grade	n=						0
	%						
10th grade	n=						0
	%						
9th grade	n=						0
	%						
8th Grade	n=						0

Go to the Table of Contents

	%						
7th Grade	n=						0
	%						
Total (by ELD level)	n=	0	0	0	0	0	0
	%						

4. At the end of the first semester of the current school year, what was the grade distribution for the English Learners?

5. How many students at your site demonstrated a need for remediation and/or extra support (multiple Ds and Fs)?

Grade Level	Number & Percent	D	F	Total by Grade
12th grade	n=			0
	%			
11th grade	n=			0
	%			
10th grade	n=			0
	%			
9th grade	n=			0
	%			
8th Grade	n=			0
	%			
7th Grade	n=			0
	%			
Total (by ELD level)	n=	0	0	0
	%			

What plans to you have to implement support for these students?

6. How many ELs were enrolled in AP and Honors courses during the past school year?

Course type		Honors	Advanced Placement	
Grade Level	Total Number of EL students in class	Number & Percent	Number & Percent	Total by Grade
12th grade		n=	n=	0
	Insert total # here	%	%	
11th grade		n=	n=	0
		%	%	
10th grade		n=	n=	0
		%	%	
9th grade		n=	n=	0
		%	%	
8th Grade		n=	n=	0

Go to the Table of Contents

		%	%	
7th Grade		**n=**	**n=**	0
		%	%	
Total (by ELD level)		**n=**	**n=**	0
		%	%	

Observations:

7. How many ELs were enrolled in the AVID program during the past school year?

Course type		**ELs enrolled in AVID program**	
Grade Level	**Total Number of EL students in class**	**Number & Percent**	**Total by Grade**
12th grade		**n=**	0
	Insert total # here	%	
11th grade		**n=**	0
		%	
10th grade		**n=**	0
		%	
9th grade		**n=**	0
		%	
8th Grade		**n=**	0
		%	
7th Grade		**n=**	0
		%	
Total (by ELD level)		**n=**	0
		%	

Observations:

ANNUAL ASSESSMENT & RECLASSIFICATION PROCESS

1. At the beginning of the school year, all sites are provided by the Special Projects Office, posters of the SUHSD Reclassification Criteria to be posted in all Designated ELD classrooms.

2. In August the Director of the English Learner program should determine how many outside Speaking testers will need to be hired. They should then submit a Personnel Requisition no later than September 1st to ensure testers can be hired and trained prior to the opening of the testing window.

   Testers will be trained and then complete calibration of scoring through TOMS. Once they are cleared they will be assigned to individual school sites to support the EL Specialist and EL Support Staff with the Speaking assessment. A sample guide for assignment to sites can be found in the Appendix section. Also in the Appendix section is a guide for EL Specialists to create a site testing plan.

3. Site EL Specialists begin visiting classrooms in September to talk about the importance of reclassifying, and go over the criteria. Also at this time EL Specialists should begin working on a draft for their site ELPAC testing plan. ***Important*!:** The EL Specialist should work to ensure and confirm testing locations for the Speaking portion that are quiet areas which will have no interruptions during the testing!

4. In October, the EL Specialist or the Director of Research, Assessment, & Accountability will run a STAR report of the EL students, and filter out those who already meet Reclassification Criterion #4 (Meet the required Grade Equivalent score on the STAR reading assessment for the student's grade span).
   a. The EL Specialist will merge the information for these students into the district letter congratulating the students for meeting Criterion #4 toward reclassification.
      i. The letters will be sent to the student's Designated ELD teacher who will distribute them to his/her students.

5. At the November DELAC meeting, the Director of English Learners will review reclassification information with the DELAC board, and the EL Specialists will also review this information at their monthly meeting.

6. Any hiring for outside testers for the Speaking portion of the ELPAC should be completed before the end of November. This will allow for them to be trained during any trainings which will take place in December, and give them time for calibration.

7. In December, English Learner Support Staff will prepare the annual testing notification to be sent home to students/parents. These letters inform the students/parents that the student will be tested during the ELPAC Testing Window established by the district.

Go to the Table of Contents

The notices should be mailed prior to leaving for the Christmas break to ensure they are received early enough to accommodate a site that may want to hold ELPAC "Boot Camps" during the month of January.

8. Also in December the training for the administration of the Speaking portion of the exam should be held. This is for the EL Specialists, EL Support Staff, and any other individuals who will be hired/assigned to do the ELPAC Speaking proficiency assessment. All scoring calibration must be completed before the end of January prior to the opening of the testing window. Completion of Calibration certification is to be sent to the ELPAC Testing Technician at the Office of Research, Assessment, & Accountability.

9. Trainings for Designated ELD teachers to administer the Listening, Reading, and Writing assessments should take place during the month of January, earlier if possible. Teachers are trained on how to access the TOMS testing site, and how to administer each of the respective tests during their Designated ELD class periods. The trainings are held after school hours, and are respective to the instructors' grade level strands they will be assessing. There will also be a training (or trainings) during the school day to accommodate those teachers who cannot meet after school.

10. The annual ELPAC testing window begins February 1 and runs until May 31. **The district will set its own timeline to not conflict with the required CAASPP (SBAC) testing in the spring.**

11. All sites must have their ELPAC testing plan to the Director of Research, Assessment and Accountability by December 1st for said school year. This will allow time for review of the plan and the ability to make any necessary adjustment recommendations in a timely manner.

12. If time permits:
    The Director of Research, Assessment and Accountability can run a report at the end of the second semester to see how many EL students met Criterion #2 (Semester grade of "C" or better in either their required English class for graduation, and/or their Designated ELD class). The report will be sent to the sites, and once students meeting both criteria have been filtered out, a letter notifying the students that they have met Criterion #2 and #4 will be sent to the students via the EL Specialist. They will also be notified that all they need to complete for reclassification is to earn an Overall 4 on the ELPAC assessment.

    Another alternative would be to filter out the students who met Criterion #2, and then notify them of meeting this criteria. The letter would also inform the students that if they received notification of having met Criterion #4 earlier in the year, all they need to do is earn an Overall Score of 4 on the upcoming ELPAC to be reclassified. If they didn't receive earlier notification, they should check their reading level to ensure they meet the required level before the end of the school year.

13. Prior to the end of the third week of January: Initial Reclassification Letter to parents explaining the their student has Criteria #2 and #4 for reclassification, and that all the

student needs is an Overall Score of 4 on the ELPAC to be reclassified. This step should be completed as soon as the possible reclassified students have been identified by a report generated by the Office of Research, Assessment and Accountability following the posting of the first semester grades.

14. Continue the reclassification process by obtaining all necessary signatures:
    a. Start with your (Clerk Signature)
    b. Next send forms to the student's English or ELD teacher.
        i. The form is also sent to a core content area instructor for their signature.
    c. A spreadsheet should be kept of all site students who might still meet reclassification criteria during the second semester to ensure that all potential RFEPs are accounted for.
    d. If a student needs a second semester grade for reclassification, the EL Support Staff should attempt to obtain this information as soon as possible to have the RFEP form prepared by when the scores arrive.

15. ELPAC scores should start arriving by early June, and run into the summer
    a. This is why it is imperative to have all RFEP forms prepared prior to the start of the summer break.

16. THESE STEPS SHOULD BE DONE IN EARLY MAY
    a. Once you have received all the reclassification signature forms from the teachers, obtain the signature of the EL Specialist and the Administrator in charge of the program.
    b. The site ELD administrator can override a teacher's decision if the student has demonstrated English language proficiency in said teacher's class but the teacher does not sign the form.
    c. Obtain the student's signature. If after several attempts the student is not available, note the dates that you attempted to contact him/her or save the call slips.
    d. If the parent calls/requests a conference to discuss the initial reclassification letter, note the date on the reclassification signature form under parent/student consultation, whether it was face to face or over the phone.

17. The EL Specialist and EL Support staff will verify that the criteria have been met.

18. Once all students have been approved, make a copy of Signature Form and file for future reference.
    a. Mail the copy of the Reclassification/Signature Form along with the Final Reclassification Letter home. The letter states that if the English Learner program office at the site is not contacted within ten working days, this will be taken as the parental agreement of reclassification.
    b. Note on original Reclassification /Signature Form the date the letter was mailed home.

19. Enter student as RFEP, and add an RFEP date in the English Proficiency screen, then enter the EL End Date (The EL End Date will be one day before RFEP date).

a. The Reclassification Date is the next-to-last day of the school year (prior to the minimum day).

20. Place the original Signature Form in the student's CUM.

21. Stamp CUM and EL CUM Insert with the Reclassification Stamp.

22. Send the Director of the English Learner Program your Reclassification Summary list via e-mail and also send a hardcopy through campus mail.

Reclassification Recommendation Form

Salinas Union High School District

Special Projects Office

1155 East Alisal Street, Room H-4 Salinas, CA93905
831.796.7867 (office)

Reclassification Recommendation Spring 2019-20

Student name: ID#:

Grade: Primary Language: Teacher:

Standardized Test Name	Skill Area	Overall Proficiency Level	Test Date
STAR	English Language Arts		May 2020
California Modified Assessment (for students with IEP who meet SBE criteria)	English Language Arts		May 2020
English Language Proficiency Assessments for California (ELPAC):	English Language Arts		May 2020

Academic Performance	Grade
English/Designated ELD	

Parent/Student Consultation:
Letter☑Phone❑Conference❑

English/Designated ELD Teacher Signature — Date

Parent Signature — Date

Student Signature — Date

EL Clerk Signature — Date

EL Specialist Signature — Date

Principal/Designee Signature — Date

The Reclassification Date to be entered into Synergy is Wednesday, May 27, 2020

***The student named above has demonstrated Fluency in English and is/will be able to participate effectively in a curriculum designed for students of his/her same age whose native language is English. Attitude does not factor in.**

Due to the COVID-19 Shelter in Place mandate enacted by the State in March of 2020, all RFEP forms for the Spring of 2020 will be signed with a digital signature whenever it is not possible to obtain a handwritten signature.

Revised 22MAY19
AJS

Go to the Table of Contents

2021- Protocol for Language Reclassification of Students with Disabilities

Protocol for Language Redesignation of Students with Disabilities

The purpose of this document is to describe the steps that the Language Review team will take to recommend the reclassification of an English Language Learner (ELL) with an Individual Education Plan (IEP) from English Language Learner (ELL) to Reclassified Fluent English Proficient (RFEP). With the help of the case manager, the Language Review team will evaluate whether the student's area of disability hinders their performance on the English Language Proficiency Assessment for CA (ELPAC). The Language Review team will gather the information necessary to specify if the student's area of disability affects their language acquisition and/or language development. Process may be initiated by any education stakeholder (teacher, case manager, EL specialist, parent, student, and/or administrator)

Criteria

- Newcomers are excluded.
- Student learning disability interfering with meeting district's reclassification criteria.

Prior to the IEP meeting (EL Specialist will review data to select potential SWD students to reclassify. ELS will discuss the potential students to reclassify with case manager)	
☐	SWD that could possibly reclassify with alternate criteria are identified by English Learner Specialist.
☐	The EL Specialist and the case manager meet and review potential reclassifying students' data. ▫ Review student's ELPAC scores for deficits in language domain directly related to area of disability. ▫ Look for a pattern of 2+ years of the student scoring a 1 (minimal development/beginning) or 2 (some/moderate development) in the language domain that their disability affects their language acquisition/development. ▫ Gather all data, including district assessment data, summative and formative assessment data, non-SWD data, etc. ▫ Both specialists reach a consensus on student meeting alternate RFEP criteria or not. ▫ IEP Case Manager/EL Specialist will consult with the following staff members: ELA teacher, Academic Language Development (ALD) or Academic Language and Literacy (ALL), school psychologist (verifies that disability affects language acquisition/development) and speech language pathologist (if language services are in the IEP) to evaluate whether the area of disability is affecting language acquisition.
☐	The EL Specialist should fill out the Language Review Team Recommendation Form – Students with Disabilities prior to attending the IEP meeting [no predetermination].
The IEP meeting	
☐	IEP Case Manager will invite EL Specialist to report the RFEP criteria to the IEP team and to report whether the student is recommended for reclassification through alternate criteria.
☐	All details discussed will be written into the Notes Page (IEP Pg. 12) to clarify the IEP team's decision. **"It is the recommendation of the Language Review Team, that the primary reason the student does not meet SUHSD reclassification criteria is due to the student's disability[1] rather than limited English language proficiency and the student no longer requires English Language support services. The Language Review Team has decided to recommend the student for reclassifications as Reclassified Fluent English Language Proficient based on alternative measures of English Language Proficiency."**
Post IEP checklist	
☐	The EL Specialist will keep the original recommendation document and will forward the information on the reclassification of the student to the Special Projects Office.
☐	A copy of the recommendation document will be scanned by the case manager and uploaded to the student's SIRAS record.
☐	The EL Support Staff/EL Specialist will change the English Proficiency status in Synergy prior to the document being filed in the students' EL CUM ensuring that the EL status end date is the same as the IEP date.

[1] Accessibility tools have been exhausted -- ELPAC Administration Student Accessibility Checklist https://www.cde.ca.gov/ta/tg/ep/documents/elpacstdaccesslist.pdf

Go to the Table of Contents

LANGUAGE REVIEW TEAM RECOMMENDATION FORM – STUDENTS WITH DISABILITIES

For use for consideration of reclassification of English Learners with IEPs who do not meet SUHSD reclassification criteria due to their learning disability.

Student name _____ D.O.B _____ Student ID# _____ Date _____

School _____ Grade _____ Case Manager _____

Description of how disability affects language acquisition (*if applicable*): _____
_____
_____

Grade First Entered School: _____ Years in the U.S.: _____ Years in EL Program: _____
Current ELL Instructional Program (LIP): _____

THE LANGUAGE REVIEW TEAM WILL CONSIDER THE FOLLOWING CRITERIA TO INFORM THE IEP TEAM:

1. English Language Proficiency Data

- **English Language Proficiency Assessments for California (ELPAC)**
  Current School Year ELPAC Data [YEAR 1]: Date: _____
  Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____
  Listening Score/Level: _____ Speaking Score/Level: _____
  Reading Score/Level: _____ Writing Score/Level: _____

  Previous School Year ELPAC Data [YEAR 2]: Date: _____
  Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____
  Listening Score/Level: _____ Speaking Score/Level: _____
  Reading Score/Level: _____ Writing Score/Level: _____

- **Recent Core subject area district assessments**
  District assessment #1: _____ Subject area: _____ Score: _____
  Notes: _____
  _____
  _____

- **Recent Core subject area summative and formative teacher assessments**
  Assessment #1: _____ Subject area: _____ Assignment name: _____ Grade: ____
  Notes: _____
  _____
  _____

List any comparative data for other non-EL students with similar learning disabilities:

2. Semester grade of "C" or better in required ELA/ELD course.

☐ Yes ☐ No **Student met academic performance indicators set by the district.**

3. Parent Consultation.

☐ Yes ☐ No The parent/guardian participated in this discussion.

Parent comments: _____
_____
_____

(If NO, an opportunity for parent consultation must be given before a final decision will be made.)

4. Required grade level equivalent score on the STAR assessment.

Assessment date: _____ Grade level equivalent score: _____

☐ Yes ☐ No **Student met the criterion.**

List any comparative data for other non-EL students with similar learning disabilities:

Effect of Disability and Areas of Need in IEP		
☐ Reading (Decoding/Fluency)	☐ Receptive Language	☐ Recreation/Leisure
☐ Reading (Comprehension)	☐ Expressive Language	☐ Self-Care
☐ Math (Calculation)	☐ Articulation/Voice/Fluency	☐ Mobility
☐ Math (Applications)	☐ Study/Organization Skills	☐ Other: _____
☐ Written Language	☐ Social/Behavioral/Emotional Skills	☐ Other: _____
☐ Readiness (ELA)	☐ Attention	☐ Other: _____
☐ Readiness (Math)	☐ Vocational Skills	
ELPAC Areas impacted: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing		

☐ Yes ☐ No **The Language Review Team with input from the student's case manager have determined that the student's disability[2] directly impacts his or her ability to meet reclassification criteria.**

If YES, explanation: _____
_____
_____
_____
_____
_____

(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with developing second language; alternative assessment scores indicate overall proficiency level of Bridging.)

[2] Accessibility tools have been exhausted -- https://www.cde.ca.gov/ta/tg/ep/documents/elpacstdaccesslist.pdf

☐ Yes ☐ No The Language Review with input from the student's case manager determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services.

Name of EL Specialist who provided input for this discussion: _____
Names of other team members who participated in the decision-making process: _____
_____

IEP Case manager: _____ LEA Representative: _____

Go to the Table of Contents

Salinas Union High School District
Language Acquisition Form

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of language acquisition or language program, the school responds by notifying the District immediately and taking the following three actions. Communication to parents, teachers, administrators, and English Learner Advisory Committee. The District will then do cost and resource analysis and communicate the final determination to parents. Please refer to the Salinas Union High School District English Learner Handbook available upon request for more information.

School _____ Date _____

Student Name_____ ID #_____ Grade _____

Name of Parent/Guardian _____ Phone # _____

Description of Language Acquisition Program Request

_____
_____
_____
_____
_____

Office Use Only
Received by:

_____ _____ Date: _____
Name Signature

Signatures

_____ _____ Date: _____
EL Specialist Name Signature

_____ _____ Date: _____
EL Administrator or Principal Signature

Form submitted to the Director of Educational Services on _____

Notes/Follow-Up
_____
_____
_____

Go to the Table of Contents

SPECIAL PROJECTS OFFICE
Salinas Union High School District
1155 East Alisal Street, Salinas, CA 93907
831.796.7867 (Office) 831.796.7889 (Fax)

Opt Out Protocol

1. Anyone scoring a 4 on the ELPAC is okay to Opt Out, but must go through the application process.

2. All SWD students should have a record in their IEP file of the Opt Out being discussed at an IEP with parents, teachers, administrator, EL Specialist, and ALL/ALD teacher present (LRT). It should be decided here that an Opt Out request will be submitted. It should be noted and attached to the request so that all parties involved with the student's education have conferred on this. It is also during the IEP that conversation can be held as to determine if the student's disability is what is keeping the student from reclassifying. Any requests not demonstrating that this option was discussed during an IEP will be returned pending discussion at an IEP for the student.

3. If Overall ELPAC score was below a 4, a request form is filled out and the procedure as explained below will be followed.

Procedure:

1. The parent makes an appointment to meet with the EL Specialist to explain why they want to opt-out their child.
    1. The EL Clerk will help the EL Specialist prepare grades and testing history (CELDT, ELPAC, SBAC ELA scores). Also to be reviewed are the EL cum insert, and the ***initial*** Home Language Survey (i.e. completed when first enrolled in U.S. public school) as to the languages indicated.
2. The EL Specialist reviews the student's grades and scores.
3. The EL Specialist meets with the parent. The EL Specialist allows the parent to state their reasons for wanting to opt-out their child. The EL Specialist then presents the information he/she has accumulated, and explains the value of the student remaining in the EL program. He/She also makes clear the District's long-standing commitment in supporting EL students to acquire and develop their English language proficiency (well over 50 years).
4. If the parent still requests to opt-out their child, then the request form is filled out, and forwarded to the Director of Special Projects, along with accompanying data compiled by the EL Specialist. To also be included is a synopsis of the meeting with the parent by the EL Specialist.
5. The Director of the English Learner Program will review the application, and then contact the parent for a meeting.

Go to the Table of Contents

SALINAS UNION HIGH SCHOOL DISTRICT
MIDDLE SCHOOL ELD COURSE SEQUENCE FLOWCHART

NEWCOMERS

ELs in U.S. schools fewer than 5 consecutive years. Additional period for Rosetta Stone as an X/Y period is strongly recommended for ELD I and II Newcomers.

*Recommended Placement for ELD 1-3 Based on Summative ELPAC Scaled Scores			
Grade	ELD 1	ELD 2	ELD 3
7	1150-1315	1316-1504	1505+
8	1150-1318	1319-1510	1511+

Sheltered (SH) and/or Spanish (SH) Core Content Courses	**ELD I (2 Periods)** DOE 0-2 years 7th graders: ELPAC SS 1150-1315* 8th graders: ELPAC SS 1150-1318* STAR GE = 1-2 Inside the USA, Inside Fundamentals, Vol.1

↓

Sheltered (SH) and/or Spanish (SP) Core Content Courses	**ELD 2 (2 Periods)** DOE 2-3 years 7th graders: ELPAC SS 1316-1504* 8th graders: ELPAC SS 1319-1510* STAR GE = 2-3 ELD Teacher Recommendation Inside Fundamentals, Vol.2

↓

Sheltered (SH) and/or Integrated ELD (⅗ and ⅕ model) Core Content Courses	**ELD 3 (2 Periods)** DOE 3-4 years 7th graders: ELPAC SS 1505+* 8th graders: ELPAC SS 1511+* STAR GE = 3-4 ELD Teacher Recommendation Inside Level A

Original 1/09
Updated 4/13, 11/16, 4/19

LONG TERM English Learners (ELs)

ELs in U.S. schools more than 5 consecutive years. Students are enrolled in Integrated ELD (⅗ and ⅕ model) plus Core Content Courses.

Recommended ALD Course Placement			
7th Grade or 8th Grade	ELPAC Overall Level 1	ELPAC Overall Level 2	ELPAC Overall Level 3-4
	ALD A	ALD B	ALD C

ALD COURSES (1 Period)	Read 180 SUPPORT (1 Period)
ELA 7/ELA 8 + ALD 7A/8A ELPAC Overall Level 1 English 3D, Course B, 1 or 2	ALD 7A/8A students (Overall ELPAC 1)

↓

ELA 7/ELD 8 + ALD 7B/8B ELPAC Overall Level 2 English 3D, Course B, 1 or 2	ALD 7B/8B students with ELPAC Reading Domain scores of 1 may also be considered for the 1 period Read 180 Support Class

↓

ELA 7/ELD 8 + ALD 7C/8C ELPAC Overall Level 3-4 English 3D, Course B, 1 or 2	ALD 7C/8C students with ELPAC Reading Domain scores of 1 may also be considered for the 1 period Read 180 Support Class

SUHSD Reclassification Criteria for Grades 7-8
ELPAC Overall 4 + STAR Grade Equivalent (GE) 4.5
+ Grade of C or higher in ELD or English course

Go to the Table of Contents

SALINAS UNION HIGH SCHOOL DISTRICT
HIGH SCHOOL ELD COURSE SEQUENCE FLOWCHART

High School Graduation Requirements: 40 credits of ELD/English with completion of ELA 9 or ELA 9 Intensive & ELA 10
Minimum Eligibility for Most 4-Year Colleges: Most will accept only ELD 3 and Grade-level ELA

NEWCOMERS: English Learners in U.S. schools fewer than 5 consecutive years. Additional period for EL Support Class as an X/Y period is ***strongly recommended*** for ELD I and II Newcomers.

Sheltered (SH) and/or Spanish (SP) Core Content Courses (a-g)	**ELD I (2 Periods)** DOE 0-2 years STAR GE = 1-2 ELD Teacher Recommendation		9-10th graders: ELPAC SS 1150-1321	11th-12th graders: ELPAC SS 1150-1325
			Core curriculum includes *Inside the USA and Inside Fundamentals, Vol.1.*	
Sheltered (SH) and/or Spanish (SP) Core Content Courses (a-g)	**ELD 2 (2 Periods)** DOE 2-3 years STAR GE = 2-3 ELD Teacher Recommendation		9-10th graders: ELPAC SS 1322-1519	11th-12th graders: ELPAC SS 1326-1527
			Core curriculum includes *Edge Fundamentals.*	
Sheltered (SH) and/or Integrated ELD (⅔ and ⅓ model) Core Content Courses (a-g)	**ELD 3 (1 Period)** DOE 3-4 years STAR GE = 3-4 ELD Teacher Recommendation	ELD 3 students may be enrolled concurrently in ELA 9 Intensive. Students who complete ELD 3 and ELA 9 Intensive but have not reclassified progress to ELA 10 and ALL A or ALL B.	9-10th graders: ELPAC SS 1520+	11th-12th graders: ELPAC SS 1528+
			Core curriculum for ELD 3 meets A-G Requirements.	

ELD 3 is followed by ELA 9 + ALL A

ELD 3 and ELA 9 Intensive are followed by ELA 10 + ALL A or B (English Learner Site Team decision based on student data)

LONG TERM ENGLISH LEARNERS: English Learners in U.S. schools more than 5 consecutive years. Students are enrolled in Integrated ELD [⅔ and ⅓TR model] plus Core Content Courses.

Integrated ELD [⅔ and ⅓TR model] Core Content Classes (a-g)	**ELA 9 + ALL A** *ALL A* *Core curriculum is English 3D, Vol. C*	**ELA 10 + ALL B** *ALL B* *Core curriculum is English 3D, Vol. C*	**ELA 11 + ALL C** *ALL C* *Core curriculum is Edge C, Units 1-4*	**ELA 12 + ALL D** *ALL D* *Core curriculum is Edge C, Units 5-8*

SUHSD Reclassification Criteria for Grades 9-12

- ELPAC Overall 4
- STAR Grade Equivalent (GE): 9th-10th grade=5.0, 11th-12th grade=5.5
- Grade of C or higher in ELD or ELA course

Original ELD Flowchart 1/09

Updated 4/13,1/17,4/19,9/19,11/20

Go to the Table of Contents

SUHSD Teacher Recommendation Form **Make a Copy to edit.**

ELD 1-3 Student Course Change (Video Instructions)

The purpose of this form is to collect data to inform placement for Newcomers enrolled in ELD 1-3. Designated ELD 1-3 teachers may complete the form at the following times:

- *Beginning of year placement: Use if student may be misplaced in current ELD 1-3 course.*
- *Mid-year placement for second semester: Use if student should be considered for advancement to the next course in the Designated ELD sequence.*
- *End-of-year recommendation: Use if 7th grade student may need to repeat Middle School ELD 1-3 course in the 8th grade. Use to support Transitional Meetings between Middle School and High School EL Specialists. Use if middle or high school student should be considered to advance more than one course ahead in the Designated ELD sequence. Use if high school ELD 1-3 student should be considered to repeat the course.*

In order to be considered for a course change under the circumstances detailed above, students must demonstrate a consistent performance level on the ELPAC and the SUHSD ELD Assessments in a majority of the four domains (Listening, Speaking, Reading, Writing).

The Site EL Specialist can assist by providing state and district data points.

I. STUDENT INFORMATION

Student Name:		Grade:	DOB:
School:	Counselor:	Student ID #:	State ID (SSID)#:
Parent(s)/Guardian(s):	Home phone:	Parent(s)/Guardian(s) email:	
US School Entry Date:	Instruction in English in Home Country:		
SPED: YES NO	Case Carrier (if applicable):		Attendance:

II. SUMMATIVE ELPAC DATA

Student scaled score:	Test Date:	Correlation with ELD Flowchart Recommendations:

ELD Flowchart Recommendations:

	ELD 1 Entrance	ELD 1 Exit	ELD 2 Entrance	ELD 2 Exit	ELD 3 Entrance
7th grade	1150	1315	1316	1504	1505+
8th grade	1150	1318	1319	1510	1511+
9th-10th grade	1150	1321	1322	1519	1520+
11th-12th grade	1150	1325	1326	1527	1528+
	(Beginning of Overall Level 1)	(Mid-point of Overall Level 1)	(Mid-Overall Level 1)	(Mid-point of Overall Level 2)	(Mid-Overall Level 2)

Go to the Table of Contents

III. SUHSD ELD 1-3 ASSESSMENTS For a course change recommendation, all assessments must be completed with the exception of Interim Assessments (IAs) if the student was not enrolled at the times of administration.

	ELD 1	ELD 2	ELD 3	ALD/ ALL
LISTENING **Mark best ELD placement based on composite listening scores** →				
Mastery of 2020-2021 Listening Interim Assessment #1 Standards: *Did Not Meet, Near, Met, Exceeded*				
Mastery of 2020-2021 Listening Interim Assessment #2 Standards: *Did Not Meet, Near, Met, Exceeded*				
SPEAKING **Mark best ELD placement based on speaking score**→				
Systematic ELD Express Placement: *1/Beginning, 2/Early Int., 3/Int., 4/Early Adv.*				
READING **Mark best ELD placement based on composite reading scores** →				
STAR Reading Grade Equivalent (GE)	1-2 GE	2-3 GE	3-4 GE	
Mastery of 2020-2021 Reading Interim Assessment #1 Standards: *Did Not Meet, Near, Met, Exceeded*				
Mastery of 2020-2021 Reading Interim Assessment #2 Standards: *Did Not Meet, Near, Met, Exceeded*				
Inside/Edge Phonics Placement Subtest 1: _____%	<80%	>80%	>80%	>80%
Inside/Edge Phonics Placement Subtest 2: _____%	<80%	>80%	>80%	>80%
Inside/Edge Reading Placement Test Lexile: _____ (Administer only if a student scores 80%+ on Subtests 1 & 2 of Phonics Placement Test.)				
WRITING **Mark best ELD placement based on composite writing scores** →				
Mastery of 2021-2022 Writing Interim Assessment #2 or #3 Standards: *Did Not Meet, Near, Met, Exceeded*				
Writing for ELD Placement (attach work) ELPAC Rubric Score: 1 2 3 4				

Go to the Table of Contents

IV. RECOMMENDATION

	ELD 1	ELD 2	ELD 3		ELD 1	ELD 2	ELD 3	ALD / ALL A
Current ELD Course				**Recommended Course Change**				
Grade in Current ELD Course:								
Additional Notes:								
Recommending Teacher (print)**:**								
Recommending Teacher (*sign*)**:**								
Date:								

Go to the Table of Contents

INSTRUCTIONS: SUHSD Teacher Recommendation Form
ELD 1-3 Student Course Change

Use the information in the following chart for assistance in completing the *SUHSD Teacher Recommendation Form: ELD 1-3 Student Course Change.*

Assessment	Administered by	Accessing the Assessment / Data	Links to Scoring and Placement Guides
SUHSD ELD 1-3 Interim Assessments	Designated ELD Teacher	Synergy	SUHSD ELD Interim Assessments
Systematic ELD Express Placement	EL Specialist or Designated ELD Teacher	Link to Systematic ELD Express Placement	Systematic ELD Express Placement
Inside/Edge Placement Tests	EL Specialist or Designated ELD Teacher	portal.salinasuhsd.org (Cengage tile)	Inside/Edge Placement Tests
Writing for Designated ELD Placement	EL Specialist or Designated ELD Teacher	Link to Writing for Designated ELD Placement Prompt	Writing for Designated ELD Placement

Refer to the following **Scoring and Placement Guides** for assistance in completing separate criteria on the *SUHSD Teacher Recommendation Form: ELD 1-3 Student Course Change.*

SUHSD 2019-2020 ELD 1-3 Interim Assessments - Scoring and Placement Guide

Students are evaluated on their mastery of focus standards for Interim Assessments (IAs).

Beginning of year placement:

- Scores of "Did Not Meet Standards" ("1" on Writing Rubrics) from the previous school year may be considered as criteria for a recommended change to a designated ELD course that is earlier in the Middle School ELD 1-3 sequence.

- Scores of "Exceeded Standards" ("4" on Writing Rubrics) from the previous school year may be considered as criteria for a recommended change to a designated ELD course that is later in the Middle or High School ELD 1-3 sequence.

Mid-year placement:

- Scores of "Exceeded Standards" may be considered as criteria for a recommended change to the next course in the designated ELD sequence.

End-of-year recommendation:

- Scores of "Did Not Meet Standards" ("1" on Writing Rubrics) may be considered as criteria for a 7th-8th grade student to repeat a Middle School ELD 1-3 course.

- Scores of "Exceeded Standards" ("4" on Writing Rubrics) may be considered as criteria for a recommended change to advance more than one course ahead in the designated ELD sequence.

Systematic ELD Express Placement - Scoring and Placement Guide Link to test materials			
ELD 1	**ELD 2**	**ELD 3**	**ALD / ALL**
1 / Beginning - 2 / Early Intermediate	2 / Early Intermediate - 3 / Intermediate	3 / Intermediate - 4 / Early Advanced	4 / Early Advanced

INSIDE / EDGE Placement Tests Administration, Scoring, and Placement Guide		
• Access the test via the Cengage tile at portal.salinasuhsd.org. • Go to "Teacher Resources"→ "General Assessment Resources"→ "Inside Placement Test" and "Placement Test Teacher's Manual" •		
INSIDE / EDGE Phonics and Decoding Placement Test		
If testing a current ELD 1 student: Administer the Reading Placement Test only if student scores 80%+ correct on Subtest 1 & 2 of the Phonics and Decoding Test.	If testing a current ELD 2 student: Students in ELD 2 may not obtain scores of 80% on the Phonics and Decoding Test. This alone does not indicate possible misplacement. Administer the Reading Placement Test.	If testing a current ELD 3 student: Students in ELD 3 may not obtain scores of 80% on the Phonics and Decoding Test. This alone does not indicate possible misplacement. Administer the Reading Placement Test.

INSIDE / EDGE Reading Placement Test							
If testing a current ELD 1 student: Student must have scored 80%+ correct on Subtest 1 & 2 of the Phonics and Decoding Test.		If testing a current ELD 2 student: Student may or may not have scored 80%+ on the Phonics and Decoding Test.			If testing a current ELD 3 student: Student may or may not have scored 80%+ on the Phonics and Decoding Test.		
Number Correct: 0-10 Lexile Measure: BR-140L ↓ Placement in ELD 1	Number Correct 11+ Lexile Measure 180L+ ↓ Possible placement in ELD 2 or higher	Number Correct 0-10 Lexile Measure BR-140L ↓ Possible placement in ELD 1	Number Correct 11-15 Lexile Measure 180L-325L ↓ Placement in ELD 2	Number Correct 16+ Lexile Measure 360L+ ↓ Possible placement in ELD 3 or higher	Number Correct 0-20 Lexile Measure BR-485L ↓ Possible placement in ELD 2 or lower	Number Correct 21-23 Lexile Measure 520L-580L ↓ Placement in ELD 3	Number Correct 24+ Lexile Measure 610+ ↓ Possible placement in ALD/ALL

INSIDE/EDGE Reading Placement Test Scoring Chart

Placing Students from Part 2: Reading		
Number Correct	Lexile® Measure	Placement Point
0–6	BR	Fundamentals 2
7	10L	
8	55L	
9	100L	
10	140L	
11	180L	
12	220L	
13	255L	
14	290L	
15	325L	
16	360L	
17	390L	
18	425L	
19	455L	
20	485L	
21	520L	Level A
22	550L	
23	580L	
24	610L	
25	640L	
26	675L	
27	705L	
28	735L	Level B
29	770L	
30	805L	
31	840L	
32	875L	
33	915L	Level C
34	960L	
35	1010L	Students who answer 35 or more items correctly on Part 2 may still benefit from instruction in the skills taught in Level C.
36	1065L	
37	1130L	
38	1220L	
39	1220L	
40	1220L	

Writing for Designated ELD Placement - Scoring and Placement Guide		Link to prompt and rubric	
ELD 1	**ELD 2**	**ELD 3**	**ALD / ALL**
Rubric score 0-3	Rubric score 3-4	Rubric score 4	

ELD Transitional Meetings Protocol:
8th grade to 9th grade

Month	Task	Person(s) Responsible	Resource
January	1. Gather data from the Office of Research and Assessment.	ELS and Director of Research and Assessment	Data Needed for Transitional Meeting (to be provided by the Director of Research and Assessment)
January	2. Analyze data to determine if any students are progressing at an accelerated rate and may require course change(s). OR Any students that are not making adequate progress towards achieving English proficiency and may need course change(s) and further support. *ELS will provide all necessary interventions to the EL. If a team feels necessary, they will initiate the SST process.	Site ELS, Site EL Admin, Site ELD teachers	Transitional Data Document for Transitional Meeting ELD Flowcharts
January	3. Teacher Recommendation Form for identified students is distributed to teachers prior to Transitional Meeting. Teachers complete document page 3 after administering the Systematic ELD Express Placement, Inside/Edge Placement Test, and Writing for Designated ELD Placement. Teachers do not complete items for district or state data points.	MS ELS & ELD Teachers	Teacher Recommendation Form Overview Teacher Recommendation Step-by-Step Video
January	4. EL Site team meeting to make site's placement and services recommendations. a. Recommendation by site team is shared with parent and student	Site ELS, Site EL Admin, Site ELD teachers	
January	5. Director of EL Program will direct EL Specialists to schedule Transitional Meetings with feeder schools	Director of EL Program & EL Specialists	
January	6. Hold Transitional Meeting to discuss site recommendations for high school course placement and services	MS ELS & HS ELS	To bring to the meeting: • Teacher Recommendation Forms

Go to the Table of Contents

	a. Offer ELD/ALL recommendation b. Recommended services		from middle school ELD teachers • Transitional data documents with mail merged data for each ELD student • Writing samples from ELD students provided by middle school ELD teachers
February	7. High School Teams (Master Scheduler, ELS, and Counselor) use the placement recommendations from the Transitional meeting to finalize EL course requests- ensuring student is placed in the appropriate designated ELD course.	HS Master Scheduler, ELS & Counselor	•
	8. In March and at the end of the school year, ELS reviews recommendations at the end of third quarter.		

SPECIAL PROJECTS OFFICE

Salinas Union High School District

1155 East Alisal Street, Room H4 Salinas, CA 93907

831.796.7867 (Office) 831.796.7889 (Fax)

Transitional Meeting Data Form:
8th to 9th Grade

In Attendance: _____ **Meeting Date:**_____

Demographic Information		
Student Name:		Student ID #:
Current Grade:	DOB:	State ID (SSID)#:
Parent(s)/Guardian(s):	Parent(s)/Guardian(s) phone:	
Parent(s)/Guardian(s) email:		

School Information		
Current Counselor:	Current School:	Projected High School:
Current ELD Course:	US School Entry Date:	Attendance:
SPED: YES NO	Case Carrier (if applicable):	

7th Grade Summative ELPAC Scaled Score					
Student Score	**ELD Flowchart Recommendations**				
	ELD 1 Entrance	ELD 1 Exit	ELD 2 Entrance	ELD 2 Exit	ELD 3 Entrance
	1150	1315	1316	1504	1505+

8th Grade Summative ELPAC Scaled Score (if available)					
Student Score	**ELD Flowchart Recommendations**				
	ELD 1 Entrance	ELD 1 Exit	ELD 2 Entrance	ELD 2 Exit	ELD 3 Entrance
	1150	1318	1319	1510	1511+

English STAR Assessment			
Current Student STAR GE	**ELD Flowchart Recommendations**		
	ELD 1	ELD 2	ELD 3
	1-2 GE	2-3 GE	3-4 GE

Go to the Table of Contents

SPECIAL PROJECTS OFFICE

Salinas Union High School District

1155 East Alisal Street, Room H4 Salinas, CA 93907
831.796.7867 (Office) 831.796.7889 (Fax)

Spanish STAR Assessment (if applicable)
GE Score:

SUHSD ELD 1-3 Assessments					
LISTENING	**Current Data**	**ELD 1**	**ELD 2**	**ELD 3**	**ALL**
Mastery of 2020-2021 IA #1 Standards: *Did Not Meet, Near, Met, Exceeded*					
Mastery of 2020-2021 IA #2 Standards: *Did Not Meet, Near, Met, Exceeded*					
SPEAKING	**Current Data**	**ELD 1**	**ELD 2**	**ELD 3**	**ALL**
Systematic ELD Express Placement*: *1/Beginning, 2/Early Int., 3/Int., 4/Early Adv.*					
READING	**Current Data**	**ELD 1**	**ELD 2**	**ELD 3**	**ALL**
Mastery of 2020-2021 IA #1 Standards: *Did Not Meet, Near, Met, Exceeded*					
Mastery of 2020-2021 IA #2 Standards: *Did Not Meet, Near, Met, Exceeded*					
Inside/Edge Phonics Placement Subtest 1*: _____%		<80%	>80%	>80%	>80%
Inside/Edge Phonics Placement Subtest 2*: _____%		<80%	>80%	>80%	>80%
Inside/Edge Reading Placement Test* Lexile: _____ (Administer only if a student scores 80%+ on Subtests 1 & 2 of Phonics Placement Test.)*					
WRITING	**Current Data**	**ELD 1**	**ELD 2**	**ELD 3**	**ALL**
Mastery of 2021-2022 IA #2 Standards: *Did Not Meet, Near, Met, Exceeded*					
Mastery of 2021-2022 IA #3 Standards: *Did Not Meet, Near, Met, Exceeded*					
Writing for ELD Placement* (attach work)/ELPAC Rubric Score: 1 2 3 4					

***See SUHSD Teacher Recommendation Form: ELD 1-3 Course Change for instructions.**

Go to the Table of Contents

SPECIAL PROJECTS OFFICE

Salinas Union High School District

1155 East Alisal Street, Room H4 Salinas, CA 93907
831.796.7867 (Office) 831.796.7889 (Fax)

Documentation to be brought to Transitional Meeting from ELS at feeder middle school. Attach documents to Transitional Data Form.

ELD Writing Sample: **YES/NO** ELD Teacher Recommendation Form: **YES/NO**

Student Transcripts: **YES/NO** Student work from other core content areas (if available): **YES/NO**

Notes on Education in Home Country/Previous English Instruction:

_____
_____
_____
_____
_____

RECOMMENDATION FOR 9th GRADE PLACEMENT

Designated ELD Course Fall, School Year: _____ HSELD 1 HSELD 2 HSELD 3 ALL A

Additional Recommendations (e.g. SH courses, Interventions, SST):

_____
_____
_____
_____
_____

Notes from Transitional Meeting:

_____
_____
_____
_____
_____

Go to the Table of Contents

SALINAS UNION HIGH SCHOOL DISTRICT

Application for Seniors to Receive the Seal of Biliteracy Recognition Award

Site: ☐ AHS ☐ EAHS ☐ EPS ☐ MTHS ☐ NSHS ☐ RSJHS ☐ SHS

SPRING 2020

Student's Name: _____ Language: _____
(PLEASE PRINT)

Counselor's Name: _____ Student I.D. _____ ☐ FEMALE ☐ MALE

I wish to receive the Seal of Biliteracy on my high school diploma. I have met the following eligibility requirements:

☐ Successful completion of ALL high school graduation requirements with a minimum overall GPA of 2.0. (**copy of transcript**)

☐ Scored "standards met" or "standards exceeded" on the English Language Arts portion of the Smarter Balanced Assessment in the 11th grade. (**copy of test score**)

☐ ***Students whose primary language is other than English, and have not yet been Reclassified (IFEP or RFEP) must demonstrate English Language proficiency with an Overall ELPAC score of 4. (See below)***

AND ONE of the following (please attach verification to this application):

☐ A score of "3" or better on the AP (Advanced Placement) exam for a foreign language. (**copy of letter**)

☐ Successful completion of the District approved four-year course of study (7 semesters, with the prospect of passing the eighth semester) in the same foreign language, with a 3.0 or higher GPA in these courses, **and** demonstration of oral proficiency in the language comparable to that required to pass an AP exam. (**copy of transcript and teacher's oral proficiency assessment**).

☐ Pass a district-established foreign language exam, when available, at a proficient level or higher. (SAT World Language Exam with a score of 650 or better, please attach copy of results)

☐ Provide official transcript from a foreign school or other official documents indicating that a student completed two years of secondary schooling study in the target language where the target language was the medium of instruction and the student received a grade of B or higher.

**** ***FOR STUDENTS WHOSE PRIMARY LANGUAGE IS OTHER THAN ENGLISH*** *****

Primary Language _____

☐ Student has been Reclassified (RFEP/IFEP)
IFEP/RFEP date _____

☐ Student is still classified as an English Learner, but has met ELPAC proficiency requirement of an Overall score of 4.
(Provide copy of score)

Please return this application AND all verification documents to the Counseling Secretary by March 20, 2020.

OFFICE USE ONLY		
☐	Verified student is on track to complete all high school graduation requirements with a minimum overall GPA of 2.0, and one of the above foreign language requirements. Approved for Seal of Biliteracy Award. Counselor's signature:_____ Date_____	
☐	Not approved due to the following:	

Administrator Signature: _____ Date: _____

Rev. 03/15/19

Go to the Table of Contents

SENIORS

You may be eligible to receive the

Salinas Union High School District

Seal of Biliteracy Recognition Award

If you qualify:

1. A Seal of Biliteracy will be affixed to your diploma
2. You will wear a medallion with your cap and gown during your graduation ceremony
3. Recognition of this achievement will be noted on your transcript

4. Students whose primary language is other than English, and who have not yet been Reclassified (IFEP or RFEP) must demonstrate English Language proficiency with an Overall ELPAC score of 4.

✓ APPLICATION PROCESS

Seniors wishing to receive the Biliteracy Recognition Award must submit an application form and meet the following requirements:

- Successful completion of all Salinas Union High School District high school graduation requirements including successful completion of all English requirements, with a minimum overall GPA of 2.0
- Score "standards met" or "standards exceeded" on the English Language Arts portion of the Smarter Balanced Assessment (SBAC) in the 11th grade.

AND ONE OF THE FOLLOWING:

- ☐ A score of "3" or better on the AP (Advanced Placement) exam for foreign language-submit all supporting document(s), *or*
- ☐ Successful completion of the District approved four-year course of study in the same foreign language, with a 3.0 or higher GPA in these courses. In addition to the coursework, proof of oral proficiency in the language comparable to that required to pass an AP exam, *or*
- ☐ Pass a district-established foreign language exam, when available, at a Proficient level or higher, *or*
- ☐ A score of 650 or better on the SAT World Language.

Application is due to the counseling secretary by:

Friday, March 20, 2020

VISION

Prepare students to become 21st century global citizens in a multicultural, multilingual world

WHAT IS BILITERACY?

The ability to speak, read, and write in two or more languages at a proficient level

AWARD COMPONENTS

- Award medallion
- Seal on diploma
- Seal on transcript

Contact List
Salinas Union High School District

Alisal High School
Enrique López
(831) 796-7600 Ext. 2003

Everett Alvarez High School
TBD
(831) 796-7800 Ext. 2307

North Salinas High School
Claudia Aguilar
(831) 796-7500 Ext. 2607

Salinas High School
Ernesto Pacleb
(831) 796-7400 Ext. 2905

El Puente High School
Eric Deleissegues
(831) 796-6900 Ext. 1355

Mount Toro High School
Gloria Chaidez
(831) 796-7700 Ext. 1301

Salinas Union High School District
Special Projects Office
1155 East Alisal Street, Room H-4
Salinas CA, 93905
(831) 796-7867

Salinas Union High School District
Special Projects Office

Seal of Biliteracy

2019-2020

Seal of Biliteracy for Eligible Graduating High School Seniors

WHAT IS THE SEAL OF BILITERACY?

The Seal of Biliteracy is an award given by the Salinas Union High School District in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for gaining competency in two or more languages, and is viewed as an asset when applying for college admission.

GOALS

In awarding the Seal of Biliteracy to graduating seniors who met the requirements, the Salinas Union High School District seeks to

- Encourage students to develop and maintain biliteracy and multilingual skills;
- Recognize and honor our rich and diverse language assets;
- Promote world language instruction in our schools;
- Promote the development of language and cultural appreciation and cross-cultural understanding;
- Encourage the development of dual language immersion programs, and foreign, native, and heritage language programs in schools; and
- Provide employers with a method of identifying people with language and biliteracy skills.

ELIGIBILITY

The Seal will be awarded to graduating seniors in the Salinas Union High School District who have mastered standard academic English and any other language.

Students wishing to receive the Seal of Biliteracy must submit an application form to their home school and meet the following four requirements:

1. Complete all high school graduation requirements.
2. Score "standards met" or "standards exceeded" on the English Language Arts portion of the Smarter Balanced Assessment in the 11th grade.
3. Maintain an overall GPA of 2.0 or higher as of fall semester, senior year.
4. Demonstrate proficiency in one or more languages other than English by fulfilling one of the four options. (See the list to the right)

For students whose primary language is other than English, and who have not yet been reclassified (IFEP, RFEP), must demonstrate English Language proficiency with an Overall ELPAC score of 4.

* Students who are competent in two languages but do not fit one of the four, eligibility options should contact the appropriate Seal of Biliteracy representative shown on this brochure's reverse side.

LANGUAGE PROFICIENCY OPTIONS

a. Attain a score of "3" or higher on a College Board Advanced Placement (AP) Examination in a language other than English.

OR

b. Complete the district's approved consecutive four-year course of study in the same foreign language, and attain an overall GPA of 3.0 or above in those courses (verified by transcript), **and** demonstrate oral proficiency in the language studied (verified by teacher assessment).

OR

c. Earn a passing score on a district-approved Bilingual competency Examination (Verified by district test result).

OR

d. Provide official transcript from a foreign school or other official documents indicating that a student completed two years of secondary schooling study in the target language where the target language was the medium of instruction and the student received a grade of B or higher.

Go to the Table of Contents

VISIÓN

Preparar a los estudiantes a convertirse en ciudadanos globales del siglo XXI en un mundo multicultural y multilingüe.

¿QUÉ ES ALFABETIZACIÓN BILINGÜE?

La capacidad de hablar, leer y escribir en dos o más idiomas a un nivel competente.

COMPONENTES DEL PREMIO

- **Medalla del premio**
- **Sello en el diploma**
- **Sello en la constancia de estudios**

Lista de Contacto
Salinas Union High School District

Alisal High School
Enrique López
(831) 796-7600 Ext. 2003

Everett Alvarez High School
TBD
(831) 796-7800 Ext. 2307

North Salinas High School
Claudia Aguilar
(831) 796-7500 Ext. 2607

Salinas High School
Ernesto Pacleb
(831) 796-7400 Ext. 2905

El Puente High School
Eric Deleissegues
(831) 796-6900 Ext. 1355

Mount Toro High School
Gloria Chaidez
(831) 796-7700 Ext. 1301

Salinas Union High School District
Special Projects Office
1155 East Alisal Street
Salinas CA, 93905
(831) 796-7867

Salinas Union High School District
Oficina de Proyectos Especiales

Sello de Alfabetización Bilingüe

2019-20

Sello de Alfabetización Bilingüe para los Estudiantes Elegibles a Graduarse de la Preparatoria

¿QUÉ ES EL SELLO DE ALFABETIZACIÓN BILINGÜE?

El Sello de Alfabetización Bilingüe es un premio otorgado por Salinas Union High School District en el reconocimiento de los estudiantes que han estudiado y han alcanzado el dominio de dos o más idiomas cuando llegan a su graduación de preparatoria. Indicado en la constancia de estudios del graduado de preparatoria, el Sello de Alfabetización Bilingüe es una constancia de cumplimiento de haber logrado el dominio en dos o más idiomas, y es visto como una ventaja competitiva al solicitar admisión a la universidad.

OBJETIVOS

Al otorgar el Sello de Alfabetización Bilingüe a los estudiantes graduados que cumplieron con los requisitos, Salinas Union High School District se propone:

- Animar a los estudiantes a desarrollar y mantener sus conocimientos de alfabetización bilingüe y habilidades multilingües;
- Reconocer y valorar nuestros diversos y ricos beneficios lingüísticos;
- Promover la enseñanza de idiomas universales en nuestras escuelas;
- Promover el desarrollo de apreciación lingüística y cultural y la comprensión intercultural;
- Fomentar el desarrollo de programas de inmersión en dos idiomas, y los programas de herencias lingüísticas extranjeras, nativas en las escuelas; y
- Dar a los empleadores un método de identificar a las personas que poseen conocimientos lingüísticos y saben leer y escribir en dos idiomas.

ELEGIBILIDAD

El sello será premiado a los estudiantes del grado 12 a graduarse de Salinas Union High School District y que han dominado el idioma inglés académico normal y otro idioma.

Los estudiantes deseando recibir el Sello de Alfabetización Bilingüe deben presentar una solicitud a su escuela correspondiente y cumplir con los siguientes cuatro requisitos:

1. Completar todos los requisitos de graduación de preparatoria.
2. Calificar con un puntaje de "cumplió con los estándares" o "superó los estándares" en la parte de lenguaje y literatura en inglés de la Evaluación Equilibrada (*Smarter Balanced*) en el undécimo grado.
3. Mantener un promedio de calificaciones de 2.0 o superior a partir del semestre otoñal, el último año de preparatoria.
4. Demostrar dominar uno o más idiomas aparte del inglés por medio de cumplir con una de las cuatro opciones. (Vea la lista a la derecha)

Para los estudiantes cuyo idioma natal es otro y no el inglés, y que todavía no han sido reclasificados (*IFEP, RFEP), ellos deben demostrar el dominio del idioma inglés en la prueba ELPAC (Evaluaciones del Nivel Competente del Idioma Inglés para California). Si el estudiante todavía está clasificado como Aprendiz de Inglés, el estudiante debe tener un resultado total ELPAC de 4.

*IFEP—Initially Identified Fluent English Proficient—Identificado Inicialmente com Competente en el inglés

RFEP— Re-designated Fluent English Proficient— Reclasificado-Estudiante que domina plenamente el inglés

* Los estudiantes que dominan dos idiomas pero no cumplen con una de las cuatro opciones de elegibilidad deben ponerse en contacto con un representante apropiado del Sello de Alfabetización Bilingüe indicado al reverso de este folleto.

OPCIONES DE DOMINIO DEL IDIOMA

a. Obtener una calificación de "3" o superior en un examen de Equivalencia Universitaria (AP) en otro idioma aparte del inglés.

O

b. Completar un curso de estudio de cuatro años consecutivos aprobado por el distrito en el mismo idioma extranjero, y lograr un promedio de calificaciones (GPA) de 3.0 o superior en esos cursos (verificado por la constancia de estudios), y demostrar dominio oral en el idioma estudiado (verificado por evaluación de maestro/a).

O

c. Obtener una calificación aprobatoria en un examen de competencia bilingüe aprobado por el distrito (verificado por el resultado en el examen del distrito).

O

d. Presentar la constancia oficial de estudios de una escuela en el extranjero u otros documentos oficiales dando prueba que el estudiante completó dos años en el idioma designado en una preparatoria, en donde el idioma designado fue el medio de instrucción, y el estudiante logró obtener una calificación de "B" o superior.

Go to the Table of Contents