

Master Plan for English Learners

Acton Agua Dulce School District

2021 - 2022



Dr. Eric Sahakian, Superintendent

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Acknowledgements

The Acton-Agua Dulce School District Master Plan for Services to English Learners was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the Acton Agua Dulce School District's Board of Trustees: Mr. Tim Jorgensen, Mr. Chad Wadsworth, Ms. Brianna Taksony, Mr. Ken Pfalzgraf, Ms. Kelly Jensen. We thank all who dedicated their time and insight to the development of our Master Plan by participating in the Task Force.

Task Force

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We received guidance from the EL master plans prepared by several California school districts. We are particularly grateful for the examples from Auburn Union School District, Pomona USD, Poway USD, Sulphur Springs USD, and Oxnard USD.

Finally, we are thankful to the parents and staff who provided feedback by submitting their input. Due to the effort and commitment of all these people, the Acton Agua Dulce District Master Plan for Services to English Learners is now our guiding document for improving the delivery and implementation of programs for Acton Agua Dulce's English Learners.

Message from the Superintendent

January 2022

Our Students

The Acton Agua Dulce district aims for outstanding programs for all our students. English learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language. There are 129 English learners in the district 14% percent of all enrollment.

Our Mission and Vision

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest potential and who will responsibly and intelligently shape our future.

Based on our 2019-2020 SARC: The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.

The Master Plan for Services to English Learners

To make sure we reach optimal results for English learners this Master Plan was developed to ensure that our English Learners learn English well and are proficient, have full access to a challenging academic curriculum and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that consistent, coherent services are provided to each and every English learner in our district. All employees of Acton Agua School District are all expected to follow the plan. It provides specific ways for us to hold ourselves accountable for obtaining optimal results for every English Learner in our district.

Support to Schools and Teachers and Families

As we move ahead to implement this plan, we are fortunate to have the enthusiastic support of our board. We will provide professional development and guidance to each school teacher so that they can provide effective instruction that each student needs and deserves. Through the plan, it is our intent to work closely with parents and community members as we work to strengthen the bonds of collaboration between our schools, our families for the success of our students.

ELD Program Expectations

The Acton Agua Dulce School District EL Master Plan serves as an operational guide for all district personnel as we ensure access to quality instruction for English learners (EL). The plan, adopted by the local board in the winter of 2022, describes how we identify, serve and support students who initially enroll in Acton Agua Dulce schools with limited proficiency in the English language.

Program Objective: English learners will reclassify within five years of enrolling in the District.

Metric: English learners, by 2023-24 will improve 2% in English proficiency, as measured on the Summative ELPAC assessment and AADUSD.

District Expectations:

- 1. We will fully develop and implement an English Learner (EL) program at each school in the district.*
 - a. The program will include best practices in which our staff will be trained.*
 - b. It will be tailored to push students to the next English language proficiency level.*
 - c. Students will be grouped by Emerging, Expanding, and Bridging levels.*
 - d. Lessons will be aligned to the ELD standards.*
- 2. We will work to strengthen the bonds of collaboration between parents of EL students, EL students, and the school.*
- 3. English learners will improve by at least one level in English proficiency each year, as measured on the Summative ELPAC assessment.*
- 4. English learners will reclassify within five years of enrolling in the District.*

It is our expectation that all staff will implement this plan with fidelity, will deliver the highest quality education to English learners and their families, will monitor its outcomes, and will contribute to its revision and improvement over time. This plan is based on state and federal laws, district board policies, research, and input from stakeholders who worked throughout the 2021-2022 school year to ensure that the very best pedagogy, practice, and procedures will be used in the Acton Agua Dulce schools. This plan will be published simultaneously in hard copy and on the district website.

For support with any aspect of English learner services, please contact:

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The California English Learner Roadmap

The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) builds on the EL Roadmap Policy and provides further guidance on educating English learners. The CA EL Roadmap supports the Local Education Agency (LEAs) as they implement the EL Roadmap Policy.

Vision

English learners fully and meaningfully access and participate in a twenty-first-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

The Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first-century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

- [Principle One](#): Assets-Oriented and Needs Responsive Schools
- [Principle Two](#): Intellectual Quality of Instruction and Meaningful Access
- [Principle Three](#): System Conditions that Support Effectiveness
- [Principle Four](#): Alignment and Articulation Within and Across Systems

Part 1: Initial Identification, Assessment, Classification, and Family Notification

Initial Identification: The Home Language Survey

For all students in K - 12, upon first enrollment in a California public school, districts are required to determine a student's primary language. This process begins with the parent or guardian completing the Home Language Survey or [HLS](#) as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter in the district's student information system and the child's cumulative record (CUME).

- If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO.
- If Item 1, 2, *or* 3 on the Home Language Survey is answered with a language other than English, the student will be classified and will be tested for English proficiency with the initial ELPAC Assessment.
- If *only* Item 4 on the Home Language Survey is answered with a language other than English, the Site Administrator must determine whether to continue with the assessment of English or to identify the student as English Only (EO) without such assessment.

Initial Assessment and Parent Notification of Language Status

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. The initial ELPAC is California's assessment that is used to determine a student's English language proficiency. The Initial ELPAC is only administered once during a student's time in the California public school system. The Initial ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test that is taken as well as an overall score.

El Coordinator from the district will use the Data Entry Interface (DEI), found at elpac.org to calculate the official Initial ELPAC score. Students will score in one of three categories: Novice, Intermediate or Initial Fluent English Proficient (I-FEP). Students who identify as IFEP will be placed in the school's mainstream English setting. Students who do not meet I-FEP criteria will be classified as English learners (EL)

The results of the Initial ELPAC, including proficiency level results for each subtest and their child's language designation, will be communicated to the parent no later than 30 days after the student's initial enrollment through the [Initial Family Notification Letter](#).

Within 30 days of receiving the official ELPAC scores from the Educational Testing Service, the Coordinator of English Learners will send families a copy of their child's scores along with one of two letters, based on the student's ELPAC score:

- Annual Notification of ELPAC Progress for EL Students if the test results indicate that the child is an English Learner.
- Annual Notification of ELPAC proficiency for I-FEP, if the ELPAC data indicates that the child scored Fluent English Proficient on their initial ELPAC Assessment.

ELPAC results are maintained in the student's red English Learner folder inside the CUME

folder, and in the district's student information system for future use in monitoring of student progress and in program evaluation.

Summative Assessment and Parent Notification

The Summative ELPAC is given only to students who have previously been identified as English learners based upon the Initial ELPAC results. The Summative ELPAC is used to measure how well a student is progressing with English development in each of the four domains: Reading, Writing, Listening, and Speaking, to help inform proper educational placement and to identify when a student is ready to be reclassified. The Summative ELPAC is important in ensuring that students are receiving the support they need to do well in school. Students who have been identified as EL based upon the Initial ELPAC results will take the Summative Assessment every year until they are reclassified as fluent English proficient. The summative assessment is taken by students sometime between February and May as determined by the AADUSD district calendar. An ELPAC [Summative Notification Letter](#) will be sent out prior to testing to each parent of an English Learner.

AADUSD will within 30 days of receiving official ELPAC scores from the Educational Testing Services send families a copy of their child's score along with one of two letters, based on the students ELPAC score:

- [Initial ELPAC Scores](#) for EL based on the Summative ELPAC test results indicating that the child is still an English learner.
- Annual Notification of ELPAC progress for RFEP based on the Summative ELPAC test results if ELPAC data indicates that the child is a potential candidate for reclassification.

Copies of all family notifications should be placed in the RED EL folder in a student's cume file.

Special Education - Alternate ELPAC

The alternate ELPAC is California's statewide assessment for students with the most significant cognitive disabilities. The purpose of the Alternate ELPAC has the same purpose as the ELPAC. The initial Alternate ELPAC is used to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP). The Alternate Summative ELPAC will provide annual progress towards the student becoming English language proficient and support students towards being reclassified as fluent English proficient. The Alternate ELPAC is aligned with English language development connectors and is linked to the English Language Development Standards. The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of English Language Progress (ELP) across the state for students with the most significant cognitive disabilities.

Assessing Students with Disabilities

In accordance with Education Department (ED) guidance issued in July of 2014, the ED requires that all EL's with disabilities participate in the state's ELP assessments. Federal law requires that all EL's with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

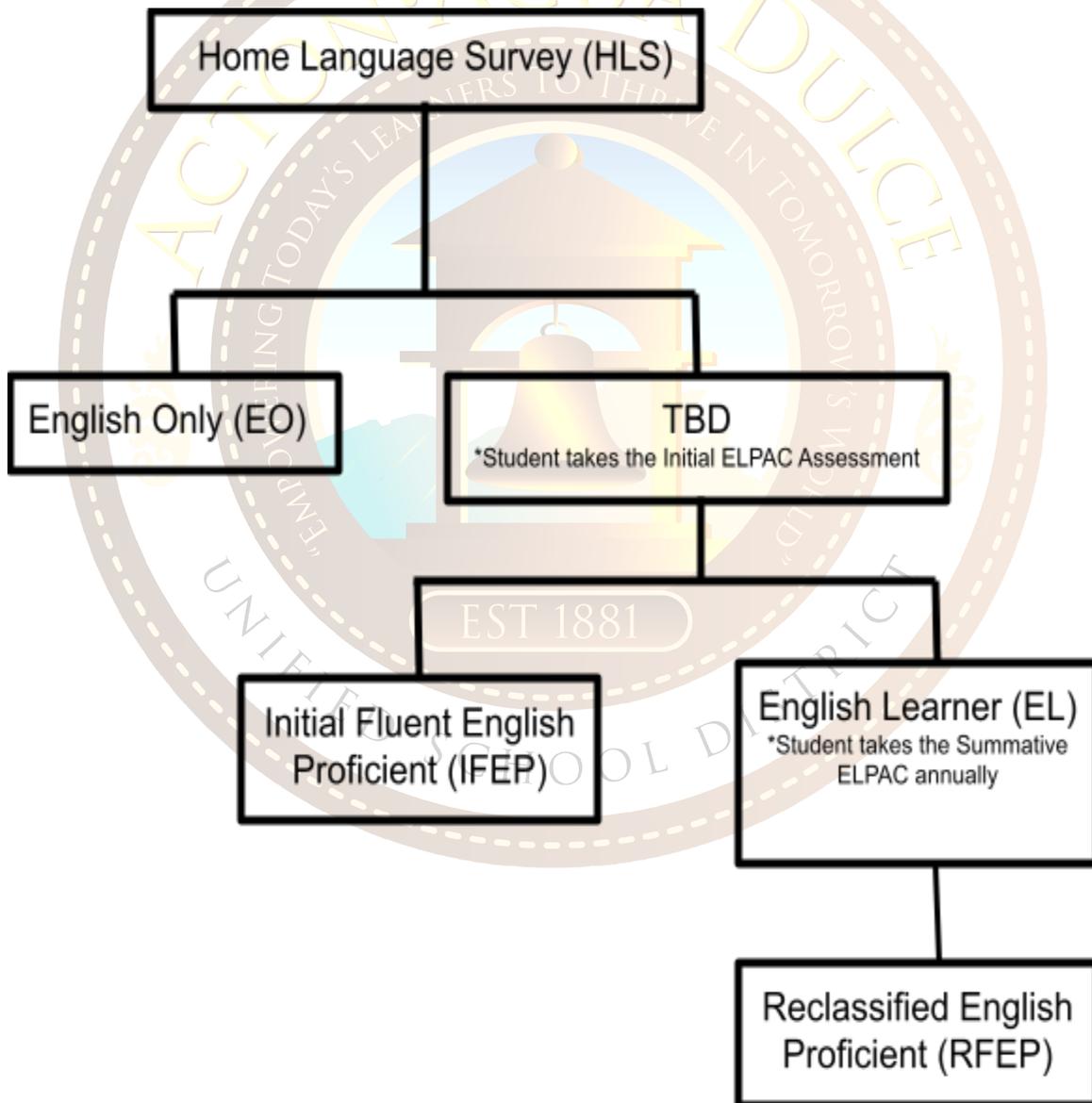
- By taking the regular ELPAC assessment without universal tools, designated supports,

and accommodations.

- By taking the regular ELPAC assessment with universal tools, designated supports, and accommodations.
- By taking the Alternate ELPAC assessment, if the IEP team determines that the student is unable to participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

Most students with disabilities are able to participate effectively in the ELPAC.

Initial Identification, Assessment, Classification, and Family Notification Flow Chart



Summary of Roles and Responsibilities for Identification, Assessment and Parent Notification

Description of Responsibilities	Responsible Person	By When?
Initial Identification		
Completion of Home Language Survey (HLS) at the time of initial enrollment.	Reviewed by School Secretary/Records Clerk/Office Clerk	Upon enrollment
HLS information is put in Aeries and a copy of the student enrollment form placed in the cume folder.	Reviewed by School Secretary/Records Clerk/Office Clerk	Upon enrollment
Aeries query to identify To Be Determined (TBD) students.	EL Coordinator	Students MUST receive the initial ELPAC assessment within 30 days of enrollment.
Initial Assessment		
Site Initial Assessment Test Schedule	EL Coordinator/Site Principal	
Initial ELPAC Assessment given	EL Coordinator/Trained ELPAC Assessment Staff Members	Within 30 days of enrollment
Family Communication about the student receiving Initial ELPAC Assessment	Site Principal/Bilingual Aide/EL Coordinator	Prior to Initial ELPAC testing
Determination of ELPAC testing with accommodations, modifications or Alternative Assessment using ELPAC Participation Criteria for Alternative Assessment	IEP Team, including EL Coordinator	Within 1 st 30 days of enrollment
Classification of the student as EL or I-FEP based on Initial Assessment results	EL Coordinator	Within 1 st 30 days of enrollment
Classification of student updated in Aeries from TBD to either EL or I-FEP	Reviewed by School Secretary/Records Clerk/Office Clerk	Within 1 st 30 days of enrollment
Audit of all initial scores to	EL Coordinator	Upon receipt of official scores

verify correct classification of EL or I-FEP		
Family Notification		
Family Notification of Initial Assessment and Placement	Site Principal/Bilingual Aide/EL Coordinator	Within 1 st 30 days of enrollment
Annual Notification of assessment and classification via email, phone call or mail.	Site Principal/Bilingual Aide/EL Coordinator	Within two weeks of the testing window.
Summative ELPAC		
Site Summative Test Schedule	EL Coordinator works with Site Principals	Testing Schedule falls between February and May
Summative ELPAC Assessment	EL Coordinator/Trained ELPAC Assessment Staff Members	Determined by District Calendar - Falls between February and May

Part 2: Instructional Programs

This section will go over Program Placement, Structured English Immersion, English Learner Groups, how to Request a New Program and Family and Community Engagement.

Program Placement

Acton-Agua Dulce School District offers a Structured English Immersion (SEI) Program. Structured English Immersion is a language acquisition program for English learners in which all classroom instruction is provided in English, but with a curriculum presented for pupils who are learning English. Students are offered English Language Development (ELD) and access to grade-level academic subject matter content.

All instruction designed for EL students must contain the following components:

- Explicit systematic, standards-based, differentiated English Language Development (ELD) instruction designed for English learners.
- Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support as needed.
- Implementation of SDAIE (Specifically Designed Academic Instruction in English) strategies.
- Structured activities designed to develop multicultural competence and positive self-esteem.

Structured English Immersion (SEI) Program Overview

Grades TK - 6th: EL students will be taught using a small group pull-out model for ELD Designated and Integrated within their grade level language arts lessons.

Setting	Structured English Immersion (SEI) Intervention		Mainstream Language Arts
Course Offering	ELD Level 1/2 Pull Out Model	ELD Level 3/4 Integrated	Grade Level Language Arts
Eligible Students	Students who receive an overall score of Level 1 or 2 on the ELPAC	Students who receive an overall score of Level 3 or 4 on the ELPAC	All Students who are English Learners
Program Elements	An Explicit Designed ELD Class: A Standards-based based class with differentiated English Language Development (ELD) instruction designed for English learners.	An Explicit Designed ELD Class: A Standards-based based class with differentiated English Language Development (ELD) instruction designed for English learners.	Integrated ELD: Within mainstream English, English learners will use core content standards as well as the CA ELD Standards.
Staffing	A qualified teacher who is CLAD or Equivalent Primary language support provided by a CLAD certified teacher or a Bilingual Instructional Assistant		

Grades 7th - 12th: EL students will be taught using a small group pull-out model for ELD Designated and Integrated within their grade level language arts lessons.

Setting	Structured English Immersion (SEI)		Mainstream English
Course Offering	ELD Level 1/2 Course (7th - 12th)	ELD Level 3/4 Course (7th - 12th)	Grade Level English
Eligible Students	Students who receive an overall score of Level 1 or 2 on the ELPAC	Students who receive an overall score of Level 3 or 4 on the ELPAC	All Students who are English Learners
Program Elements	Explicit Designated ELD Class: An ELD standards-based class with differentiated English Language Development (ELD) instruction designed for English learners with the focus being on the ELD	An Explicit Designed ELD Class: An ELD standards-based class with differentiated English Language Development (ELD) instruction designed for English learners with the focus being on the ELD	Integrated ELD: Within mainstream English, English learners will use core content standards as well as the CA ELD Standards.

	standards.	standards.	
Staffing	A qualified teacher who is CLAD or Equivalent Primary language support provided by a CLAD certified teacher or a Bilingual Instructional Assistant		

For all EL student’s K -12, if additional support services are needed and/or recommended they will be implemented as appropriate. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- One on one pull-out time for students to work on grade-level standards not yet mastered.
- Participation in Interventions - SOAR (K - 4)
- After School intervention programs
- Primary language support as needed

AADUSD ELD Course Descriptions

Designated ELD: English language development instruction where teachers use the English language development standards as the focal standards in their content instruction. The goal is the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

AADUSD Expectations for Designated ELD instruction:

- English learners receive daily focused academic English language instruction targeted specifically towards their English proficiency.
- Language instruction includes the integration of student learning outcomes from other disciplines needed to develop content learning in English.
- EL students are taught by a qualified CLAD certified teacher.

Expected student learning outcomes for students in Designated ELD classes:

- Engage in a variety of academic collaborative methods (paired, small group, whole group).
- Develop academic vocabulary.
- Build language awareness of how English works.
- Use language skillfully when writing across different content areas.

Integrated ELD: Integrated English language development is academic English language instruction provided throughout the instructional day. Teachers with English learners use the CA ELD standards in addition to their focal English language arts standards. The role of the teacher is to ensure the integration of English language development standards in the content area by:

- Using core content area standards with the ELD/literacy standards.
- Creating authentic, action-based learning opportunities that require students to interact in challenging and meaningful ways in grade-level disciplinary-related text and tasks.

- Supporting EL's linguistic and academic progress.

AADUSD Expectations for Integrated ELD instruction:

- Use and develop Academic English as students simultaneously learn content knowledge.
- Engage in meaningful interactions with others, through intellectually rich content texts and tasks that require them to interpret and discuss.
- Write a variety of different text types and justify their opinion by persuading others with relevant evidence.
- Use language in a meaningful way through discussion and writing based upon discipline, topic, task, purpose, audience, and text type.

AADUSD English Learner Groups

1. ELs who are making expected progress toward language and academic goals.
2. Long Term ELs (LTELs - designated as English Learners five or more years)
3. Newly arrived ELs with adequate formal schooling
4. Newly arrived ELs with limited formal schooling

ELs who are making expected progress towards language and academic goals are:

- Showing expected growth on the ELPAC (One level per academic year)
- Are scoring proficient or close to proficient on statewide and district standard-based assessments
- Moving along the pathway leading to the English language mainstream program setting after starting in SEI.

Long Term ELs

- Have had more than five years of uninterrupted schooling.
- They often have high oral fluency in English and in some cases have attained “reasonable fluency” but have not yet achieved academic criteria to qualify for reclassification.

It is important in determining program placement for these students to first identify the students' academic and linguistic needs and consider their educational history, in order to determine if the student's performance is related to their level of ELD or some other factor related to their academic performance. A long-term EL will need counseling and monitoring to ensure that the student is enrolled in appropriate classes. They might need intervention support and/or a designated ELD group for Long Term ELs.

Newly arrived ELs with adequate formal schooling:

- These students have had a formal educational program in their native language.
- Many will have the knowledge background in their content areas in their primary language.

Newly arrived ELs with inadequate formal schooling:

- These students have little to no prior schooling and are at the beginning level of reading and writing in their primary language and have low skill levels in other subjects.

- These students lack the background knowledge necessary for success in a grade-level program.
- These students will need an academic program that will address their primary language literacy needs.

If a parent elects to have his/her child who is “not reasonably fluent” placed in the Mainstream English program rather than in a Structured English Immersion program or an Alternative program model, the district will have a [Parent Waiver Form](#) and will honor the parent’s informed preference.

English Learner Advisory Committee (ELAC)

ELAC is a school-level committee composed of parents, staff, and community members designed to advise school officials on English learner programs and services. A California public school with 21 or more English learners is required by law to form an ELAC committee. The ELAC committee has the following responsibilities:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council.
- Assisting in the development of the school-wide needs assessment.
- Come up with ways to make parents aware of the importance of regular school attendance.
- Elect one member to be a part of the District English Learner Advisory Committee (DELAC).
- R30
- Elect Officials
- Review student data and advise on program
- Review reclassification procedures
- Review parent notification letters

Composition Requirements: The percentage of parents of English learners is to be the same as that of English learners at the school.

Elections: All parents (English learners, non-English learners, staff, etc) are provided the opportunity (invited to a general meeting) to vote for committee members. Elected committee members will consist of parents or guardians of English learners. The committee elects one parent representative to the District English Learner Advisory Committee (DELAC). Members will vote for a chairperson, vice or co-chairperson, secretary, and DELAC representative.

Training: The district provided training and material to assist each member to carry out his or her responsibilities.

District English Learner Advisory Committee (DELAC)

A district-level English Learner Advisory Committee composed of parents, staff, and community members designed to advise district officials on English learner programs and services. A California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC). The DELAC committee has the following responsibilities:

- Development of a district master plan for EL educational programs and services. The district master plan will take into consideration the school site master plan.
- Conduct a district-wide needs assessment.
- Establish district programs, goals, objectives, and services of EL students.
- Develop a plan to ensure compliance with any applicable teacher and/or instructional aid.
- Review and comment on school district reclassification procedures.
- Review and comment on the written notification required to be sent to parents and guardians.
- If the DLAC 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: The percentage of parents of English learners is to be the same as that of English learners at the school.

Elections: All parents (English learners, non-English learners, staff, etc) are provided the opportunity (invited to a general meeting) to vote for committee members. Elected committee members will consist of parents or guardians of English learners.

Training: The district provided training and material to assist each member to carry out his or her responsibilities.

Part 3: Monitoring Student Progress

A crucial component of the English Learner Plan is progress monitoring. AADUSD's primary objective is that English Learners will reclassify within five years of enrolling in the district. To meet this goal, we need to monitor our English Learners' progress. Key components to monitoring English Learners' progress are: Engaging Instruction that integrates the English Language Development Standards, ongoing assessments and evaluation of the California English Language Development Test (ELPAC), and in-class assessments that are aligned with ELD standards.

The California English Learner Roadmap Characteristics states that “student learning outcomes are ultimately products of classroom instruction and student engagement in learning. It is for that reason that it is imperative that the AADUSD leadership ensures that:

- Teachers have materials and training to ensure that ELD standards are integrated into instruction for all English learners. Teacher instruction will include:
 - Time for students to use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain and retell.
 - Time for students to contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
 - Time for students to demonstrate metalinguistic behaviors while engaged with structured cohesive texts, expanding and enriching ideas or combining and condensing ideas.
- Teachers, Administration, Bilingual Aids, and the EL Coordinator will monitor ELD standard-based assessments and respond with intervention when needed.

- This could include:
 - Local interim/benchmark assessments
 - Intervention Assessments
 - CAASPP
 - ELPAC
 - Classroom assessments
 - Students progress towards reclassification criteria
 - Reclassification percentages
- Teachers will have access to ELPAC scores through Aeries to help determine how to best meet the needs of their English Learners.
- Administration, teachers, EL coordinators, and bilingual aids will identify students in regards to the number of years in EL programs to ensure interventions are in place so English Learners are progressing.
 - EL - 0 - 3 years
 - “At Risk” - 4 - 5 years
 - Long-Term English Learners (LTEL) - 5+ years

Part 4: Reclassification

Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (R-FEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. There are 4 reclassification criteria that the State Board of Education has set forth. The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized ELP criterion (1). The other 3 criteria: Teacher Evaluation, Parent Consultation, and Basic Skill Performance are all determined by AADUSD.

- Criterion 1 - Summative ELPAC Score - The student receives an ELPAC Overall Performance Level (PL) 4 on their annual summative assessment.
- Criterion 2 - Comparison of Basic Skills - Students being considered for reclassification must score CAASPP Standard Nearly Met or higher on the CAASPP English Language Arts (ELA). For students who do not take the CAASPP (Grades TK - 2) work samples and local district assessments will be used.
- Criterion 3 - Teacher Evaluation - A student’s classroom teacher must judge that the student will be successful in an all-English program of instruction not designated for English learners. A student may demonstrate this readiness with a minimum GPA of 2.0 and a grade of C or higher in content classes.
- Criterion 4 -Parent Opinion and Consultation - When a student has met the first three criteria for redesignation, the parent will be called and explained the first three criteria. The form will be sent home for their signature and given a chance to express any concerns or ask questions about their child’s redesignation. The school will then send the district form Notification of Redesignation from English Learner to Fluent English Proficient completed in the language understood by the parent and signed by the administrator. The Notification of Redesignation form will be mailed or sent home with the student. A copy of the notification form or record of the notification must be filed in the student’s individual EL Program Folder.

Category	Grades K - 2nd	Grades 3 - 6	Grades 7 - 8	Grades 9 - 12
Criterion 1 Summative ELPAC	Students received an overall score of Level 4 on the Summative ELPAC.			
Criterion 2 Comparison of Basic Skills	Students met or nearly met on district common assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.
Criterion 3 Teacher Evaluation	A student's classroom teacher must judge that the student will be successful in an all-English program of instruction not designated for English learners. A student may demonstrate this readiness with a minimum GPA of 2.0 and a grade of C or higher in content classes.			
Criterion 4 Parent Opinion and Consultation	Parent input is requested in this process. Parent meetings can include in-person, virtual, or via phone to review the student's data.			

Process for Reclassification

1. District and school personnel ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English learners.
2. A student may be recommended for reclassification at any time during the school year upon meeting the criterion for reclassification.
3. The person making the recommendation (generally the EL Coordinator) completes the [AADUSD Reclassification Form](#).
4. The EL Coordinator and Site Administrator collects test data (ELPAC, CAASPP, and/or Benchmark) and consults with the teacher(s) in regards to academic performance to confirm that the student is ready to be reclassified.
5. EL Coordinator, Bilingual Aide, or Site Administrator will consult with the family that their child is eligible to be reclassified.
6. The Site Administrator and EL Coordinator will review and sign the AADUSD Reclassification Form.
7. The Reclassification Form and the [Notice of Reclassification](#) is sent home for a parent's

signature (a copy is made in case the form is lost in the process).

8. Upon receiving the signed Reclassification Form and Notice of Reclassification:
 - a. The attendance clerk will make the changes in Aeries,
 - b. The attendance clerk will file the form in the student's RED folder within their CUM folder and the top of the RED folder is marked with RFEP and the date
 - c. The attendance clerk will notify the counselor and site administrator to ensure the student is placed in the mainstream program.
 - d. The attendance clerk will notify the EL Coordinator that the process is complete.
9. The EL Coordinator will send an email to the CALPADS administrator to ensure that CALPADS has been updated.
10. Throughout the year, CALPADS Administrator, Site Administrator, and EL Coordinators will run queries to verify the accuracy of Language classification of all Students.
11. R-FEPs are monitored by the EL Coordinator, Bilingual Aides, Site Administrators, and teachers for a minimum of four years to ensure correct placement, any need for academic support or interventions, and that the student is continuing to demonstrate grade-level achievement.

Monitoring Reclassified Students

State and federal laws require four years of monitoring of students who have reclassified (R-FEP) from English learner (EL) status. (20 U.S.C. Section 6841 (a)(4)(5); California Code of Regulations, Title 5, Section 11304).

AADUSD will establish a rigorous monitoring system that ensures students who have been reclassified have not been prematurely exited and that students are meaningfully participating in the standard instructional program. During this monitoring period, AADUSD will ensure that R-FEP students have met the same academic achievement goals for all students. If these students do not yet meet those standards, interventions, and support are to be provided.

AADUSD will monitor RFEP students a minimum of six times during the four-year time period.

- 30 days after RFEP
- 180 days after RFEP
- 1 year after RFEP
- 2 years after RFEP
- 3 years after RFEP
- 4 years after RFEP

Site EL Coordinator, Bilingual Aides, Site Administrator, and teachers will monitor R-FEP students through student coursework, benchmarks, and teacher evaluations. At the time of review it will be determined if the student needs to have interventions (I), can continue to be monitored only (M) or should really be re-evaluated as R-FEP (R). Aeries will be marked accordingly to reflect the findings of each review period.

Description of Responsibilities	Person Responsible	Timeline
Identification of students meeting criteria for reclassification.	EL Coordinator	Reclassification may be initiated at any time.
Coordinates reclassification process, including completion of Reclassification Form	EL Coordinator,	
Evaluates student academic achievement and provides other academic information needed for reclassification	Teacher, Site Administrator, Bilingual Aide, and EL Coordinator	
Participates in the reclassification process and final decision.	EL Coordinator, Bilingual Aide, Teacher, Site Administrator, family, and IEP team if applicable.	
Completes and maintains records of documentation for RED Folder and Cume Folder	Attendance Clerk EL Coordinator	Within 10 days of reclassification
Updates student's language fluency data in Aeries	Attendance Clerk	Within 10 days of reclassification
Monitors and documents R-FEP progress	Site Administrator, Teacher, Bilingual Aide	30 days after RFEP 180 days after RFEP 1 year after RFEP 2 years after RFEP 3 years after RFEP 4 years after RFEP
Records monitored progress in Aeries	Attendance Clerk	30 days after RFEP 180 days after RFEP 1 year after RFEP 2 years after RFEP 3 years after RFEP

		4 years after RFEP
Provides interventions as needed to struggling R-FEP's	Teachers, Counselor, and Bilingual Aids	When identified through R-FEP Monitoring

Part 5: Testing and Accountability for English Learners

Test Name and Content	Participants	Designated Grade Levels	State Testing Window
Smarter Balance for English Language Arts/Literacy (ELA) and Mathematics	All students at designated grade levels except: Eligible students participating in the California Alternate Assessment (CAAs) for ELA and Mathematics English learners in U.S. schools less than 12 months do not take the ELA CAASPP	Grades 3 - 8 and 11	February - July *See district calendar to determine exact window each school year.
CAAs for ELA and Mathematics	Students with the most significant cognitive disabilities whose active individualized education program (IEP) designates the use of an alternate assessment.	Grades 3 - 8 and 11	February - July *See district calendar to determine the exact window each school year.
California Science Test	All students in designated grade levels, except eligible students participating in the CAA for Science	Grades 5 and 8 and once in high school (ie grades 10, 11, or 12)	January - July *See district calendar to determine the exact window each school year.
CAA for Science	Students with the most significant cognitive disabilities	Grades 5 and 8 and once in high school (ie grades 10, 11, or 12)	January - July *See district calendar to determine exact

	who active IEP designates the use of an alternate assessment	12)	window each school year.
Initial ELPAC <ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 	Students who primary language is not English as indicated on the Home Language Survey (HLS); administered within 30 calendar days of enrollment	Grades K - 12	July - June *See district calendar to determine exact window each school year.
Summative ELPAC <ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 	Students identified as English learners (EL), participate annually until reclassified fluent English proficient (R-FEP)	Grades k -12	February - May *See district calendar to determine the exact window each school year.

Accountability results for English Learner (EL) students are published annually on the California School Dashboard. The Dashboard provides information about how local educational agencies (LEAs) and schools are meeting the needs of California’s diverse student population. Visit the [California School Dashboard](#).

Part 6: Professional Development for Staff, Teachers and Administration, and Curriculum Adoption

It is AADUSD’s desire to serve and provide an excellent educational opportunity for all students including those who are English Learners. As we work to ensure that we are meeting the needs of our EL student population, AADUSD will be working closely with administrators, teachers, and staff to ensure the implementation of the English Learner Master Plan.

In order to work towards successfully implementing the English Learner Master Plan, AADUSD will need to train teachers and staff, incorporate ELD courses within the course matrix at each school and adopt a curriculum that is aligned with ELD standards.

Professional Development for administrators, teachers, and staff.

- AADUSD will need to provide professional development opportunities for administrators, teachers, and staff, that allow them to understand what the ELD Standards are and how to implement them within their classrooms.
- AADUSD will need to provide professional development opportunities for administrators, teachers, and staff in regards to SDAIE strategies and how they can be implemented in the classroom.
- AADUSD will need to provide training to secretaries and attendance clerks for

- initial identification of students using the HLS
- Updating and inputting information in Aeries in regards to Language Fluency and Language Programs
- Working with Cume Files so that implementation is standard across the district.

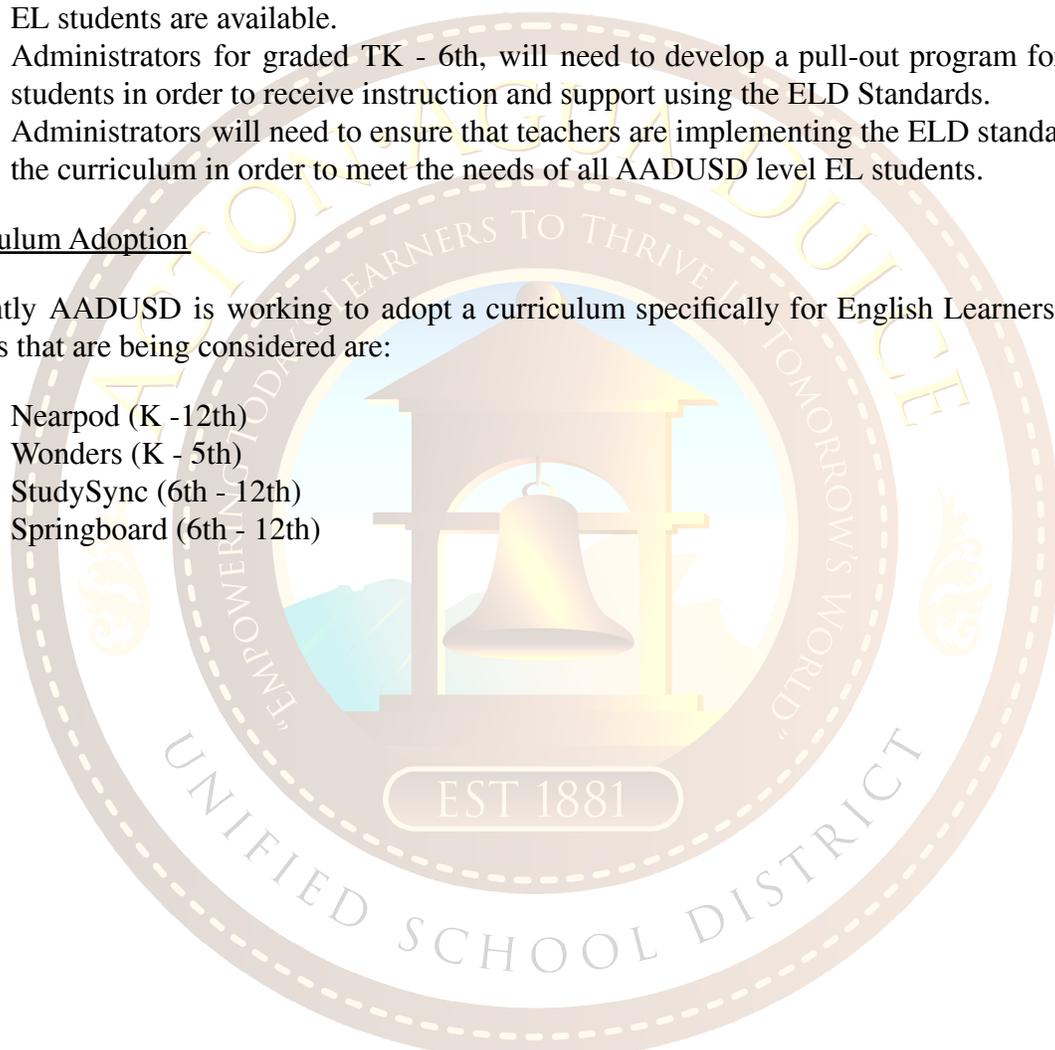
Course Matrix

- Administrators and Counselors at each school site (7th - 12) will need to ensure that ELD course(s) are within the course matrix each semester to ensure that ELD courses for all EL students are available.
- Administrators for graded TK - 6th, will need to develop a pull-out program for all EL students in order to receive instruction and support using the ELD Standards.
- Administrators will need to ensure that teachers are implementing the ELD standards into the curriculum in order to meet the needs of all AADUSD level EL students.

Curriculum Adoption

Currently AADUSD is working to adopt a curriculum specifically for English Learners. Some options that are being considered are:

- Nearpod (K -12th)
- Wonders (K - 5th)
- StudySync (6th - 12th)
- Springboard (6th - 12th)



Part 7: Resources

Exhibit 1: Home Language Survey (HLS)

Exhibit 2: Initial Family Notification Letter

Exhibit 3: Annual ELPAC Summative Family Notification Letter

Exhibit 4: Score Report Examples

Exhibit 5: Parent Waiver Form

Exhibit 6: Request for Reclassification

Exhibit 7: Notification of Reclassification

Other Resources

[ELA/ELD Framework - English Language Arts \(CA Dept of Education\)](#)

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

<https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>

<https://www.cde.ca.gov/sp/el/rm/>

EXHIBIT 1





HOME LANGUAGE SURVEY

Name of Student: _____ (Surname / Family Name) _____ (First Given Name) _____ (Second Given Name)

Age of Student: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

Form HLS, Revised December 2016
California Department of Education

ENCUESTA DEL IDIOMA EN EL HOGAR

Name of Student _____ (Surname/Family Name) _____ (First Given Name) _____ (Second Given Name)
Age of Student _____ Grade Level _____ Name of Teacher _____

Note: School district personnel should complete all of the information items above this line.

Instrucciones para padres y tutores:

El *Código de Educación* de California contiene requisitos legales que guían a las escuelas a dar un examen de proficiencia en inglés a los estudiantes. El proceso comienza con determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela saber si el estudiante debe tomar el examen. Esta información es esencial para que la escuela pueda proveer programas y servicios adecuados a los estudiantes.

Como padre o tutor, su cooperación es necesaria para cumplir con estos requisitos. Por favor responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda a todas las preguntas. Si contestó con error a las preguntas de esta encuesta de idioma, Ud. puede solicitar corrección de su respuesta antes de que la proficiencia de su estudiante sea evaluada.

1. *¿Qué idioma aprendió su hijo cuando empezó a hablar?* _____
2. *¿Qué idioma habla su hijo en casa con más frecuencia?* _____
3. *¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?* _____
4. *¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?* _____

Por favor firme y feche este formulario en el espacio suministrado a continuación y devuelva el formulario al maestro de su hijo. Muchas gracias por su cooperación.

(Firma del padre/madre o tutor)

(Fecha)

Form HLS, Source Document Revised December 2016
California Department of Education

EXHIBIT 2



10/25/21

Dear Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC,” if their home language is not English.

The Initial ELPAC is a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in English. This is important so they can get the support they need to do well in all school subjects. Your child’s voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

Based on the Home Language Survey results, ***Student Name* will be assessed with the Initial ELPAC.**

This year, ELPAC tests may be administered remotely, in person, or through a combination of in-person and remote testing, based on county public health department guidelines. At this point, Janna Largent is planning to administer ELPAC tests ***in person*** to all eligible students. We will be providing more information on spring testing soon.

- For more information, visit the Parents/Guardians Resources web page at <https://www.elpac.org/resources/parent-resources/>.

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

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

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

You also can review sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the ELPAC, please contact Miss Largent at jlargent@aadusd.k12.ca.us or 661- 269-0310.

Sincerely,

Acton-Agua Dulce Unified School District
California Department of Education • July 2021

Estimado padre o tutor:

Cuando inscribió a su hijo(a) en la escuela, usted indicó que su hijo(a) habla un idioma distinto del inglés. En las escuelas públicas de California, a todos los alumnos cuya lengua materna no es el inglés que ingresan a la escuela por primera vez, se les aplica la Evaluación Inicial de Dominio del Idioma Inglés de California, o “ELPAC Inicial” (por sus siglas en inglés), la cual es una prueba obligatoria que nos permite identificar a aquellos alumnos que necesitan ayuda para aprender inglés, al determinar si el alumno apenas está aprendiendo el idioma o si ya lo habla con fluidez.

Esto es importante para que puedan recibir el apoyo que necesitan a fin de tener un buen desempeño en todas las materias escolares. La voz de su hijo(a) se grabará como parte de la sección de expresión oral del examen que se presenta en computadora. Un pequeño porcentaje de las respuestas de los alumnos se utiliza para validar la precisión del puntaje obtenido y no será utilizado para fines de identificación. Todas las respuestas registradas se destruirán una vez que los resultados sean validados.

Basándonos en la encuesta que usted respondió sobre el idioma que se habla en el hogar, **su hijo(a) será evaluado(a) con el examen ELPAC inicial.**

Este año, es posible que las pruebas ELPAC se apliquen de manera remota, en persona o mediante una combinación de exámenes en persona y a distancia, según las directrices que el departamento de salud pública del condado establezca. En este momento, **Acton Agua Dulce School District** está planeando aplicar las pruebas ELPAC, a todos los alumnos que sean candidatos para presentarlas. Pronto les haremos llegar más información sobre el periodo de exámenes en la primavera.

Para obtener más información, visite la página web de Recursos para Padres o Tutores en <https://www.elpac.org/resources/parent-resources/>.

Usted es una parte importante de la educación de su hijo(a). Para ayudarlo a prepararse para el examen, le recomendamos que haga lo siguiente:

- Léale a su hijo(a) o pídale que él/ella le lea a usted de manera periódica.
- Utilice imágenes y pídale a su hijo(a) que le cuente lo que ve o lo que ocurre en cada una.
- Ofrezcale a su hijo(a) oportunidades para utilizar el idioma fuera de la escuela.
- Hable con la/el maestro(a) de su hijo(a) sobre sus habilidades de comprensión auditiva, expresión oral, lectura y escritura para apoyar su progreso.

Para obtener más información acerca de los exámenes ELPAC, visite la página web del Departamento de Educación de California y consulte las “Guías de padres para comprender” en: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

También puede revisar las preguntas de los exámenes de práctica que se encuentran en el sitio web de ELPAC *Starting Smarter* en: <https://elpac.startingsmarter.org/>.

Si tiene alguna pregunta sobre los exámenes ELPAC que debe presentar su hijo(a), póngase en contacto con Janna Largent en jlargent@aadusd.k12.ca.us or 661- 269-0310.

Atentamente,

Acton Agua Dulce USD

EXHIBIT 3



English Language Proficiency Assessments for California (ELPAC)

Summative ELPAC Parent and Guardian Notification Letter

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English. The testing schedule is listed below:

February 28- Mar 4, 2022

Test will be after lunch time

This year, **Acton Agua Dulce School District** will give the Summative ELPAC in person at each school site.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact **Janna Largent** at jlargent@aadusd.k12.ca.us.

Sincerely,

Janna Largent

English Language Proficiency Assessments for California (ELPAC)

Summative ELPAC Parent and Guardian Notification Letter

Directions: Adapt this letter by using school letterhead and inserting school information where indicated in brackets.

Estimado padre/madre o tutor:

Como estudiante de inglés, su hijo(a) tomará las Evaluaciones Sumativas de Dominio del Idioma Inglés para California (ELPAC) esta primavera. El ELPAC Sumativo mide el progreso de su hijo(a) en la comprensión auditiva, la expresión oral, la lectura y la escritura en inglés. Se grabará la voz de su hijo(a) durante la parte oral de la prueba. Estas grabaciones se pueden utilizar para verificar los resultados de la prueba y no se guardarán ni se harán públicas. Esta prueba permitirá que el/la maestro(a) de su hijo/a le informe sobre los aspectos en los que su hijo/a puede necesitar apoyo adicional.

Su hijo(a) tomará el ELPAC Sumativo cada primavera hasta que tenga fluidez en inglés y ya no necesite apoyo para entender y estudiar el idioma. El calendario de las pruebas se indica a continuación:

[Insert school testing schedule]

[Use the following sentence if administering in person]

Este año, **[insert district name]** realizará las Evaluaciones Sumativas en persona.

[Use the following sentence if administering remotely]

Este año, **[insert district name]** realizará las Evaluaciones Sumativas de forma remota.

[Use the following sentence if administering in-person and remotely]

Este año, **[insert district name]** realizará las Evaluaciones Sumativas mediante una combinación de pruebas presenciales y remotas.

[Use the following paragraph and bulleted list if administering remotely]

Su hijo(a) realizará la prueba en casa. Se conectará con un miembro del personal de la escuela a través de la computadora. Una vez que haya ayudado a su hijo(a) a iniciar la sesión de la prueba, le pedimos que siga las siguientes pautas durante la prueba para que su hijo(a) pueda demostrar lo que puede hacer por sí:

- Siga todas las instrucciones compartidas por el miembro del personal de la escuela.
- No hable de las preguntas de la prueba o de cualquier material para la prueba con nadie antes, durante o después de la misma.
- No grabe el examen ni tome fotos de las preguntas de la prueba o de su hijo(a) mientras la realiza.
- Su hijo(a) será supervisado(a) a través de una cámara web y un micrófono para que el examinador pueda brindarle apoyo mientras realiza la prueba. La prueba no se grabará.
- La voz de su hijo(a) se grabará durante la parte de la prueba de expresión oral solo para comprobar las puntuaciones. Las grabaciones no se guardarán ni se harán públicas.

Para obtener más información sobre la administración remota, visite elpac.org/resources/parent-resources/. Si su hijo(a) no puede utilizar la cámara, el micrófono, el altavoz o los auriculares de la computadora durante la administración remota, puede ponerse en contacto con **[insert name and contact information]** y encontraremos la manera de satisfacer las necesidades de su hijo(a). Si no desea que su hijo(a) sea evaluado(a) de forma remota, comuníquese con su escuela para programar las pruebas en persona.

Usted es una parte importante de la educación de su hijo(a). Para asegurarse de que su hijo(a) se sienta cómodo(a) haciendo estas pruebas, usted puede hacer lo siguiente:

- Explíquelo a su hijo(a) que la prueba es una herramienta para ayudarlo(a) a aprender y que no debe estar ansioso(a) ni asustado(a).
- Recuérdelo a su hijo(a) que usted y su maestro(a) quieren que se esfuerce al máximo.
- Vea una prueba de práctica con su hijo(a) en elpac.org/resources/online-practice-and-training-test/ para que se familiarice con la plataforma y la preparación de las pruebas.
- Hable con el/la maestro(a) de su hijo(a) sobre sus habilidades de escucha, habla, lectura y escritura para ayudarlo con su aprendizaje.

Recibirá los resultados de su hijo(a) al comienzo del próximo año escolar o antes. Los resultados identificarán los aspectos en los que su hijo(a) se desempeña bien o necesita más ayuda, para que usted pueda apoyar mejor su aprendizaje en casa y los/las maestros(as) puedan apoyar mejor su aprendizaje en el aula.

Para obtener más información sobre estas pruebas, vaya a la página web de ELPAC Starting Smarter en elpac.startingsmarter.org/, o revise las Guías para la comprensión de los padres en cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

Si tiene alguna pregunta sobre la evaluación ELPAC Sumativo que rendirá su hijo(a), póngase en contacto con **[insert name of school contact]** en **[insert phone number and/or e-mail address]**.

Atentamente,

[Insert name of LEA superintendent or school principal]

[Superintendent/Principal]

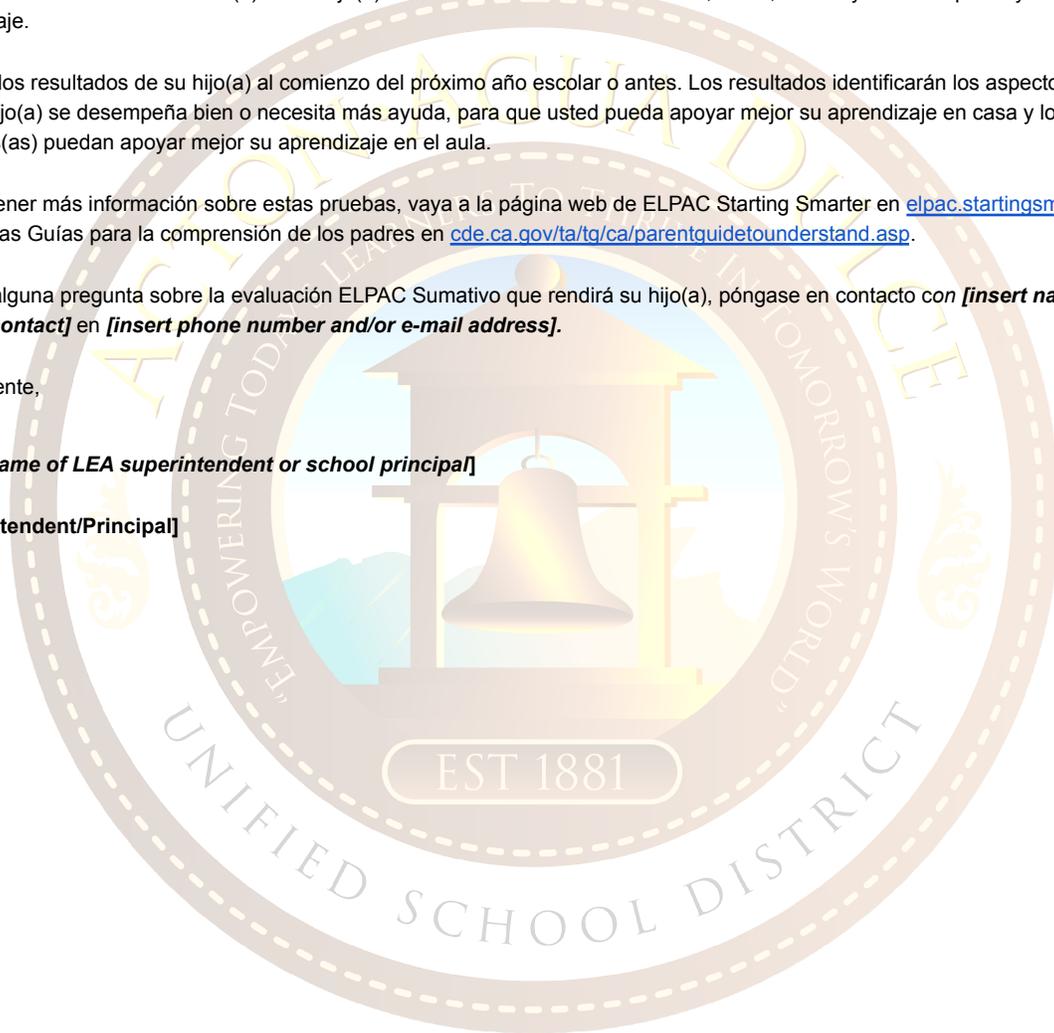


EXHIBIT 4





Marietta's Initial ELPAC Score Report

FOR THE FAMILY OF:
MARIETTA C. GEORGIA
123 MAIN ST
YOUR CITY, CA 99999-1234

Student #: 9999992013
Date of Birth: 02/14/2015
Grade: Kindergarten
Test Date: 06/14/2021
School: California Elementary School
LEA: California Unified
CDS: 99999910000000

**Overall Performance
Level and Score**

Novice English Learner
Overall Score: **150**

What does my child's score mean?

Marietta recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Marietta has **novice** English skills and needs help using English in school. Marietta will take the Summative ELPAC this spring, which measures the student's progress in developing English skills. If you have questions about your child's ELPAC results, please contact your child's school for more information.

Why do we administer the Initial ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school, while receiving instruction in all school subjects.

Parent/Guardian Resources

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning
- View a parent guide to understanding the ELPAC



More information on Marietta's score is provided on page 2.



Overall Performance Level =
Novice English Learner
Overall Score:
150

	Oral Language* Your child is beginning to develop their listening and speaking skills.	+		Written Language~** Your child is beginning to develop their reading and writing skills.
				

- * A locally determined alternate assessment was used and the student received the lowest score.
- ~ Student was exempted from one or more domains. Scores for the composite were calculated based on the completed domain(s).
- ** An unlisted resource that changed the construct was used for one or more domains. The student received the lowest score in that domain.

What Students Can Do At Each Level

Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

↖
Your child scored at this level.

Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Complete results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

Pruebas de suficiencia en el idioma inglés de California (ELPAC, por sus siglas en inglés) de Fort

PARA LA FAMILIA DE:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

del estudiante: 9999999906
Fecha de nacimiento: 08/05/2009
Grado: 6
Fecha de la prueba: 03/06/2021
Escuela: California Elementary School
LEA: California Unified
CDS: 12345670000000

Puntuación global

NIVEL
3
1550
Moderadamente desarrollado

El puntaje global de Fort es de nivel 3. En la página 2 se proporciona más información sobre el puntaje de Fort.

¿Qué son las pruebas ELPAC?

Las pruebas ELPAC miden las habilidades en lo que respecta al dominio del inglés que necesitan los estudiantes para tener éxito en la escuela. Los estudiantes que son aprendices de inglés realizan las pruebas ELPAC sumativas cada primavera hasta que son reclasificados. Los resultados de las pruebas ELPAC de tu estudiante solo son una medida de sus conocimientos y habilidades en lo que respecta al inglés. Otras medidas pueden incluir pruebas en las aulas, tareas escolares y calificaciones.



Visita el sitio web de Starting Smarter en <https://elpac.startingsmarter.org/> para:

- comprender el informe de puntaje de tu estudiante,
- revisar preguntas de muestra y
- encontrar recursos gratuitos para apoyar el proceso de aprendizaje de tu estudiante.

Lo que los estudiantes pueden hacer en cada nivel

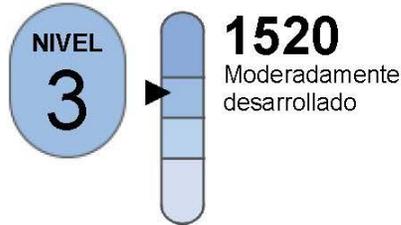
NIVEL 1	NIVEL 2	NIVEL 3	NIVEL 4
(1150–1474)	(1475–1516)	(1517–1566)	(1567–1900)
Iniciando el desarrollo	Algo desarrollado	Moderadamente desarrollado	Bien desarrollado
Pueden saber algunas palabras y frases en inglés	Pueden usar con frecuencia el inglés para comunicar ideas simples	Pueden usar a menudo el inglés para aprender nuevos conceptos en la escuela.	Pueden usar el inglés de manera consistente para aprender nuevos conceptos en la escuela.

El resumen de resultados de las escuelas, distritos y el estado están disponibles en el sitio web de resultados de los exámenes de California en <https://caaspp-elpac.cde.ca.gov/>.

Fort también recibió puntajes por expresión oral y escrita.

Expresión oral

El puntaje de expresión oral incluye comprensión auditiva y producción oral.



Comprensión auditiva

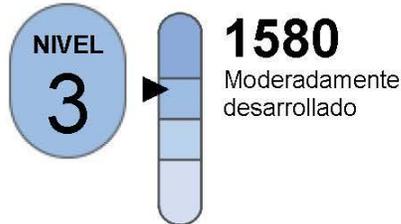


Producción oral



Expresión escrita

El puntaje de expresión escrita incluye lectura y escritura.



Lectura



Escritura



Historial de puntaje ELPAC de tu estudiante

Grado 4	Grado 5	Grado 6
Ningún puntaje disponible	Ningún puntaje disponible	NIVEL 3 1550 Moderadamente desarrollado

EXHIBIT 5





ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT

English Learner Placement Opt-Out Form

Date: _____

I (parent name) _____ have been notified that my student (student name) _____ has been identified as an English Learner. The district has determined appropriate placement for services as outlined in the district's Master Plan for English Learners. As part of the services for English Learners, students are placed in a leveled English Language Development (ELD) course. I have decided against the district's recommendation of course placement for my student. I understand that my student will not be enrolled in designated ELD standards-based class with differentiated ELD instruction designed for English learners with the focus being on the ELD standards.

Parent/ Guardian Name (Print)

Parent/ Guardian Signature

Date

Parent copy / Cume copy

EXHIBIT 6





**Acton Agua Dulce Unified School District
Request to Initiate the Reclassification Process**

Name: _____ **Date of Birth:** _____ **Perm ID #:** _____ **School:** _____
Primary Language: _____ **Grade:** _____ **Teacher:** _____ **Date of Request:** _____

ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY *Attach copy of the score sheet
 Yes No The ELPAC shall be used as the primary criterion in the reclassification process. The district shall consider for reclassification those students whose overall proficiency is Level 4.
 Overall Level: _____ Listening: _____ Reading: _____
 Assessment Date: _____ Speaking: _____ Writing: _____

COMPARISON OF BASIC SKILLS
 Yes No A student must meet or exceed designated performance criteria to ensure effective participation in a curriculum designed for pupils of the same age whose native language is English. Students being considered for reclassification must score CAASPP Standard Nearly Met on the CAASPP English Language Arts (ELA).
 ELA Score: _____ ELA Level: _____ Date: _____

TEACHER EVALUATION *Attach a copy of the report card
 Yes No A student's classroom teacher must judge that the student will be successful in an all-English program of instruction not designated for English learners. A student may demonstrate this readiness with a minimum GPA of 2.0 and a grade of C or higher in content classes.
 ELA: _____ GPA: _____ School Year: _____

PARENT OPINION AND CONSULTATION
 Yes No When a student has met the first three criteria for redesignation, the district form *Notification of Redesignation from English Learner to Fluent English Proficient* is completed in the language understood by the parent and signed by the administrator. The *Notification of Redesignation* form will be mailed, sent home with the student, or delivered orally in a language understood by the parents. A copy of the notification form or record of the notification must be filed in the student's individual EL Program Folder. The parent notification form includes an invitation for the parents to call or visit the school to express any concerns or ask questions about their child's redesignation.

_____ Student meets all redesignation criteria and will be redesignated
 _____ Student does not meet all redesignation criteria and will not be redesignated at this time.

Categorical Program Administrator	Date	Principal	Date
Teacher	Date	Parent	Date
Other	Date	Other	Date



**Acton Agua Dulce Unified School District
Solicitud para iniciar el proceso de reclasificación**

Nombre: _____ **Fecha de nacimiento:** _____ **ID permanente #:** _____ **Escuela:** _____
Lenguaje primario: _____ **Grado:** _____ **Maestro(a):** _____ **Fecha de solicitud:** _____

Evaluación del dominio del idioma Inglés* Adjunte una copia de la hoja de puntuación, el ELPAC se utilizará como criterio principal en el proceso de reclasificación. El distrito considerará a aquellos estudiantes cuya competencia general sea el nivel 4.

Si No

Nivel general: _____ Escuchando: _____ Leyendo: _____
 Fecha de evaluación: _____ Discurso: _____ Escribiendo: _____

Comparación de las habilidades básicas
 Un estudiante debe cumplir o superar los criterios de desempeño designados para garantizar la participación efectiva en un plan de estudios diseñado para alumnos de la misma edad cuyo idioma materno es el inglés. Los estudiantes que están siendo considerados para la reclasificación deben obtener un puntaje del estándar CAASPP casi alcanzado en el CAASPP artes del lenguaje en inglés (ELA).

Si No

ELA puntaje: _____ ELA nivel: _____ Fecha: _____

Evaluación del maestro* Adjunte una copia de las calificaciones
 El maestro del aula de un estudiante debe juzgar que el estudiante tendrá éxito en un programa de instrucción totalmente en inglés no diseñado para estudiantes de inglés. Un estudiante puede demostrar esta preparación con un GPA mínimo de 2.0 y una calificación de C o superior en las clases de contenido.

Si No

ELA: _____ GPA: _____ Año escolar: _____

Opinión y consulta de los padres
 Cuando un estudiante ha cumplido con los primeros tres criterios para la reasignación, el formulario del distrito Notificación de reasignación de aprendizaje de inglés a competente en inglés se completa en el idioma entendido por los padres y firmado por el administrador. El formulario de notificación de reasignación se enviará por correo, se enviará a casa con el estudiante o se entregará oralmente en un idioma que los padres entiendan. Se debe archivar una copia del formulario de notificación o registro de la notificación en la carpeta del Programa EL individual del estudiante. El formulario de notificación a los padres incluye una invitación para que los padres llamen o visiten la escuela para expresar cualquier inquietud o hacer preguntas sobre la nueva designación de su hijo(a).

Si No

_____ El estudiante cumple con todos los criterios de redistribución y será reasignado
 _____ El estudiante no cumple con todos los criterios de reasignación y no será designado en este momento.

Administrador del programa categórico	Fecha	Principal	Fecha
Maestro(a)	Fecha	Padre	fecha
Otro	Fecha	Otro	Fecha

EXHIBIT 7



