



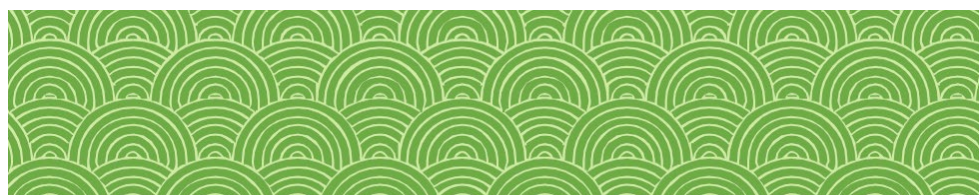
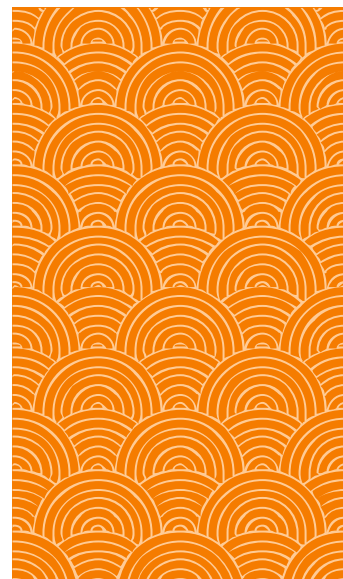
**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT  
*Student Achievement \* Safe Schools \* Positive School Climate*

# Master Plan for Multilingual Programs

**2024-25**

Includes the English Learners and Dual  
Language Immersion Master Plans

August 2024

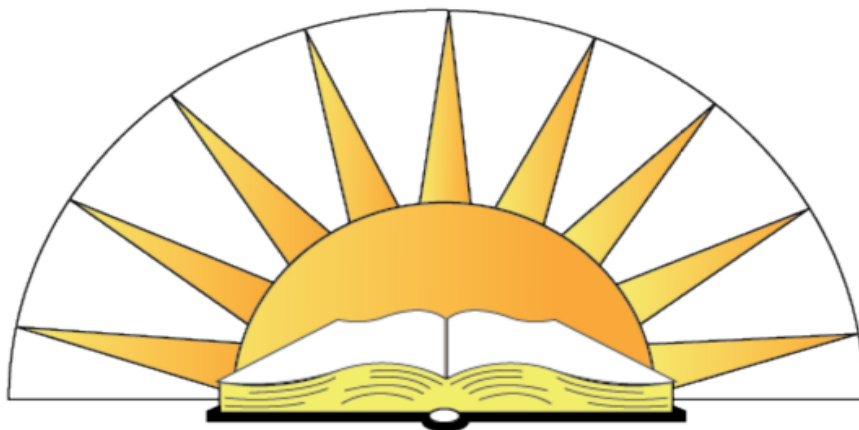




**Note: This plan document contains two sections. One section is for the English Learners Master Plan with a table of contents referencing pages 1-161. The second section is for the Dual Language Immersion Master Plan with a table of contents referencing pages 1-21. The second section immediately follows page 161 of section 1.**



# ENGLISH LEARNERS MASTER PLAN



**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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Student Achievement • Safe Schools • Positive School Climate  
Humility • Civility • Service

2024-2025



# Master Plan for Multilingual Programs

## English Learners Master Plan

**Norm Enfield, Ed.D.**

Superintendent

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**Board of Education**

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*Donald L. Bridge*

*Andrew Cruz*

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*Sonja Shaw*



### Table of Contents

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Chapter 1: Initial Identification and Assessment of English Learners.....	9
Chapter 2: Language Acquisition Program.....	49
Chapter 3: Monitoring and Exiting English Learners.....	72
Chapter 4: Graduation and Beyond.....	89
Chapter 5: Family and Parent Engagement.....	92
Chapter 6: Meeting Legal and Compliance Requirements.....	115
Chapter 7: Professional Development and Support.....	136
Chapter 8: Fundings and Program Evaluation.....	140



### INTRODUCTION



### CHINO VALLEY UNIFIED SCHOOL DISTRICT

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 25,645 (CA Dashboard, 2023) students, from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners, on the boundaries of Los Angeles, Orange, and Riverside Counties, and located within San Bernardino County, the District services the communities of Chino, Chino Hills, and parts of South Ontario. There are twenty (20) elementary schools, three (3) K-8 schools, five (5) junior high schools, four (4) comprehensive high schools, one (1) community day school, one (1) continuation high school, and one (1) adult school.

The District has an LCFF unduplicated count of 61.9% students that are comprised of 9.9% English Learners, 0.6% Foster Youth, and 49% who are classified as low income. The racial/ethnic diversity of the school community reflect the following: African American 3.8%, American Indian 0.1%, Asian 20.2%, Filipino 5.0%, Hispanic or Latino 55.1%, Two or More Races 2.9%, Pacific Islander 0.2%, White 11.7%, and 1.0% Not Reported

CVUSD is home to 21 California Distinguished Schools, the highest honor bestowed upon a public school by the state of California. We are also home to a National Blue Ribbon School, Title I Achieving Schools and a California Department of Education Service-Learning Leaders School. The District is one of 547 school districts in the U.S. and Canada honored by the College Board with placement on the 5th Annual Advanced Placement (AP) District Honor Roll for increasing access to AP course work while



### INTRODUCTION (continued)

simultaneously maintaining or increasing the percentage of students earning scores of three or higher on the AP exams. Student test scores traditionally lead schools throughout the County of San Bernardino and the state. Thriving performing arts and athletic programs, nationally recognized marching bands, and invigorating parent programs distinguish Chino Valley Unified School District as one of the best school districts in California.

In 2024, Chino Valley Unified School District was recognized by Solution Tree, a leading provider of educational strategies and tools that improve staff and student performance, for its sustained success in raising student achievement. As one of only two California school districts to be awarded the global distinction, and the only school district honored coming out of the pandemic, the award highlights the successful implementation of the Professional Learning Communities (PLC) at Work® process and how the District's strategies have contributed to the improved achievement of CVUSD students.

The District is responsive to the needs of our students and families through a wide variety of programs. Before and after school care is available for students. The HOPE Family Resource Centers assists with food and clothing, counseling, housing information, tutoring referrals and more.

In 2017 and for the fourth time in seven (7) years, CVUSD was designated as a Model School Attendance Review Board (SARB) by the State Superintendent of Public Instruction for its attendance improvement and decreasing dropout rates. The SARB process is available for students who are experiencing issues beyond the norm and provides resources for families to overcome barriers that may be contributing to students' truancy.

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

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

CVUSD recognizes that ELs have a double curricular load, they shall become proficient in academic English, and shall master all the academic content required of all students



### INTRODUCTION (continued)

in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs shall receive excellent first best instruction in the core content and shall be provided services above core instruction to ensure that their linguistic and academic needs are met.

CVUSD fully embraces the Lau v. Nichols (1974) Supreme Court decision that states:

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

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

#### **Vision**

United together, the Chino Valley Unified School District staff, parents/guardians, community, and the Board of Education work to provide an educational environment whereby:

Our students possess the personal and academic skills to be successful, responsible, and productive. They are motivated, self-confident, and life-long learners. They exhibit integrity and contribute to the well-being of their communities. They successfully solve problems using their intellectual capacity and appropriate technology tools. They respect the ideas of other people, while holding true to their own convictions. Students recognize that academic achievement is essential to competing in the global economic setting. They face the future knowing that their goals are within their reach, by continuing their education and through their individual commitment and hard work.

#### **Mission**

Chino Valley Unified School District provides all students with a rigorous and relevant education in a safe learning environment.



### INTRODUCTION (continued)



#### **Core Values**

Student Achievement • Safe Schools • Positive School Climate  
Humility • Civility • Service

All students can learn.

High academic expectations can be met through excellent teaching and active learning.

Each student has unique strengths that are recognized and nurtured.

Each student has unique needs that are recognized and addressed.

Building character is as important as building minds.

Parents/guardians are our partners in the educational process.

Collaboration, cooperation, and respectfulness are essential in the learning environment.

Community partners are essential to enriching the lives of students.

We provide excellent service to all students.

Positive school climate supports student learning.

#### **Position Statement**

The purposes of the Chino Valley Unified School District (CVUSD) English Learner (EL) Program are to:

1. Provide all English Learners the opportunity to learn English while concurrently learning all academic content. CVUSD teachers provide all English Learners with



### INTRODUCTION (continued)

high quality Designated English Language Development (DELD) to improve the English Learners' skills in the use of oral and written language. Designated ELD is clearly defined in the English Language Arts (ELA)/ English Language Development (ELD) framework as a required core curriculum for all English Learners.

2. Provide all English Learners the opportunity to learn all academic content while they are concurrently learning English. CVUSD teachers provide all English Learners with differentiated instruction and access to the core curriculum by providing lessons using Integrated English Language Development. Integrated ELD and Designated ELD ensure every English Learner has a successful educational experience that leads to graduation from high school and preparation for college and career.
3. Provide each English Learner with the support they need to acquire a high level of English proficiency that leads to reclassification within 3-5 years.
4. Provide English Learner parents communication on the progress of their child multiple times per year through District English Language Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings as well as parent conferences. Staff will provide support and guide parents in developing at home support that improves each child's opportunity to learn and succeed. School sites will provide 1-2 parent education opportunities each school year. The Family Engagement Center will provide a specialized academy for parents of English Learners under the supervision of the CVUSD Coordinator for Parent and Family Engagement.
5. Develop an awareness of positive self-esteem, cultural sensitivity, biculturalism, bilingualism, and biliteracy, which encompasses the Multilingual Academy Pathways programs.

### **Goal**

All CVUSD English Learners will be provided a high-quality English Language Development program that leads to reclassification in a timely manner, graduation from high school, and successful preparation for college and career, as measured by CVUSD reclassification and graduation metrics identified in the CVUSD Local Control and Accountability Plan (LCAP).



# **CHAPTER 1:**

## **INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS**

**What you will find in this chapter:**

- Home Language Survey (HLS)
- AB 699 Procedures
- Initial ELPAC Testing
- Parent Notification
- Language Acquisition Program Options



### INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS

As noted in the California English Language Road Map (page 1), it is critical to affirm, welcome, and respond to a diverse range of English Learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, social skills, and competencies they require for college, career, and civic participation in a global, diverse, Multilingual world, thus ensuring a thriving future for California.

When we think about identifying ELs, it is critical to explicitly ensure that identification and services are based entirely on linguistics and students' language backgrounds, not their ethnicity. There are forty-two languages other than English spoken in our District with Spanish and Mandarin being the most common. As educators, we must take care to be conscious of and avoid implicit bias based on incorrect presumptions about language and culture, which undermine and neglect the rich backgrounds, skill sets, and linguistic aptitude that students bring to school.

CVUSD will identify EL students (grades TK-12) in need of language assistance services in a timely manner. The Home Language Survey (HLS) is a questionnaire given to parents or guardians at enrollment that helps the district identify which students are potential ELs, and who will require assessment of their English Language Proficiency (ELP).

Once students are identified as potential ELs, they will be assessed with the English Language Proficiency Assessments for California (ELPAC)—a valid and reliable assessment—to determine if they are indeed ELs. The ELPAC assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing).

CVUSD requires that those administering and scoring the ELPAC be properly trained. After the student completes the assessment, the Language Assessment Center (LAC) will make sure that parents or guardians receive the test results.



### INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS (continued)

As of 2023-24, CVUSD serviced 2,711 English Learners, which represents 10.2% of the school district's overall student population. The chart below shows the District's EL population as it compares to the county and state.

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
<u>Chino Valley Unified</u>	17,834	1,963	2,711	3,949	16	26,473
<u>San Bernardino County</u>	272,966	12,471	60,035	50,845	522	396,860
<u>State</u>	3,539,761	271,407	1,074,833	924,460	12,657	5,837,690

*Dataquest, 5/22/24*

The following pages describe the process that CVUSD uses to follow the federal obligations for identifying and annually assessing English Learners. While this information is important to know, CVUSD recognizes the importance of building relationships and valuing linguistical and cultural diversity brought by the students and families in our community.

#### Home Language Survey

During enrollment, parents will fill out a Home Language Survey (HLS) section on the District's Student Registration Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Parents receive as part of their annual notifications an explanation regarding the HLS purposes and uses. This information is also included in the online registration documents. Depending on response on the HLS, students may be given an assessment to measure their English language proficiency level. It is important to



### INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS (continued)

convey to parents that the HLS is not used to determine a student's language classification and/or immigration status.

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

The HLS consists of the following questions:

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

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

#### English Only (EO)

The student is classified as "English Only" if the answers to the first three questions on the HLS are "English" and the student's CUM and CALPADS documentation supports this.

#### To Be Determined (TBD)

If the answers to the first three questions on the HLS are a language other than English, the Language Assessment Center (LAC) will enter "To Be Determined" as the language fluency until the student's English proficiency is assessed.

#### English Learner (EL)

A student **may possibly** be classified as English Learner (EL) if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. The student's English proficiency shall be assessed to measure his/her current performance level in English and to identify the student's language acquisition status.



### INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS (continued)

When the parent/guardian brings in their enrollment documentation, the following additional indicators should also be noted and documented by school staff on the HLS to justify the need to give an English Language Proficiency Assessment.

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

If there is evidence of significant non-English exposure, then the student shall be administered the state English Language Proficiency Assessment of California (ELPAC). The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of this student. Teachers will include students who have been identified to take the initial ELPAC in their ELD lessons beginning on their first day of instruction until the student has been assessed. Students listed as TBD will receive DELD services pending Initial ELPAC results. If the student is identified with an IFEP score, the student will no longer continue in ELD.

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

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

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




### INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS (continued)

#### Home Language Survey and Equitable Services

As part of equitable services, private schools within the CVUSD areas that are accessing Title III funds must also administer the Home Language Survey. Based on the results of this survey, CVUSD will assess the language fluency of the private school students using: IDEA proficiency test (IPT), Language Assessment Scales (LAS), Woodcock-Munoz, or Bilingual Syntax Measure (BSM). The initial ELPAC is not an approved test currently to assess private school students.

#### Classification Correction of Errors

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

	Request to Change Home Language Survey (HLS) or English Language Acquisition Status (ELAS)	CVUSD
Date Initiated: _____ Initiated by: _____ Site/Teacher _____ Parent/Guardian _____ District _____		
Name of person initiating this request: _____		
Student Name: _____ Student ID#: _____		
School: _____ Grade Level: _____		
Teacher: _____ Primary Language: _____		
<b>Please check the criteria that applies to this change request:</b>		
<input type="checkbox"/> <b>Parent is requesting a change to the Home Language Survey and the Initial ELPAC was not completed.</b> This option cannot be selected if the student has been identified as an English learner (EL) and has been administered the Summative ELPAC/Summative Alternate ELPAC. The original signed HLS must be attached.		
<input type="checkbox"/> <b>The student is classified as English Only (EO) but the school has an indication that the pupil's primary or native language is not English, and the student is unable to perform ordinary classroom work in English.</b> The English Learner Student Questionnaire and *STEP/SST forms must be attached.		
<input type="checkbox"/> <b>The student was administered the Initial or Summative ELPAC, but they were not eligible to take the test.</b> The Initial or Summative ELPAC results must be attached.		
<input type="checkbox"/> <b>The student took the Initial ELPAC and is designated as an English Learner, but team should evaluate this prior to administration of the ELPAC Summative ELPAC.</b> The Initial ELPAC results and *STEP/SST forms must be attached.		
<small>*STEP/SST forms must include a review grades, classroom, data and recent ELA assessments (Smarter Balanced, Essential Standards Assessments, FAST, Writing Performance Test, Reading Inventory, PSAT, SAT, Etc.)</small>		
<b>Final Action</b>		
<input type="checkbox"/> Request is approved <input type="checkbox"/> Request is denied		
Action taken: _____		
LEA EL Coordinator Signature: _____ Date: _____		
<small>A copy of this document must be placed in the blue EL folder in the CUM.</small>		

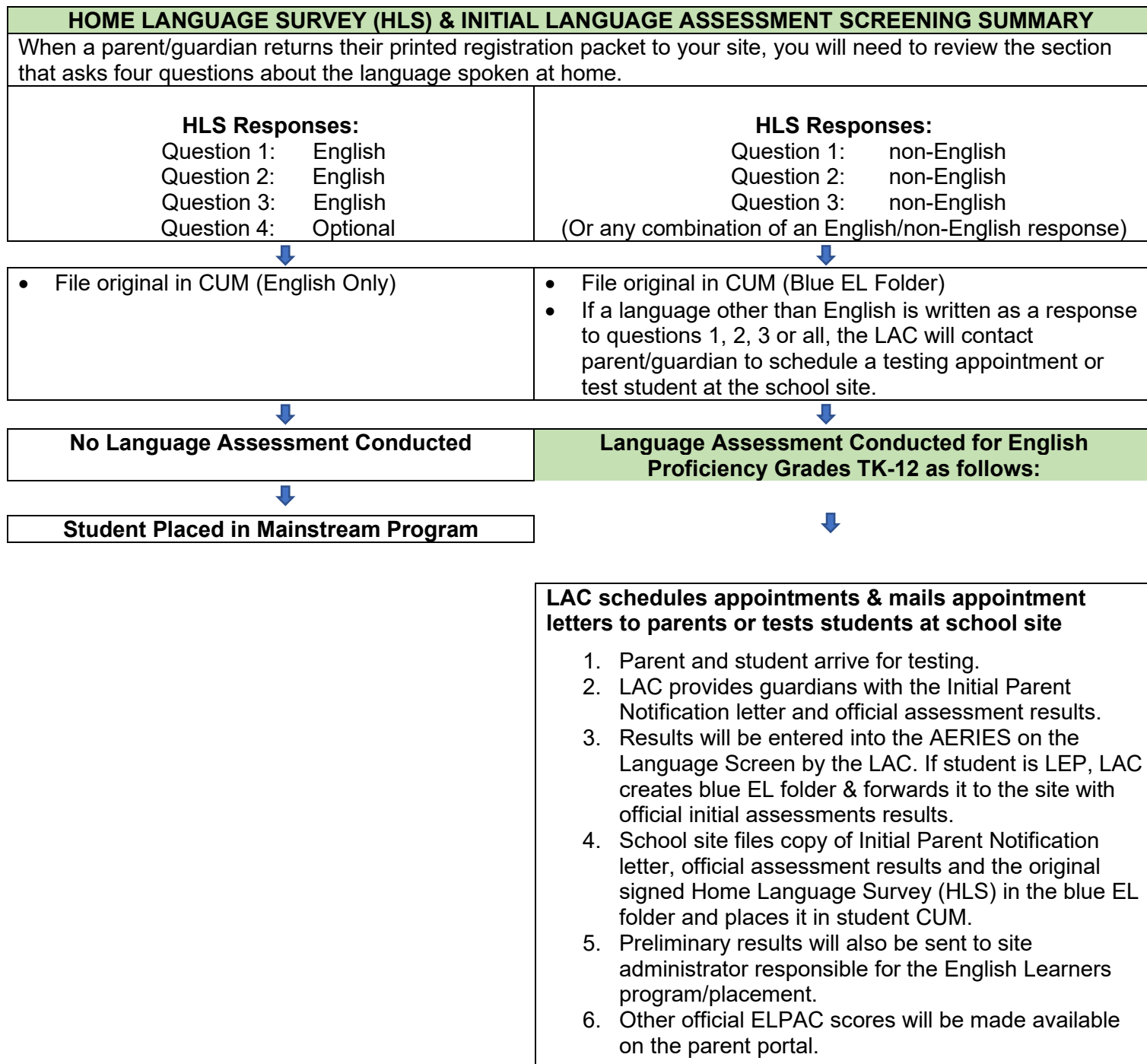


### **INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS (continued)**

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



### Flow Chart for Home Language Survey and Initial Language Assessment (Online Registration)





### HOME LANGUAGE SURVEY-ONLINE REGISTRATION PROCEDURES

The following pertains to students in grades TK-12<sup>th</sup> that are new to public schools in California:

When a parent/guardian returns their printed registration packet to your site, please review the Home Language Survey (HLS) form with them to make sure they understood the 4 questions. Inform them that the HLS becomes a legal document and no corrections can be made after the administration of the Summative ELPAC. Please have the parent sign and date the registration packet.

- **Person enrolling student will ask parent/guardian: “Will this be your student’s first-time attending a public school in California?”**
  - If “yes,” verify that the four questions were correctly answered on the form and in Aeries.
    - Which language did your child learn when he/she first began to talk?
    - What language does your child most frequently speak at home?
    - What language do you (the parents or guardians) most frequently use when speaking with your child?
    - Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
  - If it is not the student’s first time in a public school in California, the form should not be completed by parents. Site staff will ask parent to mark “X” over their responses then sign and date the form. Site staff will delete the entries on the “Home Language Survey” screen in Aeries found on the Language Assessment page (see screenshot below) and add the languages from the original HLS.
  - The original HLS must be signed and filed in the student’s cumulative file.
  - The first completed HLS supersedes all others. LAC may ask site to make corrections in Aeries as student information is made available.

Home Language Survey					
First	at Home	Primary	by Adults	Survey Completed Date	Source
01- Spanish	01- Spanish	01- Spanish	00- English	01/27/2024	OE

Please feel free to contact the Language Assessment Center (LAC) with any questions/clarification at Ext. 1380/1384. Thank you.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### PROCEDURES FOR AVOIDING DUPLICATION OF HLS

#### Correspondence Language

The online registration for students new to the district does not include the question formerly found on the paper copy of the HLS: “Would you like to have school correspondence sent home to you in Spanish?” Therefore, if a parent/guardian listed Spanish on the HLS, then please ask parents/guardians this question when they return their online enrollment confirmation. If the response is “yes,” enter this under “CorrLng” in the Aeries demographics page. Leave English as the default if the response is “no”

Only schools that meet the 15% language requirement for Mandarin and are eligible for a bilingual Mandarin clerk will also ask: “Would you like to have school correspondence sent home to you in Mandarin?” If the response is “yes,” enter the language preference under “CorrLng” in the Aeries demographics page. Leave English as the default if the response is “no.”

Staff must ensure meaningful communication with parents that have limited English proficiency. Schools must provide translation or interpretation from appropriate and competent individuals at IEP meetings, conferences, and disciplinary proceedings. Schools may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents limited English proficiency. Language assistance must be provided at no cost to the parents.

Prog	Att Prg 1	Att Prg 2	US School Age 3 & Up	US School K-12	Dist Enter Dt	Schl Enter Dt	Schl Leave Dt	9th Grade Entry Year	Cohort																										
Regular Program				9/1/2010	10/2/2018	8/12/2019		2019-2020	2022-2023																										
Counselor	Locker	Records Release				SM	DM	Family Key																											
973 - Jensen-Ward		(X&P) Directory Info & P/G Media DNR (C)				9	8	No Family Key Assigned																											
Ethnicity	Race	CorrLng	RptgLng	LangFlu	Birth City	State	Country	SNOR US (Schl < 3 yrs)																											
Y	White	English	Spanish	LEP (L)	Arcadia	CA	US																												
OptOut	User2	User3	User4	SpecEd	Rsrved	GATE	User8	User9	User10	User11	User12	User13	Message																						
			V										G																						
Next Schl		Next Grd		Repeat Grd		Next Tchr		Sched Grp		High School Physical Fitness																									
Don Antonio Lugo High (102)		10		No		Unassigned (0)		No Group		Not Tested/Undetermined																									
		Next Prg		Next Prg 1		Next Prg 2																													
		Regular Program																																	
Next ResSchl		Next IntDist		Next TransDist																															
Don Antonio Lugo High School (102)																																			
Change																																			
Reports Take Student Picture Update Student Picture Quick Print																																			



# Master Plan for Multilingual Programs

## English Learners Master Plan

### AB 699 Procedures (Chapter 493, Statutes of 2018)

#### **All new enrollees must complete Form AB 699 (Not just English Learners)**

- After enrollment is completed, the parent is provided with the AB 699 Student Survey Form
- Site checks all copies are legible and complete
- Site enters the following on the language assessment screen under important dates for students in TK-12<sup>th</sup> grades:

#### ➤ U.S. Entry

#### ➤ U.S. School K-12

The Student Initial US School Enrollment Date must be greater than 4 years from the Student Birth Date

#### ➤ CA School

- Site enters the following on the demographics screen:
  - Birth City, State, and Country
- Site files form in the CUM.



### AB699 Student Survey

Registered at: \_\_\_\_\_ (School) for the: \_\_\_\_\_ (School Year)

Welcome to Chino Valley Unified School District (CVUSD). You have successfully completed the registration/enrollment process.

The California Department of Education recognizes that school districts will collect and provide information related to a student's national origin. In compliance with Assembly Bill (AB) 699, CVUSD to the fullest extent possible, and consistent with federal and state law, ensures that our public schools remain safe and accessible to all California residents, regardless of immigration status.

Student Name: \_\_\_\_\_ Date of Birth (D.O.B.) \_\_\_\_\_

Initial United States (U.S.) entry date:  
(if born outside of U.S.) \_\_\_\_\_

Birth City: \_\_\_\_\_ Birth State: \_\_\_\_\_

Birth Country: \_\_\_\_\_

Name of first U.S. public school student attended \_\_\_\_\_

City \_\_\_\_\_ From Month/Year: \_\_\_\_\_ To Month/Year: \_\_\_\_\_

Name of first California public school student attended: \_\_\_\_\_

City \_\_\_\_\_ From Month/Year: \_\_\_\_\_ To Month/Year: \_\_\_\_\_

Name of last school student attended in the U.S. \_\_\_\_\_

City \_\_\_\_\_ From Month/Year: \_\_\_\_\_ To Month/Year: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you, and welcome to Chino Valley Unified School District!



# Master Plan for Multilingual Programs

## English Learners Master Plan

### ENTERING DATES IN LANGUAGE ASSESSMENT SCREEN

Do not change Reporting Language to EO for LEP, RFEP or IFEP students

Do not change Language Fluency

Reporting Language: 02 | Vietnamese ▼ Language Fluency: L | LEP ▼

General

State Test

Test History

Other

Waivers

Dual Language Immersion

Tests	Date	Name	Overall		OralLng		WrittenLng		Listen		Speak		Read		Write		Language Designation
			Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	
English:			0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Spanish:		-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other:	3/16/2021	ELPAC-	3	1486	3	1467	3	1504	0	0	0	0	0	0	0	0	OD-

Home Language Survey

Initial ELPAC Result

ELPAC Electronic Test Results

First	at Home	Primary	by Adults	Survey Completed Date	Initial Date	Initial Fluency
00- English	00- English	03- Chinese - Cantonese	02- Vietnamese			

First time in US/CA public school (K-12)

Important Dates

US Entry

US School Age 3 & Up

US School K-12

CA School

District Entry

School Entry

3/10/2020		8/12/2019	8/12/2019	08/23/2021	08/23/2021
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English Learner Program



# Master Plan for Multilingual Programs

## English Learners Master Plan

### ENTERING BIRTHPLACE IN DEMOGRAPHICS

Search students...

Pages Reports Favorites

Filter Pages...

Home

Communications

Student Data

Profile

Demographics

Supplemental

Contacts

Attendance

Attendance Enrollment

Enrollment History

Attendance History

Grades

Test Scores

Medical

Scheduling

Programs

Other

Multi Student Search

Reports

Attendance Accounting

Grade Reporting

Standards Based Grades

Student ID	Last Name	First Name	Middle Name	Suffix	Gender	Grd	Age	Birthdate

Stu#	Last Alias	First Alias	Middle Alias	Birth Year	Status

Birth Certificate (?) Active

Student Data 1 Student Data 2

Residence and Mailing Address Address Status

Change Address Address Verified Valid - 11/13/2020

Grid Code	Resch	InClas	ResClas	InClas Exp Dt	Name Add Ver
02500	Alicia Cortez Elementary School (308)				

Parent/Guardian	Telephone	Ext	Student Contact Info
Name:			
Ed Lst:			
Email:			

Prog	Alt Prog 1	Alt Prog 2	US School Age 3-5 Yrs	US School 6-12	Dat Enter Dt	Sch Enter Dt	Sch Leave Dt
Regular Program	Distance Learning (D)			8/25/2024	5/6/2024	5/6/2024	

Teacher

Records Release

Family Key

Ethnicity	Race	Contng	Spkng	LangFu	Birth Cty	State	Country	US Sch < 3 yrs
Y	White		Spanish	LEP (L)	Pomona	CA	US	

OpnClas	User1	User3	User4	SpedId	Remed	GATE	User5	User6	User10	User11	User12	User13	Message

Next Sch	Next Grd	Next Tch	Schd Grp
	7	Unassigned (U)	No Group

Elementary School Physical Fitness

Not Tested/Undetermined

Next Grid Code	Next Prog	Next Prog 1	Next Prog 2
	Regular Program	Distance Learning (D)	

Next Resch	Next InClas	Next ResClas

**DO NOT CHANGE "REPORTING LANGUAGE IF STUDENT IS IFEP, RFEP or LEP"**



### TRANSFER STUDENTS FROM OTHER DISTRICTS

When English Learner students enroll in your school from other districts, these students have already been identified as English Learners. These students will have previous Initial ELPAC scores and possibly Summative ELPAC scores if they have been in the EL program long enough. The LAC team will email you their ELPAC scores as soon as they are available to assist you with their placement.

# MEMORANDUM



## Language Assessment Center (LAC)

**DATE:**

**TO:** \_\_\_\_\_, Assistant Principal (EL Coordinator)

**FROM:** \_\_\_\_\_, Language Assessment Center (LAC)

**SUBJECT:** Previous ELPAC Scores

Hello,

You have a student that recently enrolled at your school. The English Language Acquisition Status (ELAS) for the student is checked below.

\_\_\_ LEP (Limited English Proficient): Student is eligible for English Learner services.

\_\_\_ I-FEP (Initially Fluent English Proficient): Student is not eligible for English learner services.

\_\_\_ R-FEP (Reclassified Fluent English Proficient): Student exited the English learners program.

The most recent Initial and/or Summative ELPAC scores are attached. If they are not attached, they have been requested from the previous district and will be made available upon receipt. Please contact the [LAC@chino.k12.ca.us](mailto:LAC@chino.k12.ca.us) for any questions. Thank you.

### RETURNING STUDENTS

Sites will not receive any notifications about returning English Learner students as their information can be found in Aeries.



### PROGRAM OPTIONS

Once a language other than English is noted on a student's initial Home Language Survey (HLS), state and federal laws require a district to assess a student's proficiency level in English. Parents are notified of the results within 30 days of enrollment.

#### 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 English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii], [v]); *EC* Section 306[c]).

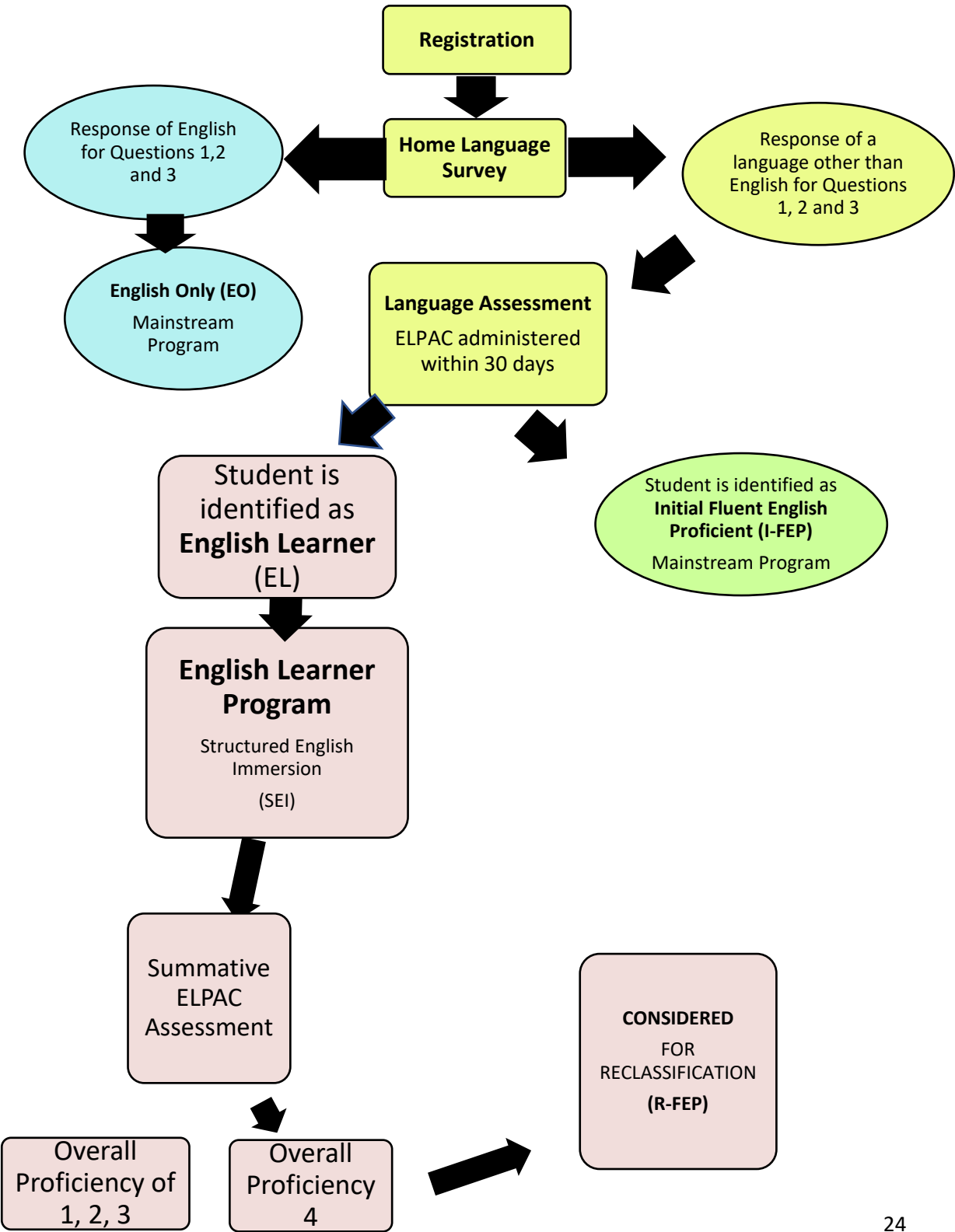
#### Language Acquisition Programs Offered

CVUSD offers a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). **SEI** is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. Students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Students with Disabilities (SWD) will be placed according to their Individualized Education Plan (IEP).

CVUSD also offers **Dual-Language Immersion (DLI) Program** which is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and continues to sixth grade. The program is offered in Mandarin at Hidden Trails Elementary School for students entering kindergarten, first grade and second grade. It is also offered in Spanish at Anna Borba Elementary School for students entering kindergarten and first grade.



ENGLISH LEARNER PLACEMENT CHART





### DUAL-LANGUAGE IMMERSION (DLI) PROGRAM

**Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and continues to sixth grade. This program is offered in Mandarin at Hidden Trails Elementary School and in Spanish at Anna Borba Elementary School. Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). They may also reach out to Dr. Todd Finkbiner in the Access and Equity office at 909-628-1202 ext. 1330.

These programs are designed to support EL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. CVUSD is engaged in the multi-year process of fully building out our Dual Language program. The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, EOs, and IFEP/bilingual students. This model is open to students of all language backgrounds, however, students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in a collaboration that values both languages equally. The Dual Language Two-Way Immersion Models offered in CVUSD are:

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



### FEATURES OF DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

#### Program Features of Dual Language Two-Way Immersion Program


Students Served and Exit Criteria
<p>1. ELs of any proficiency level, including newcomers and students with disabilities, as long as they have proficiency in the target language, currently Mandarin and Spanish. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary in order for the Dual Language program to be successful.</p> <p>2. After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language which will be assessed at the school site.</p> <p>3. Since Dual Language is being built out to a full K-12 education program, there is no “exit” apart from graduation. In the event that a family chooses to discontinue their child’s participation in the Dual Language instructional program, parents shall be informed of the negative effects of changing language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the ELAP instructional program.</p> <p>4. Each class has ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent).</p>
Program Components
<p>In addition to the Program Components bullets from the ELAP instructional program above, the Dual Language Two-Way Immersion Model should include these features:</p> <ol style="list-style-type: none"><li>1. Clearly articulated K-12 Dual Language Pathway</li><li>2. BOTH Designated ELD and Integrated Spanish/Mandarin Language Development (SLD) for all students</li><li>3. Daily focused language study for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated SLD</li><li>4. Purposeful and strategic separation of languages during the instructional day</li></ol>

If a school does not currently offer a Dual Language Immersion Program but the parents/guardians of 30 or more students at the school, or 20 or more students at the same grade level, request the establishment of such a program, the District shall determine whether it is possible to offer such a program in accordance with 5 CCR 11311.



INITIAL PARENT NOTIFICATION LETTER- Page 1

Once a student is assessed with the Initial ELPAC, CVUSD must inform parents/guardians of the student’s results. The next pages include a sample of the initial parent letter that is mailed out. Test results are also sent to the school site administrators that oversee the EL program to assist with the appropriate placement of students.



**Chino Valley Unified School District**  
Office of Assessment and Instructional Technology

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13461 Ramona Avenue · Chino, California 91710 · (909) 628-1201 ext.1380

**INITIAL PARENT NOTIFICATION LETTER**  
Federal Title I or Title III and State Requirements

Date: July 2024

To the Parent(s)/Guardian(s) of:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child’s Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i][vi]).

**English Language Proficiency Assessments for California (ELPAC) Results**  
(20 U.S.C Section 6312[e][3][A][ii])

Please see the attached Student Score Reports (SSR) for the selected ELPAC assessment.

☐ Student Initial ELPAC

☐ Student Initial Alternate ELPAC - Per Individualized Education Program (IEP)

Based on results of the English language proficiency assessment, your child has been identified as an Choose an item. student.

If your child is participating in an Individualized Education Program (IEP), a description of how your child’s program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

**Exit (Reclassification) Criteria**  
(20 U.S.C. Section 6312[e][3][A][vi])

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

Required Criteria (EC Section 313[f])	Chino Valley Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Academic Grades
Parental Opinion and Consultation	Parental Opinion and Consultation
Comparison of Performance in Basic Skills	Smarter Balanced English Language Arts Level 3 and higher or other district measures

Revised 5-15-2024



### INITIAL PARENT NOTIFICATION LETTER- Page 2

#### Graduation Rate for English Learners

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

CVUSD expects all students to graduate. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Data Quest web page at <https://dq.cde.ca.gov/dataquest/>.

#### 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 English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii], [v]); EC Section 306[c]).

#### Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]).

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

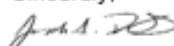
**Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and continues to sixth grade. The program is offered in Mandarin at Hidden Trails Elementary School for students entering kindergarten, first grade, and second grade. It is also offered in Spanish at Anna Borba Elementary School for students entering kindergarten and first grade.

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 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Dr. Todd Finkbiner, Director of Access & Equity at (909) 628-1201, Ext. 1337 to ask about the process.

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

Sincerely,



Joseph Duarte


Director of Assessment and Instructional Technology

Revised 5-15-2024



### ANNUAL PARENT NOTIFICATION LETTER – PAGE 1

CVUSD is required to notify parents annually if their student continues to be eligible for English learner services. This parent notification letter is sent out at the start of each school year within the first 30 days of enrollment. A sample of the letter is below and on the next page.

  
**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT  
5130 Riverside Drive • Chino, CA 91710 • 909.628.1201 • www.chino.k12.ca.us  
Student Achievement • Safe Schools • Positive School Climate • Humility • Civility • Service

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BOARD OF EDUCATION: Donald L. Bridge • Andrew Cruz • Jonathan Monroe • James Na • Sonja Shaw • SUPERINTENDENT: Norm Enfield, Ed.D.

**Annual Parent Notification Letter for English Learners**

**To the Parents/Guardian of:**

**September 1, 2024**  
**Perm ID #:**  
**Language:**  
**School:**  
**Grade:** **IEP:**

**Dear Parent(s) or Guardian(s):** Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

**English Language Proficiency Assessments for California (ELPAC) Results**  
(20 U.S.C. Section 6312[e][3][A][iii])

Composite Domains	Scale Score	ELPAC Performance Level	
Overall			
Oral Language			
Written Language			
<b>Domain</b>	<b>ELPAC Performance Level</b>	<b>Domain</b>	<b>ELPAC Performance Level</b>
Listening		Reading	
Speaking		Writing	

If the information box is blank, the data was not available to Chino Valley Unified School District at the time this letter was printed. Student Score Reports can be accessed electronically through the parent portal on our student information system.

If your child is participating in an Individualized Education Program (IEP), a description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6312 [e][3][A][vii]).

**Exit (Reclassification) Criteria**  
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Chino Valley Unified School District's exit (reclassification) criteria are listed below.

Required Criteria ( <i>EC</i> Section 313[f])	Chino Valley Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	<i>Academic Grades</i>
Parental Opinion and Consultation	<i>Parental Opinion and Consultation</i>
Comparison of Performance in Basic Skills	<i>Smarter Balanced English Language Arts Level 3 and higher or other district measures</i>



### ANNUAL PARENT NOTIFICATION LETTER – PAGE 2

#### Academic Achievement Results

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

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures
English Language Arts	
Mathematics	

#### Long-Term English Learner (LTEL)/At Risk of Becoming a Long-Term English Learner (ARLTEL)

California Education Code 313.2 requires local educational agencies to annually notify parents if their child is identified as a Long-Term English Learner (LTEL) or At Risk of Becoming a Long-Term English Learner (ARLTEL).

Your student is identified as:

**Long-Term English Learner (LTEL):** An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1. In Chino Valley Unified School District (CVUSD), your child is identified LTEL using only criteria (2) – has been enrolled in a U.S. school for six years or more.

**English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"):** An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1. In Chino Valley Unified School District (CVUSD), your child is identified ARLTEL using only criteria (2) – has been enrolled in a U.S. school for four or five years.

The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners will include explicit direct instruction in language development in all four domains (listening & speaking, reading & writing). The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards will be through implementation of Response to Intervention (RTI) that will target individual student needs and will include progress monitoring and evaluation of intervention.

#### Graduation Rate for English Learners

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

CVUSD expects all students to graduate. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Data Quest web page at <https://dq.cde.ca.gov/dataquest/>.

#### 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 English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii], [iv]; EC Section 306[c]).



### ANNUAL PARENT NOTIFICATION LETTER – PAGE 3

#### Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]). **SEI** is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

**Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. The program is offered in Mandarin at Hidden Trails Elementary School for students entering kindergarten, first grade and second grade. It is also offered in Spanish at Anna Borba Elementary School for students entering kindergarten and first grade.

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

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

This information is being provided in accordance with state and federal regulations. No action is required on your part at this time. However, if you have any questions regarding this letter, please contact your child's school.

Sincerely,

*T. A. Finkbiner*

Todd Finkbiner, Ed.D.  
Director of Access & Equity



### **PARENT/GUARDIAN OPT-OUT OF EL PROGRAMS (adapted from CDE's EL Toolkit)**

Any parent/guardian whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt his or her child out of the EL programs or particular EL services being offered. CVUSD staff may not recommend that a parent opt a child out of EL programs or services for any reason.

CVUSD staff must provide guidance in a language parents/guardians can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent's decision to opt out is knowing and voluntary. CVUSD is required to retain appropriate documentation to demonstrate that a parent knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL services does not affect a student's ability to participate in any other programs or services, such as special education services.

If a parent decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program.

High schools shall ensure that parents do not opt their children out of any EL program or services based on schedule conflicts with other programs. The district is dedicated to providing the necessary 0.2 FTE positions to ensure that there are enough EL sections at each school to service the number of EL students. Likewise, if parents have concerns about the quality of the EL program this should be addressed separately from the Opt-out process.

#### **Progress Monitoring**

CVUSD staff must continue to monitor periodically the opted-out student's academic progress. This should include a combination of performance data, such as information on assessment results, grades, courses taken, observations, attendance, and academic meeting notes, along with possible comparisons to other EL students of similar ELP levels. Appropriate personnel should analyze this information throughout the year and make recommendations based on the student's current ELP level and ability to perform at grade level. If a school finds that a student is struggling, it should take appropriate steps to assist the student. These steps may include, but are not limited to, further assessing the student's ELP; notifying the student's parent about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering



### **PARENT/GUARDIAN OPT-OUT OF EL PROGRAMS (adapted from CDE's EL Toolkit) (continued)**

professional development in second language acquisition to the student's core curriculum teachers. ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed a minimum of once per year until they exit EL status. After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least four years, just as it would an EL who has received EL programs and services.

The site based EL Roster process shall analyze this information at specifically targeted points throughout the school year (September & January) and be able to make recommendations based on the student's current EL proficiency level and their ability to perform at grade level. If the EL Roster finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student.

#### **English Language Proficiency Assessments of California**

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the Reclassification Process. Students are required to take the Summative ELPAC annually. The parent has a right to discuss designated supports that may be available to the student that are embedded within the ELPAC.

#### **Integrated ELD Services**

Because teachers are authorized to provide integrated ELD services throughout the school day in all subject areas, the EL students will still be provided language support. The teachers will be provided with annual professional development on the use of IELD within the grade level/department courses. Instructional coaches are available to support teachers with using strategies with EL students throughout the day. New teachers will be provided with ELD training to support all EL students across the core subject areas.

#### **Parents Rights**

Any parent whose child is receiving or is eligible to receive programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. School or district personnel may not recommend a parent opt a child out of EL programs or services. Parents are reminded of these rights annually in the EL Annual Notification Letter.



### **PARENT/GUARDIAN OPT-OUT OF EL PROGRAMS (adapted from CDE's EL Toolkit) (continued)**

#### **Process for Opting Out of EL Services**

The following procedures are designed to ensure that parents do not opt their children out of any EL programs or services based on inadequate information about the EL programs and services provided by the school. Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program.

If the parent chooses to opt the student out of EL services, a meeting must be held with the site administration and the parent. This process will also allow parents to ask questions about their child's EL status. The site administrator shall utilize the provided agenda during this meeting to discuss the parent's reasons for wanting to opt-out of services and to discuss the benefits of the student remaining in EL programs. The administrator will complete the online Request for Opting Out of EL Services form, and upon completion will receive a link to the Notification to Opt a Child Out of EL Programs or Particular EL Services Form, which shall be signed by the parent and school administrator. However, it is important to note that any student whose parent opts the student out of the ELD program and related services still retains their English Learner status. CVUSD is still obligated to take affirmative steps and appropriate actions required by Civil Rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. CVUSD shall then continuously monitor the opted-out student's academic progress regularly. A copy of the signed form opting the students out of EL services is to be filed in the blue EL Folder in the CUM and a copy shall be sent to the LAC on the same day that the parent signs. This opt-out is only for the current school year. Parents will need to request this Opt-Out annually.

This opt-out is also documented in Aeries by the LAC staff. This is noted on the Special Programs page in Aeries and the student is coded with the LIP 307 tag along with the date that the form was signed.



### **PARENT/GUARDIAN OPT-OUT OF EL PROGRAMS (adapted from CDE's EL Toolkit) (continued)**

#### **Program Maintenance**

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

- The District shall inform parents of their student's EL status and their right to opt their student out of EL services and programs.
- Parents shall be informed about EL services and provided information regarding EL status, EL programs, and services on an annual basis.
- Schools shall ensure that parents do not opt their students out of EL programs due to scheduling conflicts with other programs (e.g., Special Education) or insufficient offerings.
- Schools shall provide parents with surveys annually regarding the quality of EL programs and services in an effort to continually improve programs and services.
- The district and schools shall provide information in the parents' home language.
- The school shall use the EL Roster to assist in monitoring opted out EL students.
- The teacher shall use a parent conference or STEP/SST process to review grades lower than a C or two on report cards and academic challenges of opted out ELs and to revisit the parents' decision to opt out of services, inviting them to reinstate services.
- District administration will monitor the reasons that parents are requesting to Opt-out of services throughout the year to address systemic issues and high opt-out rates.



### PARENT OPT-OUT OF EL PROGRAM PROCEDURES





### PARENT OPT-OUT OF EL PROGRAM FORM



**Chino Valley Unified School District**  
Access and Equity Office  
5130 Riverside Drive ~ Chino, CA 91710  
(909) 628-1201, Ext. 1330 ~ FAX: (909) 548-6001

#### NOTIFICATION TO OPT A STUDENT OUT OF EL PROGRAMS OR PARTICULAR EL SERVICES

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_

School Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Dear Parent/Guardian,

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

If you still wish to opt your child out of the EL program or particular EL services, please sign and date the form below. Doing so will indicate that you fully understand and agree with each statement. We will keep this document on file stating that you have declined or do not want these indicated EL services for your student. This document is valid for this current school year only.

**Please complete the information below:**

- I am aware of my student's English language assessment score and other information about my student's current academic progress and understand why he/she was recommended for additional English language instruction.
- I am familiar with the EL programs and services the school has available for my student and had the opportunity to discuss these programs and services with the school.
- I understand that the school believes its recommendation is the most academically beneficial for my student.
- I understand that my student will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner and therefore meets the reclassification criteria.
- I acknowledge that by opting out of EL programs, this may have an impact on my student's ability to:
  1. Understand the teacher and comprehend the textbooks
  2. Understand and successfully complete class work/homework assignments
  3. Complete grade level reading/writing assignments
  4. Pass quizzes/exams
  5. Pass examinations for graduation
  6. Maintain a successful GPA for school activities and college entrance requirements
  7. Maintain a positive self-image in courses without supports for students who are not yet proficient in academic English

Provide a description of what you are declining:

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Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrative Signature \_\_\_\_\_ Date \_\_\_\_\_

*Provide copies to the parent/guardian and LAC the same day as signed. File original in the blue EL folder.  
A&E Opt Out Form Revised 6.6.24*



### Administrator Agenda

- I. Introductions
  - A. Include student in meeting, if appropriate
  - B. Offer translator, if needed
- II. Purpose of the Meeting
  - A. To discuss parent's/guardian's request to opt out of EL services. The goal is to make sure parent/guardian fully understands what the opt out entails prior to signing an opt out form
  - B. The school team is responsible for providing Integrated ELD to all English learners that have a signed opt out form. The status of EL students on opt out must be monitored. EL services should be offered again to parent/guardians of students that have a signed opt out form if they are not making adequate progress. This must be documented in Aeries.
- III. Discuss parent's reason for requesting opt out
  - A. Make sure parent/guardian request is voluntary and that they were not asked to sign an opt out form by school personnel
  - B. Make sure the request was not made due to scheduling conflicts
- IV. Benefits of ELD
  - A. Site administrator explains the district's Structured English Immersion (SEI) or Dual Language Immersion (DLI) programs and other supports for English learners provided by the site.
  - B. If student has an IEP, discuss how EL services are provided. Inform parent(s) that the IEP does not supersede EL services and that the student has access to both.
- V. Assessment Results
  - A. Review assessment results such as ELPAC, ELA SBAC, ELA ESA, Reading Inventory, WPT, FAST Bridge.
  - B. Discuss if student making progress on English language proficiency.
  - C. Discuss if the student can be successful without the support of EL services.
- VI. Grades
  - A. Review student's current grades or progress towards IEP goals if student has an IEP.



### Administrator Agenda (continued)

- VII. Reclassification
  - A. Provide and explain reclassification criteria with parent/guardian.
- VIII. Opt Out Logistics
  - A. Make sure parent understands the following:
    - 1. Student is EL until reclassified.
    - 2. Student must take the Summative ELPAC annually until reclassified.
    - 3. Parent can rescind opt out at any time.

### Parent Agenda

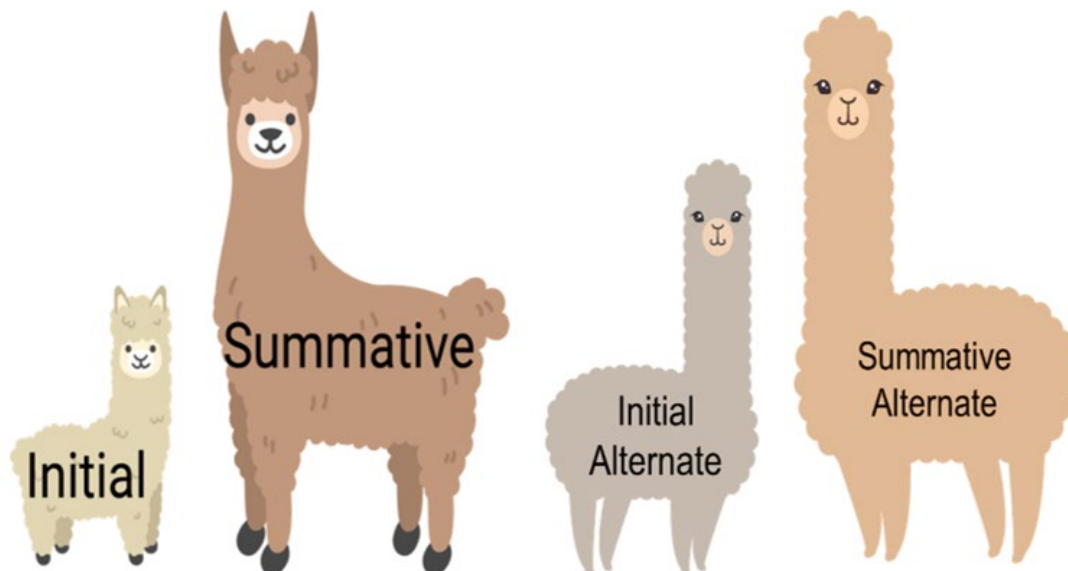
- I. Introductions
- II. Purpose of the Meeting
- III. Discuss parent's reason for requesting opt out
- IV. Benefits of ELD
- V. Assessment Results
- VI. Grades
- VII. Reclassification
- VIII. Opt Out Logistics



### ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is a language other than English. The ELPAC is administered to eligible students in transitional kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of four separate ELP assessments. The ELPAC is comprised of the following assessments and is computer-based:

1. Initial ELPAC—an initial identification of students as English learners (ELs)
2. Summative ELPAC—an annual summative assessment to measure an ELs progress in learning English and to identify the student's English language proficiency level
3. Initial Alternate ELPAC—an initial identification of students with the most significant cognitive disabilities as English learners (ELs)
4. Summative Alternate ELPAC—an annual summative assessment to measure the progress of EL students with the most cognitive disabilities in learning English and to identify the student's English language proficiency level





### QUICK GUIDE TO THE INITIAL AND SUMMATIVE ELPAC

#### A PARENT GUIDE TO UNDERSTANDING The Initial English Language Proficiency Assessments for California (ELPAC)

We know that your child brings many strengths with them to school, and also may need extra support in the classroom.

**Who takes this test?**

When you registered your child for school, you listed a language other than English. Your child will take the Initial ELPAC to determine if they need additional support in the classroom while learning English.

**Why do students take this test?**

The Initial ELPAC will help identify if your child needs help on their skills in listening, speaking, reading, and writing. Your teacher will talk to you about the areas where your child needs extra support.

**When do students take this test?**

Students are given the Initial ELPAC within 30 days of starting school. You will receive additional information from your child's school about the specific dates and times of testing.

**How do students take this test?**

This is an untimed test taken on a computer, but help is available if your child needs it. The test is given to students in which is given one-on-one. Students in kindergarten through grade 2 take the whole test, although writing may be administered in small groups.

**What resources are available?**

Your child will have access to resources they need when taking the test, like a highlighter, notepad, or scratch paper. These resources help students access the test and do not affect their scores in any way. You can talk to your child's teacher about other available resources that may help your child.

**How can I help my child?**

- Remind your child that you and their teacher want them to try their best and that you are there to help them every step of the way.
- Visit the Starting Smarter website at <https://elpac.startingsmarter.org> to better understand Student Score Reports, review sample questions, and access resources to support your child's learning.

For more information about your child's scores, contact your child's teacher and/or the school office.

#### A PARENT GUIDE TO UNDERSTANDING The Summative English Language Proficiency Assessments for California (ELPAC)

We know that your child brings many strengths with them to school, and also may need extra support in the classroom.

**Who takes this test?**

Students identified as English learners will take the Summative ELPAC until they are reclassified as proficient in English.

**Why do students take this test?**

The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. This test will give you and your child's teacher information about where they may need extra support.

**When do students take this test?**

Students take the Summative ELPAC every spring until they are fluent in English and no longer need additional support. You will receive additional information from your child's school about the specific dates and times of testing.

**How do students take this test?**

For most students, the test is taken on a computer. For students in kindergarten through grade 2, the Writing part of the test is taken with paper and pencil format. Students take the Listening, Reading, and Writing parts of the test in small groups and the Speaking part of the test one-on-one with a test examiner. Students in kindergarten and grade 1 take the whole test one-on-one with a test examiner.

**What resources are available?**

Your child will have access to resources they need when taking the test, like a highlighter, notepad, or scratch paper. These resources will help your child access the test and do not affect their scores in any way. You can talk to your child's teacher about other available resources that may help your child.

**How can I help my child?**

- Remind your child that you and their teacher want them to try their best and that you are there to help them every step of the way.
- Visit the Starting Smarter website at <https://elpac.startingsmarter.org> to better understand Student Score Reports, review sample questions, and access resources to support your child's learning.
- Take a practice test with your child at <https://www.elpac.org/resources/online-practice-and-training-test/>.

For more information about your child's scores, contact your child's teacher and/or the school office.



### QUICK GUIDE TO THE ALTERNATE ELPAC

#### A PARENT GUIDE TO UNDERSTANDING The Alternate English Language Proficiency Assessments for California (Alternate ELPAC)

We know that students who are multi-lingual learners bring many assets with them to the classroom. We also know that sometimes these students need supports in the classroom so they can do well in English language arts, math, science, history, and other subject areas.

#### Who takes these tests?

Students who have the most significant cognitive disabilities and are, or might be, English learner students are eligible to take the Alternate ELPAC. The Initial Alternate ELPAC is given to students with a primary language other than English. The Summative Alternate ELPAC is given to all English learner students.



#### Why do students take these tests?

The Alternate ELPAC is the test we use to measure how well students understand English when it is not the language they speak at home. Students are tested on their receptive skills of reading and listening, and their expressive skills of writing and speaking, which will give information to your child's teacher about the areas where your child needs extra support.

#### When do students take these tests?

The Initial Alternate ELPAC is given to students only once, within 30 days of enrollment in a California school. If they are classified as an English learner student, the Summative Alternate ELPAC is given every spring until students are reclassified as proficient in English. You will receive additional information from your school about the specific dates and times of testing.

#### How do students take these tests?

These tests are untimed, taken on a computer, and are administered one-on-one with a test examiner who is familiar with the student and their needs. Your child may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to comprehend and express information.

#### What resources are available?

Your child will have access to resources they need when taking the test. In addition to those listed in their active individualized education program (IEP), students may use other instructional or physical resources. You can talk to your child's teacher about other available resources that may help your child.

#### How can I help my child?

- Remind your child that you and their teacher want them to try their best and that you are there to help them every step of the way.
- Visit the Starting Smarter website at <https://ca.startingsmarter.org> to better understand Student Score Reports, review sample questions, and access resources to support your child's learning.
- Take a practice test with your child at <https://www.elpac.org/resources/online-practice-and-training-test/>.


For more information about your child's scores, contact your child's teacher and/or the school office.



July 2022



INITIAL ELPAC SCORE REPORT



English Language Proficiency  
Assessments for California

Andover L. Massachusetts  
INITIAL ELPAC  
STUDENT SCORE REPORT 2023–24 | Kindergarten

Andover's Initial English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:  
ANDOVER L. MASSACHUSETTS  
123 MAIN ST  
YOUR CITY, CA 99999-1234

Student #: 9999992022  
Date of Birth: 03/02/2018  
Grade: Kindergarten  
Test Date: 06/14/2022  
School: California Elementary School  
LEA: California Unified  
CDS: 99999910000000

Andover's Overall Score and  
Performance Level

LEVEL  
2

Overall Score:  
400  
Overall Performance Level:  
Intermediate English  
Learner


What does my child's score mean?  
Andover recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Andover has **intermediate** English skills and needs some help using English in school. Andover 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.

What Is and Why Do We Administer the Initial ELPAC?  
This assessment is administered to students who speak a language other than English at home. The Initial ELPAC measures how much English a student knows and determines what support, if any, the student needs to succeed 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
- view a parent guide to understand the results


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




English Language Proficiency  
Assessments for California

Andover L. Massachusetts  
INITIAL ELPAC  
STUDENT SCORE REPORT 2023–24 | Kindergarten

Overall Performance Level  
Intermediate English Learner  
Overall Score: 400

 Oral Language  
Your child has **somewhat to moderately developed** listening and speaking skills.

 Written Language  
Your child has **somewhat to moderately developed** reading and writing skills.

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)  
Your child scored at this level.  
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.


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.ets.org/>.

Page 2 of 2



INITIAL ALTERNATE ELPAC SCORE REPORT



English Language Proficiency  
Assessments for California

Andover L. Massachusetts  
INITIAL ALTERNATE ELPAC  
STUDENT SCORE REPORT 2023–24 | Kindergarten

Andover's 2023–24 Initial Alternate ELPAC Score Report

FOR THE FAMILY OF:  
ANDOVER L. MASSACHUSETTS  
123 MAIN ST  
YOUR CITY, CA 99999-1234

Student #: 9999992022  
Date of Birth: 03/02/2018  
Grade: Kindergarten  
Test Date: 06/14/2022  
School: California Elementary School  
LEA: California Unified  
CDS: 99999910000000

Who Takes the Initial Alternate ELPAC?

The Initial Alternate ELPAC is given to students:

- who have a significant cognitive disability and whose individualized education program (IEP) team has decided that the student should take alternate assessments; and
- whose parent completed a home language survey which showed that English may not be the student's primary language.

Andover's Overall Score and Performance Level

LEVEL  
2

Overall Score:  
155  
Overall Performance Level:  
Intermediate English Learner

Performance Levels for Kindergarten

- Fluent English Proficient  
LEVEL 3 (160–199)
- Intermediate English Learner  
LEVEL 2 (144–159)
- Novice English Learner  
LEVEL 1 (101–143)

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

What Is and Why Do We Administer the Initial Alternate ELPAC?

This assessment identifies students who need help learning English. The Initial Alternate ELPAC determines the support a student needs to do well in school while receiving instruction in all school subjects. Because students who take this test may communicate in different ways, students may use preferred communication modes such as gesture, eye gaze, or an Augmentative and Alternative Communication (AAC) device to respond to receptive (listening and reading) and expressive (speaking and writing) test items.

ELPAC

English Language Proficiency  
Assessments for California

Andover L. Massachusetts  
INITIAL ALTERNATE ELPAC  
STUDENT SCORE REPORT 2023–24 | Kindergarten

Intermediate English LearnerOverall Score 155

What Students Can Do At Each Level

Fluent English Proficient—LEVEL 3 (160–199)

Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Intermediate English Learner—LEVEL 2 (144–159)

Students at this level can sometimes use English to communicate and learn in school. They may need frequent help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Novice English Learner—LEVEL 1 (101–143)

Students at this level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Your child scored at level 2.

The results of the Initial Alternate ELPAC indicate that **Andover will have to take the Summative Alternate ELPAC each spring until reclassified.** We encourage you to review the results of this test with your child's teacher and other members of your child's individualized education program team to determine next steps.

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, and
- view a parent guide to understanding the ELPAC.


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

Page 2 of 2

44



SUMMATIVE ELPAC SCORE REPORT



California Department of Education  
CALIFORNIA ELEMENTARY SCHOOL  
CALIFORNIA UNIFIED

SSID: 9999999906  
Test Date: 04/11/2024  
Grade: 6

FOR THE FAMILY OF:  
**FORT M. TEXAS**  
1234 MAIN STREET UNIT 1234  
YOUR CITY, CA 12345-1234

**Fort's Overall Summative ELPAC Score**

Level 3

Level 4

Level 3


Level 2

Level 1

1550

Fort has **moderately developed** English skills and can sometimes use English to learn new things in school and to interact in social situations. Fort may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

The score range for grade six is 1150–1900. A score of 1567 or higher is considered proficient in English for grade six.



For more information about these tests, including resources you can use to support your child's learning at home, visit <https://ELPAC.StartingSmarter.org/>.

Fort M. Texas


**What is the Summative ELPAC, and why is it administered?**

The Summative English Language Proficiency Assessments for California (ELPAC) is used to measure progress toward English proficiency. The Summative ELPAC measures how well students can listen, read, write, and speak in English. This information helps educators provide the resources they need to be successful.

**What do the scores mean?**

Students receive an overall score and performance level. There are four different performance levels. The overall score is a combination of the two performance areas (on the next page). Students who are English learners will continue to take ELPAC until reclassified. These results provide a measure of where students are excelling and where they can improve. Assessment results are only one measure and should be combined with other information to better understand student performance.

If you have any questions about the assessment or your child's results, you should contact your child's teacher for more information.



English Language Proficiency Assessments for California

# Grade 6

**Fort's Score History**

Students are expected to show improvement within the level or move to the next level each school year.

Grade	Grade 4	Grade 5	Grade 6
Score	1490	1500	1550
Level	Level 2	Level 2	Level 3

Level 4

Level 3



Level 2

Level 1

Fort's score increased from last year, enough to reach a higher level.

**Fort's Performance Areas**

Fort's overall score is 50 percent oral language (Listening and Speaking) and 50 percent written language (Reading and Writing) skills.



**Oral Language Score**

1150

1520

1900

Moderately Developed



Listening

Speaking

Beginning to Develop

Somewhat/Moderately

Well Developed



**Written Language Score**

1150

1580

1900

Moderately Developed

Reading

Writing

Beginning to Develop

Somewhat/Moderately


Well Developed

Fort M. Texas | 2023–24 Student Score Report

Page 2 of 2



SUMMATIVE ALTERNATE ELPAC SCORE REPORT – PAGE 1 and 2



California Department of Education  
CALIFORNIA ELEMENTARY SCHOOL  
CALIFORNIA UNIFIED

SSID: 9999999906  
Test Date: 04/11/2024  
Grade: 6

FOR THE FAMILY OF:  
**FORT M. TEXAS**  
1234 MAIN STREET UNIT 1234  
YOUR CITY, CA 12345-1234

English learner students in kindergarten through grade twelve (through age 21) will take the Summative Alternate ELPAC until reclassified as fluent English proficient.

Students may use their preferred communication modes—such as eye gaze, pointing, or gesture, among others—used in daily instruction to respond to receptive (listening and reading) and expressive (speaking and writing) test questions.

**What do the scores mean?**

Students receive an overall score and a performance level. There are three different performance levels.

Level 3: Fluent English Proficient

Level 2: Intermediate English Learner


Level 1: Novice English Learner

Assessment results are only one measure and should be combined with other information to better understand student performance.

**What is the Summative Alternate ELPAC, and why is it administered?**

The Summative Alternate English Language Proficiency Assessments for California (ELPAC) is used to measure English proficiency. The Summative Alternate ELPAC measures how well a student can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

Students whose individualized education program (IEP) team designates the use of an alternate assessment to measure learning take the Summative Alternate ELPAC.



For more information about these tests, including resources you can use to support your child's learning at home, visit <https://ELPAC.StartingSmarter.org/>.

Fort M. Texas

Page 1 of 2

English Language Proficiency Assessments for California

Grade 6

Summative Alternate ELPAC

Summative Alternate ELPAC Score

Proficient

Developing Proficiency

650

Fort can **sometimes** use English to communicate and learn in school. Fort may need frequent help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

For grade six is 601–699. A score of 660 or higher is considered fluent English proficient. Your child will take the Summative Alternate ELPAC until your child is fluent English proficient.

For questions about the assessment or your child's results, you may contact your child's members of your child's IEP team for more information.

**History**

Used to show improvement within the level or move to the next level each school year.

Grade	Grade 4	Grade 5	Grade 6
Score	520	540	650
Level	Level 1	Level 1	Level 2

Level 3

Level 2

Level 1

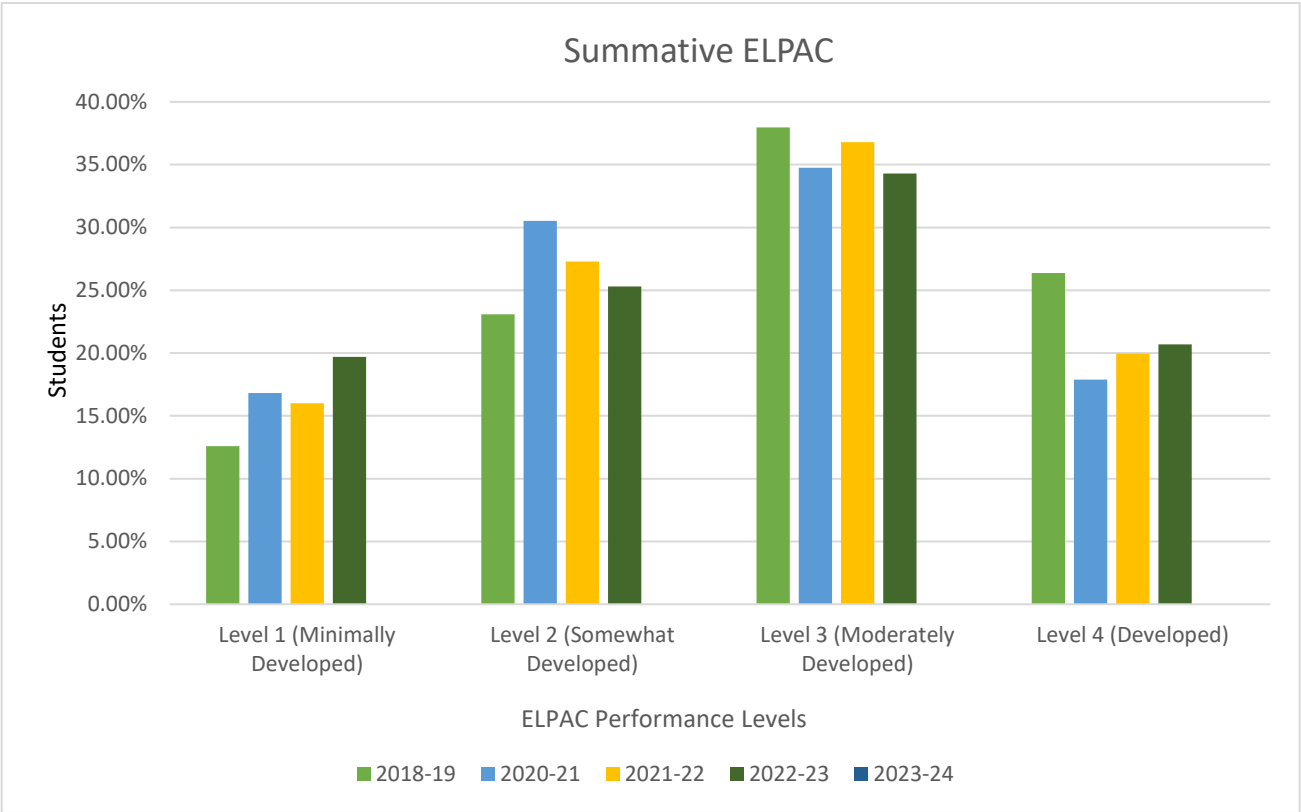
Fort M. Texas | 2023–24 Student Score Report

Page 2 of 2



SUMMATIVE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS  
FOR CALIFORNIA (ELPAC)

The chart below shows CVUSD’s overall Summative ELPAC scores for the last four school years (2018-19, 2020-2021 and 2021-22). The 2019-20 scores are not available due to cancellation of ELPAC testing during the COVID-19 pandemic.



In 2018, the scaled score ranges for the Summative ELPAC were changed. The following page shows the most recent scaled scores.



### SUMMATIVE ELPAC SCORE RANGES



#### Summative English Language Proficiency Assessments for California Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learner students in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

#### Summative ELPAC Overall Scale Score Ranges

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

Grade Level/Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1373	1374–1421	1422–1473	1474–1700
One	1150–1410	1411–1454	1455–1506	1507–1700
Two	1150–1423	1424–1470	1471–1531	1532–1700
Three	1150–1447	1448–1487	1488–1534	1535–1800
Four	1150–1458	1459–1498	1499–1548	1549–1800
Five	1150–1466	1467–1513	1514–1559	1560–1800
Six	1150–1474	1475–1516	1517–1566	1567–1900
Seven	1150–1480	1481–1526	1527–1575	1576–1900
Eight	1150–1485	1486–1533	1534–1589	1590–1900
Nine and ten	1150–1492	1493–1544	1545–1605	1606–1950
Eleven and twelve	1150–1499	1500–1554	1555–1614	1615–1950

**In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.**

**In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.**

<https://www.cde.ca.gov/ta/tg/ep/documents/summativescalescores.pdf>



# **CHAPTER 2:**

# **LANGUAGE ACQUISITION PROGRAM**

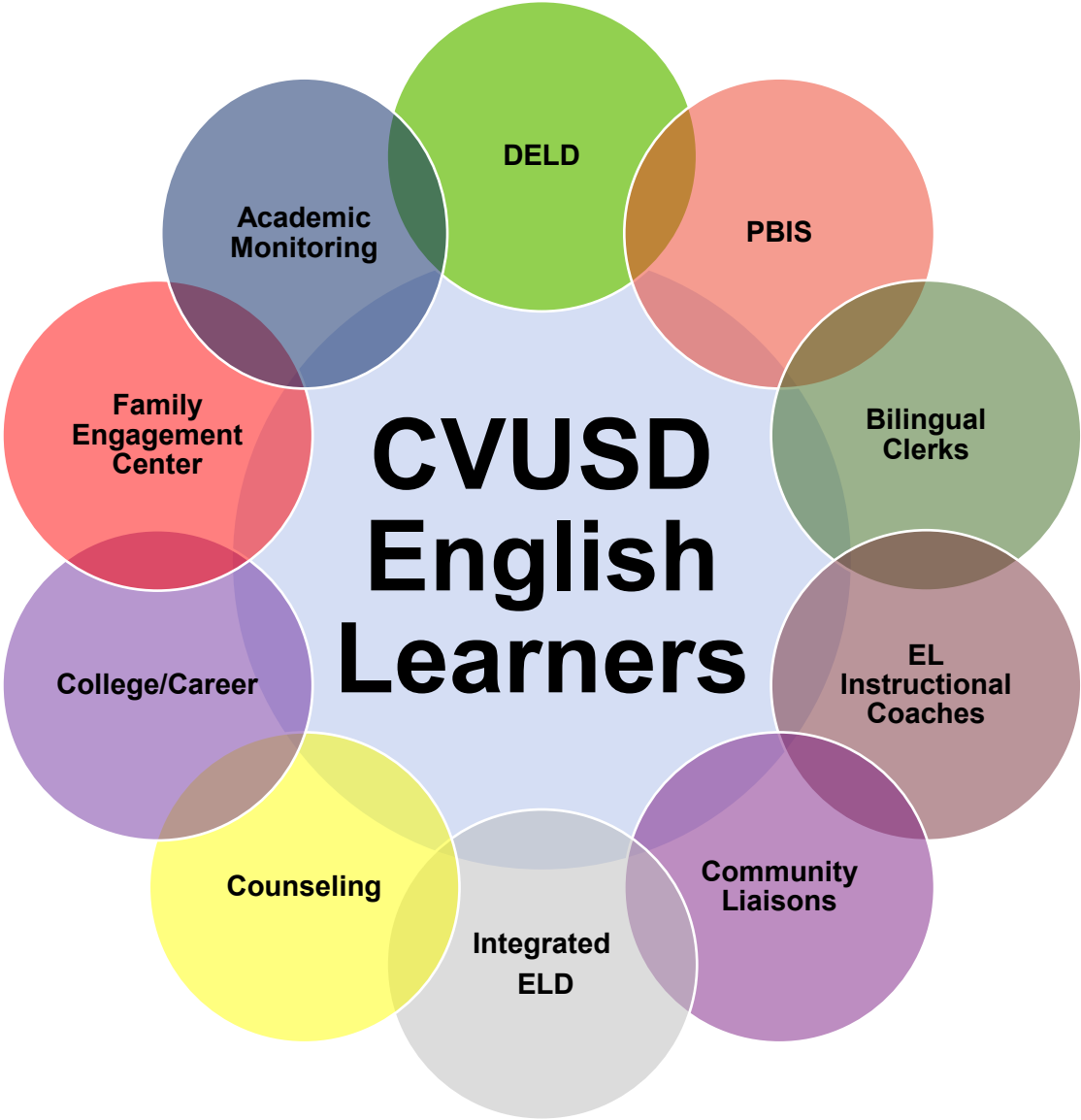
**What you will find in this chapter:**

- Student placement (Elementary, Junior High, and High School)
- Definition of Newcomer, English Learner, Immigrant, Migrant, EL student with disability, Long-Term English Learner
- English Learner Grading Policy
- Access to core-curricular and extra-curricular programs



LANGUAGE ACQUISITION PROGRAM INSTRUCTION

The Chino Valley Unified School District utilizes a multi-tiered system of support approach to address the various needs of our English Learners. English Learner and RFEP students comprise 14.9% of the student population (Dataquest 2023-24) and requires the attention and dedication of all teachers and support staff.





### LANGUAGE ACQUISITION PROGRAM INSTRUCTION (continued)

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

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

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

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

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

*2013 California Education Code 313.1. a & b* defines a Long-Term English Learner (LTEL) as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as



### LANGUAGE ACQUISITION PROGRAM INSTRUCTION (continued)

determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year and score at the below basic or far below basic level on the English language arts standards-based achievement test. CVUSD will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

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



### LANGUAGE ACQUISITION PROGRAM INSTRUCTION (continued)

English Language Acquisition Program (ELAP)		
Base program for all sites and classrooms serving ELs Strengthens grade-level instruction for ELs and ALL students Includes Integrated and Designated ELD (DELD) All sites and staff have the skills and resources to effectively deliver		
CVUSD offers a <b>Structured English Immersion (SEI)</b> program option ( <i>EC</i> Section 305[a][2]). <b>SEI</b> is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English.		
Newcomer Support and Programs	Long-Term English Learner Support	Dual Language Immersion (DLI) Programs
<ul style="list-style-type: none"> <li>• ELAP plus:</li> <li>• Determine if student meets the definition of unaccompanied youth to offer services through HOPE Center</li> <li>• Intensive support within their first academic year in CVUSD</li> <li>• Connect families to the Family Resource Center for Resources (Rosetta Stone, Paper Tutoring)</li> <li>• Support in language &amp; content learning, cultural knowledge building, &amp; social emotional learning</li> <li>• Includes both universal supports and intensive Newcomer Program versions</li> <li>• Students in U.S. 3 years or less</li> </ul>	<ul style="list-style-type: none"> <li>• ELAP plus:</li> <li>• Targeted support in academic language and literacy</li> <li>• Progress monitoring</li> <li>• Students classified as EL's more than 6 years</li> </ul>	<ul style="list-style-type: none"> <li>• ELAP plus:</li> <li>• All students in the program become fully biliterate and bilingual</li> <li>• Integrated and Designated Language Development in BOTH English and target language</li> <li>• Special staffing and training</li> <li>• Chosen by families of EL, EO, IFEP and RFEP students</li> </ul>

\*School personnel should be mindful of the needs of students who are new to the country. These immigrant students may or may not be English Learners. Schools should provide appropriate support considering the needs of the child.



### DESIGNATED ELD (DELD) AND INTEGRATED ELD (I-ELD)

All teachers with EL students in their classrooms should use the California ELD standards in addition to their local California Common-Core State Standards for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. English learners 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.

**Designated ELD** is defined as instruction provided during a time during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*).

- **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to help them meet the tasks.
- **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
- **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As English Learners progress along the ELD continuum, these activities also increase in sophistication.
- **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

*CA ELD-ELA Framework Chapter 2 (2015)*



### DESIGNATED AND INTEGRATED ELD (continued)

**Integrated ELD** is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

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

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded 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

*CA ELD-ELA Framework Chapter 2 (2015)*



### CLASSIFICATION OF ENGLISH LEARNERS

**English Learners (EL):** A student whose primary language is not English and has been assessed and determined to need English language support.

**Native United States (U.S.) Born ELs:** Depending on circumstances, native U.S. born EL may have limited proficiency in their primary language. As they progress through the grade levels, English may become their more dominant language. However, their command of academic language may be limited.

**Foreign Born ELs:** Depending on circumstances, these students may or may not have a strong foundation in their primary language. They may also have mixed emotions about being in a new country. Reasons for immigrating to the U.S can affect their language acquisition.

**Newcomer ELs:** These students have been in the U.S. for 1-2 years and may experience culture shock or might have mixed emotions about being in the U.S. Depending on the situation, newcomer students can have varied levels of motivation as they prepare to learn English.

**Highly Schooled Newcomer:** These students have been in the U.S. for 1-2 years but have attained a high-quality education in their primary language. These students typically transfer their knowledge of language and acquire English more rapidly.

**Immigrant Student:** These students have been in the U.S. for less than 3 years and may experience culture shock or might have mixed emotions about being in the U.S. Depending on the situation, immigrant students may speak English as their primary language or can have varied levels of motivation as they prepare to learn English as a second language.

**Students with Interrupted Formal Education:** These are students who had limited to no access to school in their home country or whose education was interrupted. Depending on the age of the students, this factor could significantly impact a student's acquisition of English. Students who never attained a strong foundation in early literacy skills, such as reading foundational skills, can experience significant challenges. Students who come from rural areas may have experienced a period with no schooling; therefore, policies and practices of American schools may be highly unfamiliar and confusing.

**Transnational ELs:** ELs who frequently travel between the U.S. and their home. These students experience the fluidity of moving back and forth between countries and cultures. For some, the expectation of permanently residing in the U.S. and needing to speak English is unclear and may affect a student's motivation to acquire English.



### CLASSIFICATION OF ENGLISH LEARNERS (continued)

**Long-Term English Learners (LTELs):** Students who remain classified as EL for five years or longer. These students have not redesignated despite long-term enrollment in a U.S. school. Often, they have attended the same school throughout their educational history; however, some may have attended many different schools. English might be the dominant language of these students, and they may sound like native English speakers when engaged in day-to-day conversations. Gaps in English proficiency become more apparent when students must read, write, and speak about academic topics using academic language. Because of their oral fluency, educators may not recognize these students as English Language Learners. In fact, the students themselves might not realize that they are still classified as English learners.

LTELs are identified as follows:

1. Is enrolled on Information Day (the first Wednesday in October) in grades six to twelve, inclusive; and
2. Has been enrolled in a US school for **six or more years**; and
3. Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the **ELPAC**; and
4. For students in grades six to nine, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

In addition, please note the following:

1. Students for whom **one or more of the required testing criteria are not available** are categorically determined to be an LTEL; and
2. The assessment component of LTEL determination for students in **grades ten to twelve, inclusive, is based solely on the ELPAC criteria** outlined above.

At-Risk LTELs are identified as follows:

1. Is enrolled on Information Day (the first Wednesday in October) in grades three to twelve, inclusive; and
2. Has been enrolled in a US school for four or five years; and
3. Has scored at the intermediate level or below on the prior year’s English language development test identified or developed pursuant to EC Section 60810, or a score determined by the Superintendent on any successor test; and,
4. For students in grades three to nine, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.



### CLASSIFICATION OF ENGLISH LEARNERS (continued)

In addition, please note the following:

1. Students for whom **one or more of the required testing criteria are not available** are categorically determined to be “At-Risk;” and
2. The assessment component of “At-Risk” determination for students in **grades ten to twelve, inclusive, is based solely on the ELPAC criteria** outlined above; and
3. The CAASPP-ELA component of “At-Risk” determination is not applied to students in grade three, as outlined in EC Section 313.1(b)(1)(D), because the CAASPP ELA is administered in grades three to eight, inclusive, and grade eleven, so students enrolled in grade three on Information Day will not have prior year CAASPP ELA test scores available.

**Reclassified Fluent English Proficient Students (RFEP):** Reclassified English Learners are former English Learners who have met their state’s linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs. These students are no longer receiving services to support their acquisition of English. However, language can still be problematic for these students when the cognitive demand is high, the situation or environment is stressful or challenging, or the content is abstract and complex. Language supports may still be needed.

**English Learner Students with Disabilities (EL-SWD):** EL-SWD are English Learners who have also been identified as students with disabilities. Additionally, for eligible ELs with disabilities, Special Education and related services, and supplementary aids and services, as specified in their Individualized Education Programs (IEPs), will be provided in conjunction with the general education curriculum and any EL services.

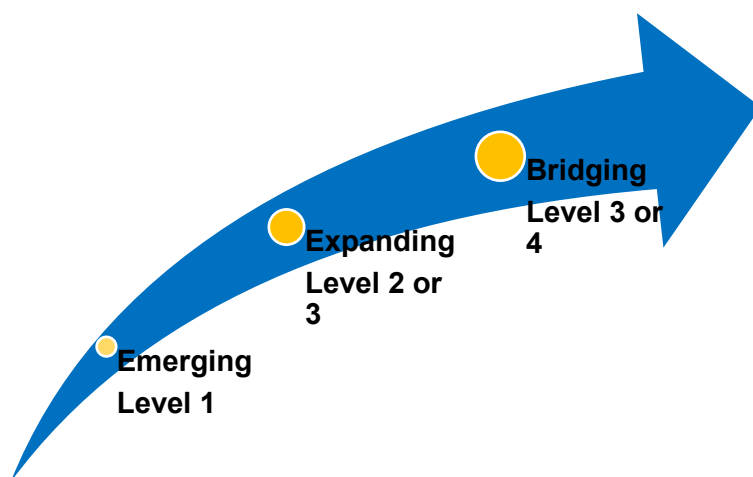
*2017 Believe Module 0*



### ELEMENTARY DELD PLACEMENT

The ELD component of the Wonders adopted curriculum addresses all proficiency levels within each unit. It is recommended that students be placed by grade level first, then by English proficiency levels within that grade level. Common DELD time is a best practice that allows for greater flexibility with placement. **All English Learner (EL) students, regardless of ELPAC levels, must have Designated ELD instruction until reclassification.** Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. EL students may also take part in intervention, if needed.

1. **Curriculum:** *Wonders English Language Development Program.*
2. **Time Required:** 30-45 minutes daily (30 minutes minimum).
3. **Proficiency Level:** ELs with proficiency *Level 1,2,3,4.*
4. **Group Size:** The maximum number of EL students in a class is ten or should make up no more than one-third of the class.





### ELEMENTARY DELD PLACEMENT (continued)

Designated English Language Development (DELD) is to be implemented using the ELD Standards. CVUSD uses the *Wonders* curriculum to deliver language development instruction. Students who are identified as TBD or LEP in the STU.LF field in Aeries are required to receive DELD for 30 minutes per day by a certificated teacher authorized to teach ELD. Services do not need to be provided to RFEP, IFEP, or for students who have a parent who signed a Placement by Parent form to opt them out of ELD for the school year.

The maximum number of ELs in a class should be around 10 or 1/3 of the class. If there are less than 10 ELs at a given grade level, place all ELs in one classroom. You would want to divide groups into emerging, expanding (low and high), and bridging. EL students require support throughout the day through **Integrated ELD** strategies used by the classroom teacher to increase content access and academic success.

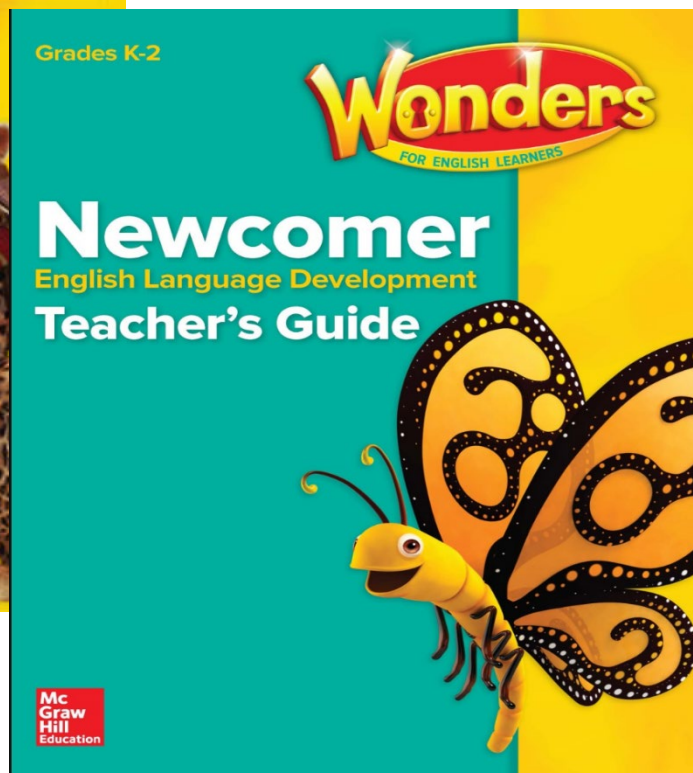
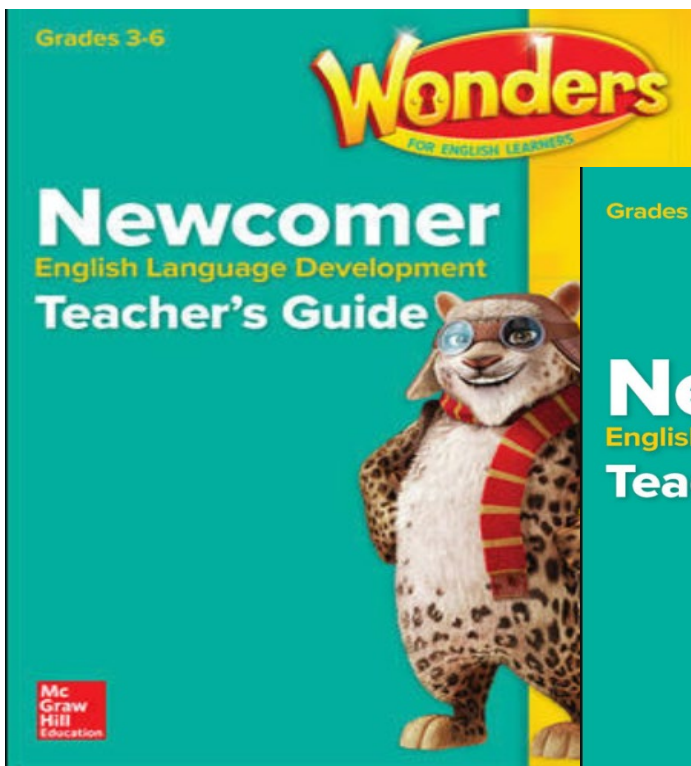
#### Best Practice

- Place EL students by grade level first
- Then place students by English proficiency levels
- No more than one-third of students in a class are EL
- Teachers have common DELD time



### ELEMENTARY NEWCOMER INSTRUCTION

1. **Curriculum:** *Wonders English Language Development Program* and the supplemental *Wonders Newcomer Program*. The newcomer program instruction is provided for a maximum of 15 weeks.
2. **Time Required:** 45-60 minutes to allow time for the *Wonders Newcomer Program* lessons.
3. **Proficiency Level:** EL Level 1 only.



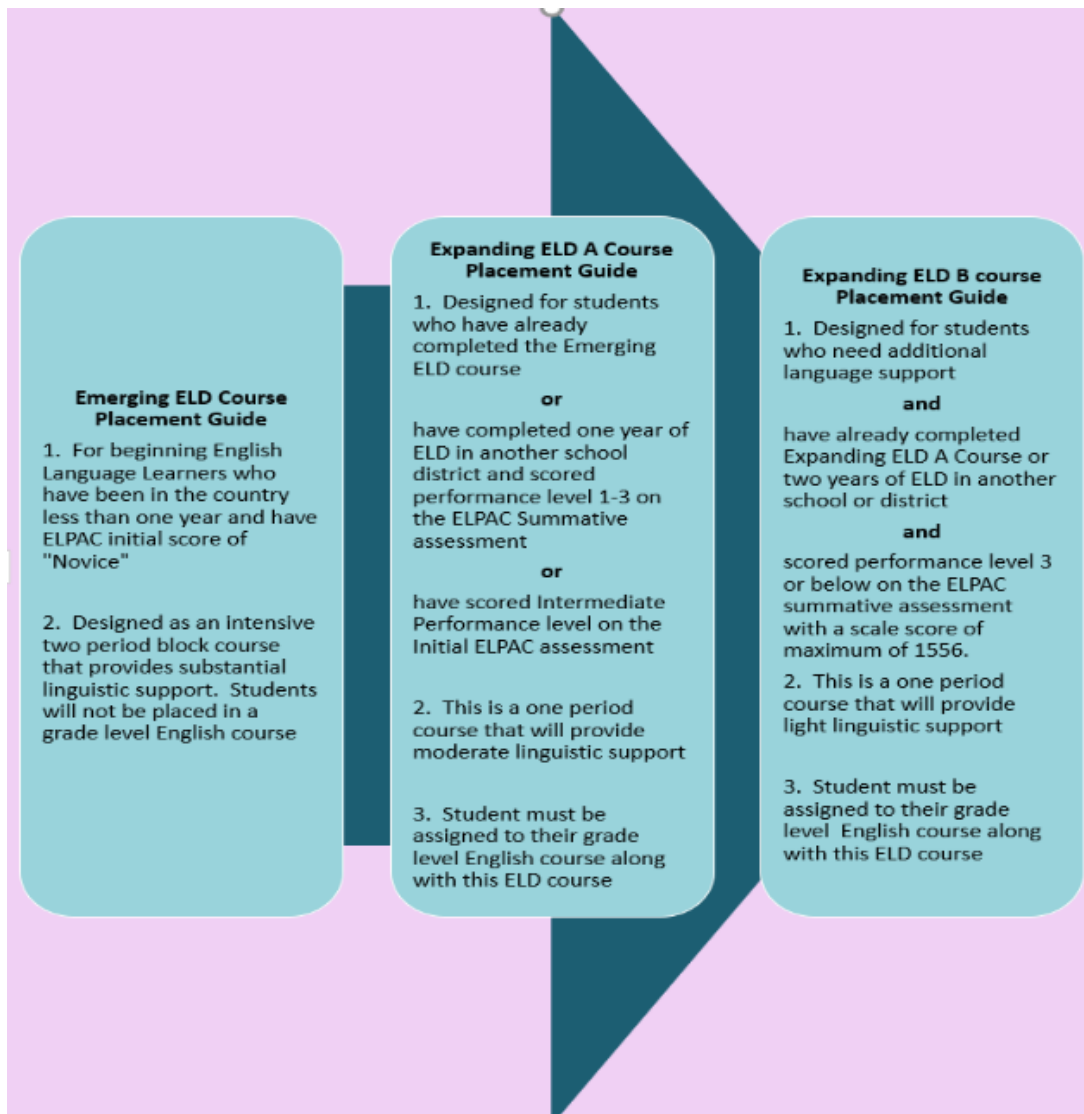


### SECONDARY ENGLISH LEARNER PLACEMENT

It is important for secondary EL students to attain equal participation in the standard instructional program within a reasonable length of time and be on track to earn a regular high school diploma in four years. The District is committed to provide ELs in high school the opportunity to be competitive in meeting college entrance requirements by having access to

A-G courses. In addition to offering equal

access to the core curriculum, the District has an obligation to provide ELs with equal opportunities to participate meaningfully in “all programs and activities, whether curricular, co-curricular, or extracurricular.” (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January 2015). This also means that the District must also provide ELs with equal access to Advanced Placement (AP), Honors, and Gifted and Talented Education (GATE) Programs.





# Master Plan for Multilingual Programs

## English Learners Master Plan

Secondary ELD Placement Chart				
Junior High School ELD Placement 2020-2021				
Summative ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging Requires substantial linguistic support	Expanding Requires moderate linguistic support		Bridging Requires moderate linguistic support
ELD Course (7-8)	Emerging ELD 3L01 (Two Period Block) Period 1- DELD Period 2- DELD	Expanding ELD A 3L02 (One Period)		Expanding ELD B 3L03 (One Period)
ELA Course	No Grade-Level ELA	One Period: Grade Level ELA (Must use SDAIE Strategies)		
High School ELD Placement 2020-2021				
Summative ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging Requires substantial linguistic support	Expanding Requires moderate linguistic support		Bridging Requires moderate linguistic support
ELD Course (9-12)	Emerging ELD 5L01 (Two Period Block) Period 1- DELD Period 2- DELD	Expanding ELD A 5L02 (One Period)		Expanding ELD B 5L03 (One Period)
ELA Course	No Grade-Level ELA	One Period: Grade Level ELA (Must use SDAIE Strategies)		
Emerging ELD 9 (two period block) Expanding ELD A and Expanding ELD B (concurrent enrollment in grade -level ELA course) **Up to 1 year of English “b” requirement can be met via ELD Expanding A or ELD Expanding B in grades 9-11.				

**Secondary Placement:** All English learners must receive both, DELD and I-ELD until reclassified. Placement decisions for DELD are made using the chart above. A best practice for placement in core academic classes is to place EL students by English proficiency levels.

### Curriculum Adoption:

Junior High School: Collections

High School: Emerging, iLit and My ELD Companion, My Perspectives Expanding, My ELD Companion, and My Perspectives



### SECONDARY ENGLISH LEARNER PLACEMENT (continued)

#### Secondary Guidance:

Designated English Language Development (DELD) is to be implemented using the ELD Standards. CVUSD uses the *Collections (JHS) and My Perspectives (HS)* curriculum to deliver language development instruction. Students who are identified as TBD or LEP in the STU.LF field in Aeries are required to receive DELD by a certificated teacher authorized to teach ELD. Services do not need to be provided to RFEP, IFEP, or for students who have a parent who signed a form to opt them out of ELD for the school year.

- a. English learners with that have a designation of TBD in the STU.LF field in Aeries or students with ELPAC **Emerging** levels and new to the country, should be enrolled in a (2) period block of ELD.
- b. English learners with **Expanding** levels, who have not been enrolled in *Expanding A* previously, should be enrolled **Expanding A** and an English class.
- c. English learners with **Expanding** levels, who have taken *Expanding A* previously and are still considered *EL*, should be enrolled in **Expanding B** and an English class.
- d. Students with disabilities may receive ELD services through special education teachers if it is stated in the IEP.

#### Best Practice

- Place students in core curriculum classes (ELA, Math, Science, etc.) by English proficiency levels
- No more than one-third of the class should be EL (8-10 students)
  - Example: (One English period of 10 EL students in Levels 1-2)
- Place supports (if available) in the classes with students that have lower levels



CURRICULUM LIST SUMMARY

Core Materials

Elementary: *Wonders*  
Jr. High: *Collections*  
High School: *My Perspectives (My ELD)*, *SAVAAS iLit*

Supplemental Materials

Read 180/System 44  
DataWorks/Launch to Learning  
Lexia  
Renaissance  
Imagine Learning



### DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM

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

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

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

The Dual Language Two-Way Immersion Models offered in CVUSD includes:

- 90/10 - 90% instruction in the partner language, 10% instruction in English in kindergarten and first grade.
- Each year English increases until reaching 50% partner language and 50% English.



### **SPECIAL EDUCATION SERVICES FOR THE ENGLISH LEARNER**

English Learners have access to Special Education services just as all other students in the district. A careful review by the Student Study Team (SST)/STEP of all referrals takes place first. This review of records by the SST/STEP team includes SST/STEP Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, and parent and student interviews, if age appropriate. The review of records is required to determine if a Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and yearly growth. When it is determined that an English Learner needs to be assessed, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status will be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include at least one goal addressing ELD, to support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP will document the provision of these services.

English Learners in grades PK–12 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and ELAP instruction in conjunction and collaboration with the general education teacher and Education Specialists.

Education Specialists will receive the same training as general education staff in working with English Learners. In a moderate to severe Specialized Academic instruction, the Special Education staff will likely provide ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. Parents/Guardians may request a translator for the Individualized Education Program (IEP) meetings as well as ask for the IEP to be translated into their primary language.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### ANNUAL CONSULTATION WITH HUMAN SERVICES

Annually the Human Resources office meets with site principals to review staffing. The following information about English learner placement is provided:

#### *Common English Learner Authorizations and the Services They Authorize*

Credential	Authorization Code	English Learner Service(s)			
		Specially Designed Academic Instruction in English (SDAIE)	English Language Development (ELD) within content being taught	Departmentalized English Language Development (ELD)	Bilingual Instruction
Single Subject (All types)	ELA1	✓	✓	✓	X
	ELAS	✓	✓	X	X
	BA**	✓	✓	✓	✓
	R1WL/ELD	✓	✓	✓	X
Multiple Subject (All Types)	ELA1	✓	✓	✓	X
	ELAM	✓	✓	X	X
	BA**	✓	✓	✓	✓
Education Specialist (All Types)	ELA1	✓	✓	✓	X
	ELAE	✓	✓	X	X
	BA**	✓	✓	✓	✓
Designated Subjects: CTE	ELA1	✓	✓	✓ <sup>1</sup>	X
	S17C	✓	X	X	X
	BA**	✓	✓	✓	✓
Language Development Specialist <sup>5</sup>	S22/S-22	✓	✓	✓	X
CLAD Certificate	ELA1	✓	✓	✓ <sup>1</sup>	X
CCSD Certificate	S17D	✓	✓ <sup>2</sup>	X	X
	S17S	X	✓ <sup>3</sup>	X	X
	S17A	✓	X	X	X
SB 1969 Certificate <sup>4</sup>	NONE	✓	✓ <sup>3</sup>	X	X
Bilingual Documents (Specialist, BCC, and BCLAD) <sup>5</sup>	R-3/R3B				
	S6/S-6	✓	✓	✓	✓
	S14				

A "✓" indicates that the service is authorized. An "X" indicates that the service is not authorized.

\*\*references the two letter code for the specific language authorized by the bilingual authorization. See the document's authorization statement for more information.

<sup>1</sup> Departmentalized ELD is not authorized if the prerequisite document is a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

<sup>2</sup> Authorizes ELD within the content area being taught in a *Departmentalized Setting* only.

<sup>3</sup> Authorizes ELD within the content area being taught in a *Self-Contained Setting* only.

<sup>4</sup> Never resulted in the issuance of a certificate; the Commission served as repository of program completion information only. Employers must verify the original document to determine if the certificate authorizes SDAIE, ELD in a self-contained setting, or both.

<sup>5</sup> These documents are no longer initially issued.

**TEACHERS WITHOUT AN EL authorization are not eligible for a 0.2.**

**DO NOT PLACE ANY ENGLISH LEARNERS WITH A TEACHER WHO DOES NOT HOLD AN APPROPRIATE ENGLISH LEARNER AUTHORIZATION AS THIS WILL CREATE A MISASSIGNMENT FOR THE DISTRICT.**



### RESOURCES AND SUPPORTS FOR ENGLISH LEARNERS

**Academic Monitoring:** Sites are responsible for monitoring the academic progress of all English Learners. They are also responsible for monitoring the progress of all reclassified students for up to four years. Site administrators participate in district-wide Data Chats in the fall and spring to monitor the effectiveness of EL programs.

**Bilingual Aides:** Bilingual aides can be hired using site funds to support students in their primary language to support acquisition of essential learning. Bilingual aides are available at the following schools: Dickey (Spanish), Glenmeade (Spanish), Chaparral (Spanish), Marshall (Spanish), Cattle Elementary (Spanish), Woodcrest Jr. High (Spanish), Don Lugo High (Spanish), Chino High School (Spanish), and the Adult School (Spanish & Mandarin).

**Bilingual Clerks:** Bilingual clerks are available at sites where 14% of the student population speak a primary language other than English. Bilingual clerks assist parents with all school communication. The following schools had bilingual clerks in the 2023-24 school year: Borba (Spanish), Butterfield Ranch (Mandarin), Dickey (Spanish), Chaparral (Spanish), Cortez (Spanish), Country Springs (Mandarin), Dickson (Spanish), Eagle Canyon (Mandarin), Glenmeade (Spanish), Hidden Trails (Mandarin), Liberty (Spanish), Litel (Mandarin), Marshall (Spanish), Newman (Spanish), Rolling Ridge (Mandarin), Walnut (Spanish), Wickman (Mandarin), Briggs (Spanish), Canyon Hills (Mandarin), Magnolia (Spanish), Ramona (Spanish), Woodcrest (Spanish), Buena Vista (Spanish), Chino (Spanish), Don Lugo High (Spanish) and Adult School (Mandarin and Spanish).

**College/Career:** College and career counseling is made available to all students at the secondary levels. High schools also have career centers on their campus, which provide information to students on secondary institutions, military, ROP classes and more. Participation in programs such as: Advanced Placement (AP), CTE Pathways and the Biliteracy State Seals are highly encouraged and monitored by the District.



### RESOURCES AND SUPPORTS FOR ENGLISH LEARNERS (continued)

**Community Liaisons:** Some schools employ community liaisons that serve as a link between home and school for the purpose of increasing parent and family engagement and improving school attendance for students. The following schools had community liaisons in the 2023-24 school year:

Cattle – 3.5 hours

Borba – 2.5 hours

Chaparral – 3.5 hours

Cortez – 3 hours

Newman – 2 hours

Glenmeade – 3 hours

Briggs K-8 – 3 hours

Magnolia Jr. High – 4.5 hours

Ramona Jr. High – 3.5 hours

Woodcrest Jr. High – 3 hours

Chino High – 6 hours

Don Lugo High – 3 hours

The District employs two full-time community liaisons at the Family Engagement Center.

**Counseling:** A variety of counseling supports are available at school sites, which include at-risk counselors, academic counselors, counseling assistants and outside services through programs such as Chino Human Services.

**EL Instructional Coaches:** EL Instructional Coaches provide Designated ELD and Integrated-ELD professional development for teachers and site administrators. Coaches model lessons and provide resources and support to ensure English Learners have access the core curriculum.

**Family Engagement Center:** The goal of the Family Engagement Center is to empower parents to participate in their students' education. Training is available for staff and parents on participation in school decision-making committees, the importance of student attendance, PBIS, school transitions, and navigating all aspects of the educational system.



### ACRONYMS

ELD: English Language Development

ESL: English as a Second Language

DELD: Designated English Language Development

EL: English Learner

ELA: English Language Arts

ELAP: English Language Acquisition Program

ELAS: English Language Acquisition Status

ELL: English Language Learner

ELP: English Language Proficiency

ELPI: English Language Progress Indicator

FEP: Fluent English Proficient

GLAD: Guided Language Acquisition Design

IFEP: Initial Fluent English Proficient

HLS: Home Language Survey

LAC: Language Assessment Center

LTEL: Long-Term English Learner

LEP: Limited English Proficient

RFEP: Re-designated Fluent English Proficient

SDAIE: Specially Designed Academic Instruction in English

SELAS: Student English Language Acquisition Status



# **CHAPTER 3:**

## **MONITORING AND EXITING ENGLISH LEARNERS**

**What you will find in this chapter:**

- Monitoring English Learners
- Reclassification Criteria
- Reclassification Process
- Academic Monitoring of Reclassified Students



### MONITORING AND EXITING ENGLISH LEARNERS

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

CVUSD uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP). Once students demonstrate proficiency on the state's ELPAC and have been reclassified, the EL student should be able to effectively participate in grade-level content instruction in English without EL services.

Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school. This does not mean that students must score proficient on a common formative assessment to exit EL status; indeed, there are never-EL/EO students who are in the general education program who do not score proficient on these CFA assessments.

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

#### **Minimum Progress Expectations**

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



MONITORING AND EXITING ENGLISH LEARNERS (continued)

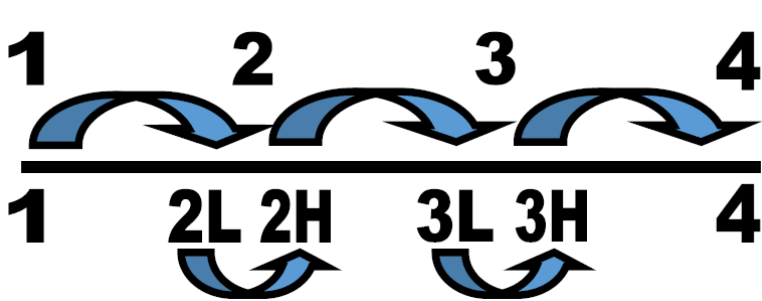
Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section Titled: Interventions within MTSS for ELs Not Meeting Minimum Progress.

- 1. No matter the English proficiency level of a student when s/he enrolls in a particular instructional program, reclassification is expected to occur by the time the student graduates from high school
- 2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
- 3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target.
- 4. A student’s first year in an instructional language program in CVUSD can happen at any grade level or at any English proficiency level, depending on the student’s history.

ELAP Instructional Program Minimum Progress Expectations for ELs

ESA	SBAC ELA & Math	LEXILE Level	ELPAC
Increase by 1 level each year until the student meets the standard	Increase by 1 level each year until the student meets the standard	Increase growth yearly by at least 100 Lexile points	Increase by 1 ELPI level each year.

The goal of the English Learners program is for students to achieve English Language proficiency. English language proficiency development is a process that takes 5-7 years for those entering with emerging English. The attainment of language proficiency is monitored annually. Students are expected to move up a proficiency level on the English Language Proficiency Assessments for California (ELPAC) each year. These students



ELs made progress toward English language proficiency.

benefit from coherent and aligned instruction across this period. The 4 ELPAC levels were divided into 6 English Language Proficiency Indicators (ELPI) levels to determine whether



# Master Plan for Multilingual Programs

## English Learners Master Plan

### SUMMATIVE ELPAC SCALED SCORES SPLIT by GRADE LEVEL

Grade	2L SS Range	2H SS Range	3L SS Range	3H SS Range
K	1374-1397 (24 pts)	1398-1421 (24 pts)	1422-1447 (26 pts)	1448-1473 (26 pts)
1	1411-1432 (22 pts)	1433-1454 (22 pts)	1455-1480 (26 pts)	1481-1506 (26 pts)
2	1424-1446 (23 pts)	1447-1470 (24 pts)	1471-1500 (30 pts)	1501-1531 (31 pts)
3	1448-1467 (20 pts)	1468-1487 (20 pts)	1488-1510 (23 pts)	1511-1534 (24 pts)
4	1459-1478 (20 pts)	1479-1498 (20 pts)	1499-1523 (25 pts)	1524-1548 (25 pts)
5	1467-1489 (23 pts)	1490-1513 (24 pts)	1514-1536 (23 pts)	1537-1559 (23 pts)
6	1475-1495 (21 pts)	1496-1516 (21 pts)	1517-1541 (25 pts)	1542-1566 (25 pts)
7	1481-1503 (23 pts)	1504-1526 (23 pts)	1527-1550 (24 pts)	1551-1575 (25 pts)
8	1486-1509 (24 pts)	1510-1533 (24 pts)	1534-1561 (28 pts)	1562-1589 (28 pts)
9-10	1493-1518 (26 pts)	1519-1544 (26 pts)	1545-1574 (30 pts)	1575-1605 (31 pts)
11-12	1500-1526 (27 pts)	1527-1554 (28 pts)	1555-1584 (30 pts)	1585-1614 (30 pts)

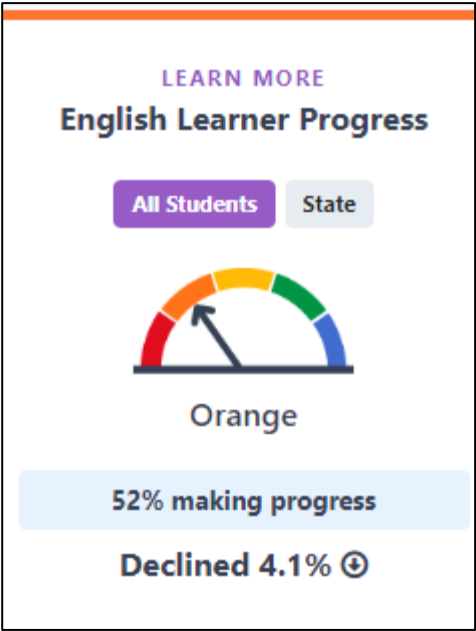
### LEXILE SCORES

Grade	Below Basic	Basic	Proficient	Advanced
1	BR - 0	BR - 189	190 - 530	531 - 1700+
2	BR - 219	220 - 419	420 - 650	1 - 1700+
3	BR - 329	330 - 519	520 - 820	821 - 1700+
4	BR - 539	540 - 739	740 - 940	941 - 1700+
5	BR - 619	620 - 829	830 - 1010	1 - 1700+
6	BR - 729	730 - 924	925 - 1070	1071 - 1700+
7	BR - 769	770 - 989	990 - 1120	1121 - 1700+
8	BR - 789	790 - 1009	1010 - 1185	1186 - 1700+
9	BR - 849	850 - 1049	1050 - 1260	1261 - 1700+
10	BR - 889	890 - 1079	1080 - 1335	1336 - 1700+
11	BR - 984	985 - 1184	1185 - 1385	1386 - 1700+
12	BR - 984	985 - 1184	1185 - 1385	1386 - 1700+



THE CALIFORNIA SCHOOL DASHBOARD

The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. Based on the 2023 Dashboard, 52% of English Learners in the Chino Valley Unified School District (CVUSD) demonstrated progress towards English language proficiency.



Exiting the English Learners Program

Once a student attains an overall score of “4” on the ELPAC, the student may be considered for exiting the English Learners (EL) program, otherwise known as reclassification. The following pages will describe the procedures for reclassification of English learners.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### RECLASSIFICATION CRITERIA AND REQUEST FORM



#### CHINO VALLEY UNIFIED SCHOOL DISTRICT

#### Reclassification Request Form

Student:		Perm I.D.#					
School: Choose an item.		Teacher:					
Grade: Choose an item.	Track: Choose an item.	IEP: Choose an item.	504: Choose an item.				
Date Form Completed:		Requested By: Choose an item.					
<b>Section 1: Assessment of English Language Proficiency</b>							
English Language Proficiency Assessments of California (ELPAC): Overall Performance Level 4							
Overall ELPAC Score: 4	Date Taken:	Confirmed by District: (LAC only)					
<b>Section 2: Basic Skills Relative to English Proficient Students</b>							
ELA Smarter Balanced (SBAC), California Alternate Assessment (CAA), or Essential Standards Assessment (ESA) = Met (3) or Exceeds (4)							
Overall ELA SBAC, CAA, or ESA Score: Choose an item.	Date Taken:	Confirmed by District: (LAC only)					
If SBAC, CAA, or ESA scores were not used above, select (1) assessment from below.							
Elementary Assessment: Choose an item.		Date Taken:					
Secondary Assessment: Choose an item.		Confirmed by District: (LAC only)					
<b>Section 3: Teacher Evaluations</b>							
Elementary: 2 or higher on core academic subjects		Secondary: C or 2.0 GPA or better on core academic subjects					
Use final grades only (no progress report grades)							
Grading Period	English Language Arts (ELA)			Mathematics	History/Social Science	Science	
Choose an item.	ELA (6-12)	Reading Literature (K-6)	Reading Informational Text (K-6)	Writing (K-6)	Listening/Speaking (K-6)	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
<b>Section 4: This section completed by the Language Assessment Office</b>							
<input type="checkbox"/> Student meets all reclassification criteria – School site schedules consultation with parent/guardian, teacher, and site administrator to proceed with reclassification process.				<input type="checkbox"/> Reclassification request denied (reason):			
Signature of District Administrator:				Date:			
<b>Section 5: Parent/Guardian Opinion, Consultation &amp; Outcome</b>							
Meeting Date:				Meeting held by: Choose an item.			
By signing below, I am confirming that I have had the opportunity to consult and express my opinion with the teacher and site administrator regarding the reclassification of my student.							
Parent/Guardian Signature				Date:			
Student Signature:				Date:			
Teacher Signature:				Date:			
Site Administrator Signature				Date:			
Parent keeps pink copy. Send original forms (white & yellow) to the LAC. White copy will be stamped and sent back to the site to be filed in the blue EL folder. LAC keeps yellow copy.							
Compliance Requirement: All reclassified (RFEP) students will be monitored for four years.							

Form N Office of Access & Equity 6.15.23



### RECLASSIFICATION: OTHER ASSESSMENTS FOR ELA BASIC SKILLS

#### CHINO VALLEY UNIFIED SCHOOL DISTRICT

#### Access & Equity

#### Criterion 4: Basic Skills Relative to English Proficient Students

The assessments below may be used to meet Criterion 4 of the reclassification process: Basic Skills Relative to English Proficient Students. These assessments demonstrate that students are sufficiently proficient in English. Please submit **one** of the following documents listed below with the reclassification request form. \*\*Please use the most recent results. You may submit end-of-year test results for the fall reclassifications only.

Elementary Only	Secondary Only	Elementary & Secondary																										
FAST aReading – Low Risk or College Pathway	ELA Benchmarks – Met or Exceed	ELA Smarter Balanced – Level 3 or 4 ELA California Alternate Assessment – Level 3																										
Writing Performance Task – 2 or higher	PSAT/SAT – Met or Exceed	ELA Essential Standards Assessment – Level 3 or 4																										
Wonders Running Record Levels: <ul style="list-style-type: none"><li>• TK = Rebus</li><li>• K: Fall =1+; Winter =3+; Spring =4+</li><li>• Grade 1: Fall= 6+; Winter = 10+; Spring =14+</li><li>• Grade 2: 16-24+</li><li>• Grade 3: 24-30+</li><li>• Grade 4: 30-36+</li><li>• Grade 5: 36-40+</li><li>• Grade 6: 40-60+</li></ul>		ELA assessment that provides a Lexile score such as CAASPP, STAR Literacy, FastBridge, Read 180, Reading Inventory, etc. <table><tr><th>Current Grade</th><th>Minimum Lexile Score</th></tr><tr><td>K</td><td>BR160L</td></tr><tr><td>1</td><td>165L</td></tr><tr><td>2</td><td>420L</td></tr><tr><td>3</td><td>520L</td></tr><tr><td>4</td><td>740L</td></tr><tr><td>5</td><td>830L</td></tr><tr><td>6</td><td>925L</td></tr><tr><td>7</td><td>970L</td></tr><tr><td>8</td><td>1010L</td></tr><tr><td>9</td><td>1050L</td></tr><tr><td>10</td><td>1080L</td></tr><tr><td>11 - 12</td><td>1185L</td></tr></table>	Current Grade	Minimum Lexile Score	K	BR160L	1	165L	2	420L	3	520L	4	740L	5	830L	6	925L	7	970L	8	1010L	9	1050L	10	1080L	11 - 12	1185L
Current Grade	Minimum Lexile Score																											
K	BR160L																											
1	165L																											
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3	520L																											
4	740L																											
5	830L																											
6	925L																											
7	970L																											
8	1010L																											
9	1050L																											
10	1080L																											
11 - 12	1185L																											



### LAC AND SITE GENERATED RECLASSIFICATION PROCEDURES

The reclassification of EL students is an ongoing process generated from the Language Assessment Center (LAC) or the school site.

#### **If Generated by the LAC:**

If the reclassification request is generated by the LAC, then the EL Coordinators will:

- Complete the top demographic section with any missing information.
- Complete section 3 by entering the grading period and final grades. (Progress grades may not be used.)
- Meet with each student and their parents to discuss reclassification and get signatures from the parents/guardians, teacher, and administrator in section 5.

#### **If Generated by the School Site:**

If the site is initiating reclassification, then the EL Coordinator will:

- Fill out the top demographic section and sections 1,2,3 of the Reclassification Request form. (Write “requested by site” on the upper right side of the form.)
- Submit to District EL Coordinator via email for review.
  - If denied, student must continue to receive EL services until reclassified.
  - If approved with District EL Coordinator’s signature,
    - Site EL Coordinator meets with the student and parents/guardians to discuss reclassification and get signatures from the parents, teacher, and administrator in section 5.

#### **Submission of Forms:**

- Once signatures have been obtained, provide the pink copy to the parent, and forward the original copies (white & yellow) to the Language Assessment Center (LAC).
- The LAC will stamp the forms and send the white copy back to the site to be filed in the **blue EL folder** in the CUM. The LAC will keep the yellow copy.
- LAC will also provide EL site coordinators with certificates (all grade levels) and medallions (elementary only) for student celebrations.
- LAC will change student’s status in AERIES to reclassified (RFEP).
- Do not forget to remove student from EL services.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### RECLASSIFICATION CHECKPOINTS

LAC monitors data from the CAASPP, ELA ESA 1-3, and WPT.

Site monitors data from FAST, reading inventory, Lexile data, running record and other data listed on the criterion #4 list for reclassification.

LAC Data Monitoring	Site	Site Window for Parent Meetings	Due to LAC
June 17- June 21	Cal Aero/Legacy ABC	Cal Aero Tracks July 8 - July 31	August 1
July 22 - July 26	Cal Aero/Legacy D	Cal Aero Track D July 29 - August 23	August 26
July 22 - August 2	Traditional Schools	August 5 -August 30	September 3
September 3-September 13	All Schools	September 16 - September 27	September 30
December 2 - December 6	All Schools	December 16 - January 24	January 27
March 21- April 4	All Schools	April 14 - May 2	May 5

Dates are subject to change.



### PROCEDURES FOR RECLASSIFICATION OF STUDENTS IN SPECIAL PROGRAMS

- Complete the assessment data on the first page of the “Request for Reclassification of Student in Special Programs” form in preparation for the IEP/504 team meeting.
- Complete Sections 1-4 of the “Request for Reclassification of Student in Special Programs” form with the IEP/504 team.
- Make sure IEP/504 participants sign and date Section 4 of the form after meeting is completed.
- Submit the following to the District EL Coordinator for review:
  - Request for Reclassification of Student in Special Programs form
  - IEP Notes
- The request for reclassification of students in special programs will be stamped and reviewed upon receipt. District administrator will approve or deny the reclassification request and send back copies to the site.
- If reclassification is approved, student is removed from EL services and an IEP/504 amendment must follow to remove EL services from the IEP/504. The LAC will provide EL site coordinators with certificates (all grade levels) and medallions (elementary only) for student celebrations. If the reclassification is denied, parents must be informed, and student must continue to receive EL services until reclassified.
- Site EL Coordinator files white copy in the Blue EL folder in CUM and provides parent/guardian with pink copy. LAC keeps yellow copy.



### REQUEST FOR RECLASSIFICATION OF STUDENT IN SPECIAL PROGRAMS FORM -PAGE 1

#### CHINO VALLEY UNIFIED SCHOOL DISTRICT

#### Request for Reclassification of Student in Special Programs

Student Name:	Perm ID:
School:	Grade:
Primary Language:	Years in EL Program:
IEP: Yes/No	504: Yes/No

**Page 1 must be completed before the IEP/504 meeting is held. Pages 2 and 3 must be completed with the IEP/504 team.**

**Assessment of English Language Proficiency:** Enter overall ELPAC scores, composite scores and domain scores for the last three years.

2022	2023	2024
Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC	Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC	Assessment Used: <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative ELPAC
Overall: Choose an item.	Overall: Choose an item.	Overall: Choose an item.
Oral Language: Choose an item.	Oral Language: Choose an item.	Oral Language: Choose an item.
Listening: Choose an item.	Listening: Choose an item.	Listening: Choose an item.
Speaking: Choose an item.	Speaking: Choose an item.	Speaking: Choose an item.
Written Language: Choose an item.	Written Language: Choose an item.	Written Language: Choose an item.
Reading: Choose an item.	Reading: Choose an item.	Reading: Choose an item.
Writing: Choose an item.	Writing: Choose an item.	Writing: Choose an item.

**Comparison of Performance in Basic Skills:** Enter the last two years of English Language Arts (ELA) Smarter Balanced Assessments of California (SBAC) or ELA California Alternate Assessments (CAA) scores and ELA Essential Standards Assessment (ESA) scores. Add the date the tests were taken in the right column.

English-Language Arts	Date Taken
Overall ELA SBAC or CAA (most recent): Choose an item.	
Overall ELA SBAC or CAA (least recent): Choose an item.	
Overall ELA ESA Score (most recent): Choose an item.	
Overall ELA ESA Score (least recent): Choose an item.	

**Other Assessments:** Enter the last two years of other assessments used to determine student's basic English skills.

English-Language Arts	Date Taken
Other Elementary Assessments: Choose an item.	
Other Elementary Assessments: Choose an item.	
Other Elementary Assessment:	
Other Secondary Assessment: Choose an item.	
Other Secondary Assessment: Choose an item.	
Other Secondary Assessments:	



### REQUEST FOR RECLASSIFICATION OF STUDENT IN SPECIAL PROGRAMS FORM -PAGE 2

#### Consideration of the first three criteria of reclassification (EC 313)

**Section 1: Assessment of English Language Proficiency:** Review ELPAC scores and other assessments to answer the questions below.

- ☐ YES ☐ NO Student met language proficiency level of "4" as assessed by ELPAC or level of "3" as assessed by the Alternative ELPAC. (If yes, proceed to section 2)

(Continue here if NO, student did not meet ELPAC proficiency level)

- ☐ YES ☐ NO The team reviewed other assessments above and determined the student acquired sufficient English skills or fluency to perform successfully in academic subjects without ELD support.

- ☐ YES ☐ NO The team has determined that the student's disability impacts his/her ability to manifest English proficiency. If yes, provide explanation: \_\_\_\_\_

Areas affected: ☐ LISTENING ☐ SPEAKING ☐ READING ☐ WRITING

- ☐ YES ☐ NO Considering the student's disability, the team has determined the student has reached an appropriate level of English Language Proficiency.

**Section 2: Comparison of Performance in Basic Skills:** Review ELA SBAC, CAA, and/or ESA scores to answer the questions below.

- ☐ YES ☐ NO Student met performance criteria. (If yes, proceed to Section 3)

(Continue here if NO, student did not meet basic skills criteria)

- ☐ YES ☐ NO Student's basic skills assessment scores appear to be commensurate with his/her intellectual ability.
- ☐ YES ☐ NO Error patterns noted mirror the patterns of errors made by students with the same disability versus language difference.
- ☐ YES ☐ NO Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English Learners.
- ☐ YES ☐ NO Considering the student's disability, the team has determined the student has reached an appropriate level of performance in ELA/Basic Skills commensurate with his/her abilities.

**Section 3: Teacher's Evaluation of Student Academic Progress**

- ☐ YES ☐ NO Student met academic performance indicators set by district.
- ☐ YES ☐ NO Student is meeting ELD goals.
- ☐ YES ☐ NO Student is making satisfactory progress on other IEP goals and objectives.  
(If yes to all, proceed to Section 4)

(Continue here if NO for any of the above questions, student did not meet academic performance indicators set by district)

- ☐ YES ☐ NO The team has determined that the student's deficit is due to disability, and unrelated to English language proficiency. If yes, provide explanation: \_\_\_\_\_

- ☐ YES ☐ NO Considering the student's disability, the team has determined the student has reached an appropriate level of academic performance.



### REQUEST FOR RECLASSIFICATION OF STUDENT IN SPECIAL PROGRAMS FORM -PAGE 3

#### Section 4: Parent/Guardian Opinion, Consultation & Outcome

- ☐ YES   ☐ NO   The student should be considered for reclassification based on the analysis of the three criteria above.

Additional Information: \_\_\_\_\_

Signatures of members in attendance and/or consulted for discussion:

Parent/Guardian:	Date:	Student:	Date:
Case Carrier:	Date:	Administrator:	Date:
General Education Teacher:	Date:	Counselor:	Date:
School Psychologist (Optional):	Date:	Other (Title):	Date:

#### Instructions: The steps below must be taken after Sections 1-4 are completed.

Site EL Coordinator submits the following documents to the Language Assessment Center:

- Request for reclassification of student in special programs form
- Copy of IEP notes

Request for reclassification of students in special programs will be stamped and reviewed upon receipt. LEA EL Coordinator will approve or deny the reclassification request and send back copies to the site.

Distribution: White = School-CUM (Blue EL Folder) Yellow = Language Assessment Center Pink = Parent/Guardian

- If reclassification is approved, student is removed from EL services and IEP amendment must follow to remove EL services from IEP. LAC sends certificates and medallions (elementary) or certificates (secondary) to the site EL coordinator for student recognition ceremony.
- If reclassification is denied, parent must be informed, and student must continue to receive EL services until reclassified.

#### Section 5: This section completed by the Language Assessment Office

☐ Reclassification approved

☐ Reclassification request denied (reason):

Signature of District Administrator:

Date:

Distribution: White = School-CUM (Blue EL Folder) Yellow = Language Assessment Center Pink = Parent/Guardian



### **ACADEMIC MONITORING PROCEDURES**

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

Detailed, tiered interventions should be documented in the Aeries Intervention tab. CVUSD is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school will hold a parent meeting and with the parent's consent the school may re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, this will be reflected in Aeries. An Initial Parent Notification Letter will be mailed and the site EL coordinator will be notified of the re-entry to EL status.



### ACADEMIC MONITORING PROCEDURES FOR 2024-2025

#### Procedures for Monitoring Reclassified (RFEP) Students

As per state and federal regulations, schools must "monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed". (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)

At the start of each school year, the team at the Language Assessment Center (LAC) will review the most recent English Language Arts (ELA) assessments listed below under "District Criteria for Making Adequate Progress" for students reclassified within the last four years.

District Criteria for Making Adequate Progress - English Language Arts (ELA) Assessments	
Elementary	Secondary
ELA Smarter Balanced (SBAC) = Met or Exceeded or Essential Standards Assessment (ESA) = Met or Exceeded or Writing Performance Task (WPT) = Progressing or Higher	ELA Smarter Balanced (SBAC) = Met or Exceeded or Essential Standards Assessment (ESA) = Met or Exceeded

Students that meet the listed criteria will be coded as **"Making Adequate Progress"** by the LAC in the Aeries Language Assessment Screen under the "Reclassification Information" section for year 1, 2, 3 or 4. (See screenshot below.)

Reclassification Information											
Follow-Up Dates/Codes											
RFEP Date	Code	30 Day	Code	90 Day	Code	1Yr	Code	2Yr	Code	3Yr	Code
9/20/2019	4	11/1/2019		7/15/2020		9/20/2020		9/20/2021		9/20/2022	7

Students not meeting the district criteria will be coded as **"Not Making Adequate Progress"** by the LAC. The LAC will then provide site EL Coordinators with a list of students not making adequate progress. (Site EL Coordinators are responsible for providing the AEC School Counselor with the names of students who take all of their classes at the AEC.) The EL Site Coordinator/AEC school counselor will have until 12/13/24 to review ELA assessments from the "School Site Criteria for Making Adequate Progress" listed below to determine if students are indeed making adequate progress. If a student meets the required criteria, the site EL Coordinator or AEC school counselor will provide the LAC with a copy of the student's assessment results no later than **December 13, 2024**. The LAC will then change the student's status to **"Making Adequate Progress"** in Aeries.

School Site Criteria for Making Adequate Progress – English Language Arts (ELA) Assessments	
Elementary	Secondary
Essential Standards Assessment (ESA) = Met or Exceeded or FAST aReading- Low Risk or College Pathway or Wonders Running Record Levels: TK = Rebus K: Fall =1+; Winter =3+; Spring =4+ Grade 1: Fall= 6+; Winter = 10+; Spring =14+ Grade 2: 18-24+ Grade 3: 24-30+ Grade 4: 30-38+ Grade 5: 38-40+ Grade 6: 40-60+	Essential Standards Assessment (ESA) = Met or Exceeded or Reading Inventory/Lexile Level = Proficient or Advanced or PSAT/SAT Reading and Writing = Meets or Exceeds
RFEP students with disabilities will be considered as making adequate progress if they are making satisfactory progress on current IEP goals or new goals are written. The IEP goals page or notes must be submitted to the LAC.	



### ACADEMIC MONITORING PROCEDURES FOR 2024-2025 (continued)

#### Procedures for Monitoring RFEP Students Not Making Adequate Progress

RFEP students designated as "not making adequate progress" by 12/13/24 will need to have an intervention meeting to determine supports needed to help students succeed. If students have 1-2 classes at the AEC, the home school will be responsible for holding the intervention meeting and inviting the AEC teacher(s) to participate in person or via Zoom. If the student has all classes at the AEC, the AEC school counselor will hold the intervention meeting.

The intervention meeting will need to be entered in the Aeries Intervention Screen and must include:

- Date of meeting
- Educational Partners: (student, parent, teachers, counselor (if applicable) and an administrator).
- Code: Low ELA Achievement
- Disposition: STEP/SST Meeting
- Category: Academic
- Comments: Enter interventions here (At least one intervention must be an in-school support)

Please contact the district EL coordinator immediately if you believe the student still needs DELD support. A printout of the intervention page for each student not making adequate progress must be **submitted to the LAC by 2/28/25**. Site will also file a copy in the **blue** EL Folder in the CUM.

The screenshot shows the Aeries Interventions screen for student Allan (AJ) Abbott. The student's status is 'Active' and their grade is 12. The 'Intervention Details' section is highlighted with a blue arrow. The 'Comments' field contains the text: 'Student needs assistance to meet graduation requirements for Language Arts.' The 'Interventions' table on the right lists various interventions, including 'AT-After School Tutoring' and 'CB-Contract Behavior'.

Meeting Do's	Meeting Don'ts
Invite student, parent, teacher, counselor and administrator	Write will attend tutoring (not specific)
Use supports already available to other students	Write post-interventions (attend summer school or credit recovery)
Be specific	Write a math plan for student struggling in English, vice-versa
Monitor the plan/student progress	Use prior school year meeting date



### Procedures for Reclassified Students Making Adequate Academic Progress



**Chino Valley Unified School District**  
Office of Assessment and Instructional Technology  
5130 Riverside Drive, Chino, CA 91710  
(909) 628-1201, Ext. 1380

#### Academic Monitoring of Reclassified Student Making Adequate Progress

State and federal laws require four years of monitoring of students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 *United States Code* Section 6841(a)(4)(5); *California Code of Regulations*, Title 5, Section 11304.)

The student below is currently making adequate progress based on the review of the most recent English-Language Arts assessment results. The Site EL Coordinator/Administrator must notify the student, parents/guardians, and teachers that the student is on academic monitoring and making adequate progress. The form must be placed in the **CUM/Blue EL Folder** after completed and signed by the Site's EL Coordinator/Administrator.

#### ACADEMIC MONITORING OF RECLASSIFIED STUDENT MAKING ADEQUATE PROGRESS

Student:	I.D.#	Date:
School:	Grade:	Spec. Ed.: Teacher:
Requested By: LAC	Reclassification Date:	Monitoring Year:

#### ACADEMIC Progress on English-Language Arts Assessment

Test Name:	Test Date:	Scale Score:	Performance Level

#### ACTION:

☒ Student demonstrates adequate academic progress in current placement.

Parent/Guardian has been informed by: ☐ Meeting ☐ Phone Call ☐ Email ☐ Other Date: \_\_\_\_\_

Student has been informed by: ☐ Meeting ☐ Phone Call ☐ Email ☐ Other Date: \_\_\_\_\_

All teachers have been informed by: ☐ Meeting ☐ Phone Call ☐ Email ☐ Other Date: \_\_\_\_\_

Signature of EL Coordinator/Site Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**This form is to be placed in the CUM/Blue EL Folder after completed and signed by EL Coordinator/Administrator.**



# **CHAPTER 4:**

# **GRADUATION AND BEYOND**

**What you will find in this chapter:**

- Graduation Requirements (A-G)
- CTE Pathways
- Graduate Rate
- State Seal of Biliteracy
- Early Assessment Program
- Advanced Placement



### GRADUATION AND BEYOND

In accordance with the vision of success of English learners, as stated in the California English Learner Roadmap, CVUSD strives to 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.

To determine college and career readiness as set by the California Department of Education (CDE), all students have access to the following programs:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formally called Dual Enrollment)
- A-G Completion
- State Seal of Biliteracy
- Military Science/Leadership

**Career Technical Education Pathway Completion:** Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core-academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. For a list of CTE pathways in CVUSD, please visit the department of Secondary Curriculum's home page on the district website.

**Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics:** The Smarter Balanced Assessments (SBA) are used to measure students' academic progress and is an indicator of students' readiness for college. The goal is for all students to achieve meets or exceeds on the English-Language Arts and Mathematics assessments.

**Advanced Placement Exams (AP):** The AP program consists of college level courses in a variety of subject areas. Students may pursue college level work while still in secondary school and receive college credit, advanced academic standing, or both. To receive college credit, students must score a three or higher on their AP exams for the courses taken.

**International Baccalaureate Exams:** Currently not offered.



### GRADUATION AND BEYOND (continued)

**College Credit Course (formally called Dual Enrollment):** College Credit Courses allow high school students to enroll and earn credit in college courses taught by college faculty. These courses are offered to 9<sup>th</sup> – 12<sup>th</sup> grade students. Students can earn college credit towards an associate or certificate program while working towards their high school diploma.

**A-G Completion:** The A-G/College Entrance Requirements are a sequence of high school courses that students must complete with a grade of “C” or better to be minimally eligible for admissions to the university of California (UC) and California State University (CSU).

**State Seal of Biliteracy:** The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The State Seal of Biliteracy may be awarded if the following criteria is met:

1. An overall grade point average (GPA) of 2.0 in English classes.
2. Standard of met or exceeds on the CAASPP English-Language Arts.
3. Proficiency in one or more languages other than English.
4. English proficiency on the English Language Proficiency Assessments for California (ELPAC) for English learners.

**Military Science/Leadership:** Currently not offered.

CVUSD will monitor the academic progress of English learners towards graduation and college and career readiness. The monitoring process may include transcript reviews, parent/student meetings, college and career awareness workshops, and credit recovery/enrichment opportunities.



# **CHAPTER 5:**

## **FAMILY AND PARENT ENGAGEMENT**

**What you will find in this chapter:**

- English Language Advisory Committee
- District English Language Advisory Committee
- Family Engagement Center Services and Resources
- District Program for English Learners



### OVERVIEW

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

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

This chapter describes the various ways through which families and the school community can be more involved in the CVUSD EL program.

#### **Communication with Parents/Guardians**

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

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

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

Specifically, when 15% or more of the student population at a school site speak a single primary language other than English, all notices, statements, and records sent to the



### OVERVIEW (continued)

parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, written in the primary language of the parents. Staff will be informed of this policy via professional development, implementation of the EL Master Plan, and during annual presentations /meetings. When a site reaches 14% or more of the student population at a school site speak a single primary language other than English, the district will fund a Bilingual Typist Clerk to support the school site with translation for all notices, statements, and records sent to the parents.

To ensure shared decision-making and program satisfaction, a Parent Survey will be conducted during the school year. The principal and all English Learner educational partners will review data from the survey and will address findings with staff, ELAC, and EL parents. Each Title I school site shall set aside funds to pay for activities and materials related to family and community engagement. In addition, a specific plan to improve its partnership with parents shall be written in each school's Single Plan for Student Achievement (SPSA), and communicated to the school, staff, and parents.

#### **Translation Services**

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

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

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



### OVERVIEW (continued)

#### Required Parent Notifications

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

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

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

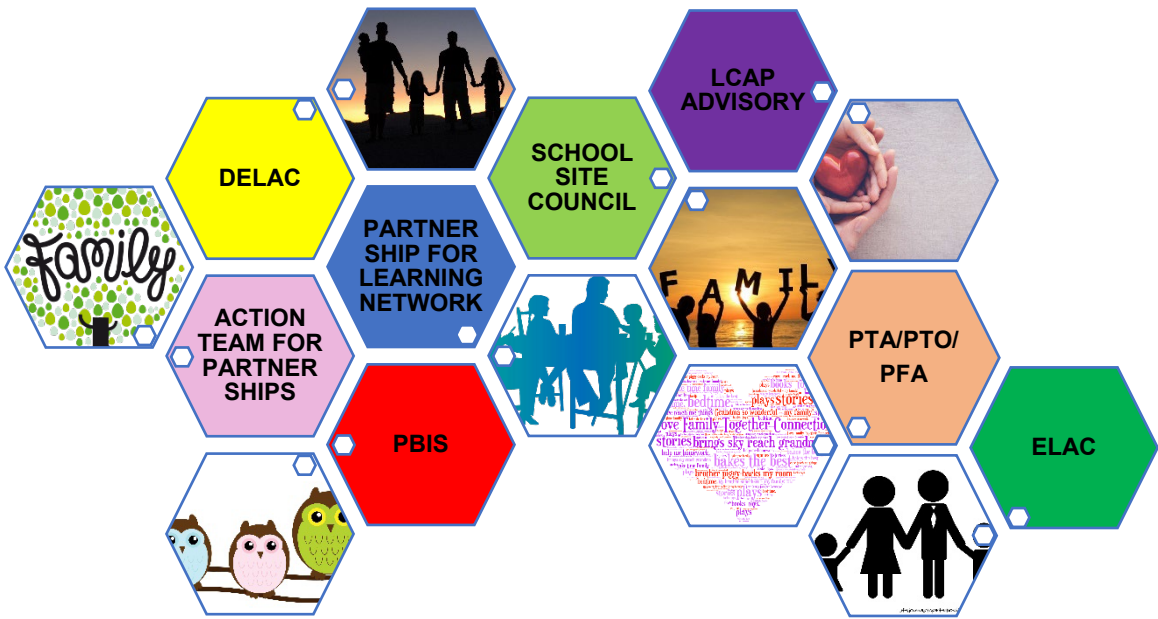
- Progress expectations in any area are not being met
- Criteria for reclassification have not been met
- Interventions available at the school and their purpose

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



FAMILY AND COMMUNITY ENGAGEMENT

Across the District, there are opportunities for parents to attend informative meetings, workshops, and decision-making committees. Schools provide opportunities for parents and community members to engage in decision-making, volunteering, and participate in workshops that are linked to student learning and/or social-emotional development and growth. The following pages discuss parent and family participation opportunities and resources.





### ENGLISH LANGUAGE ADVISORY COMMITTEE

The English Language Advisory Committee (ELAC) is a school-level committee comprised of parents, staff, and community members designated to advise school officials on English Learner programs (EL) and services. Schools that have 21 or more EL students must create an ELAC committee. CVUSD requires a minimum of four ELAC meetings in a school year.

#### Requirements of ELAC:

**Parent members are elected by parents or guardians of EL students.**

**Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.**

**The first meeting should be to train members on the roles/responsibilities of ELAC and to elect DELAC representative.**

**The ELAC shall be responsible for assisting in the development of the school-wide needs assessment and ways to make parents aware of the importance of regular school attendance.**

**Advise principal and staff in the development of a site plan for EL's and submitting the plan to the SSC for consideration of inclusion in the SPSA.**

**A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "2" above.**

**Please see the following pages for Agenda Templates and topics.**

**Make sure to keep your ballots, sign in sheets, agendas, minutes, and handouts for five years.**

**Please upload your sign-in sheets, agenda, minutes, and Power Point (optional) to the Title I Crate.**



### SAMPLE ELAC NOMINATION FORM

Chino Valley Unified School District

\_\_\_\_\_ School

#### 2024-2025 ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) NOMINATION FORM

ELAC is a school-level committee comprised of parents, staff and community members designated to advise school officials on English learner programs and services. ELAC members are elected by parents/guardians of English learners. ELAC meets approximately four (4) times a school year. ELAC responsibilities include:

- 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.

We are seeking ELAC nominations for the 2024-2025 school year. If you are interested or would like to nominate a parent/community member, please complete the nomination form below and submit to: \_\_\_\_\_ (name/location) by \_\_\_\_\_ (date).

#### 2024-2025 ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) NOMINATION FORM

I wish to nominate \_\_\_\_\_ for an elected position as a parent/community member of ELAC.

The person I nominated is: (select one)

\_\_\_ the parent/guardian of \_\_\_\_\_ who is currently enrolled at this school.

\_\_\_ a community member in this school's attendance area.

The person I nominated is: (select one)

\_\_\_ NOT an employee of this school.

\_\_\_ IS an employee of this school.

Name of person making nomination: \_\_\_\_\_

I am a parent/guardian of \_\_\_\_\_ who is currently enrolled at this school.  
(name of student)

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Thank you for your nomination for the English Learner Advisory Committee. You will be notified when your nomination has been received.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### ELAC DATES AND TOPICS 2024 - 2025

ELAC Dates for 2024-2025				
Please submit sign-in sheets, agendas, minutes, ELAC-SSC Input Form and slide deck (optional) in the Title I Crate by the deadline				
Meetings Window	Due Date in Crate	Items Due	Meeting Type	Topics
8/5/24-9/5/24	9/6/2024	Also due in Crate: ELAC ballot tally sheet Due to EL Coordinator: Add DELAC Rep and ELAC members to school committee list spreadsheet	First EL Parent meeting	What every EL parent needs to know Role of DELAC & ELAC ELAC/DELAC Dates Election of ELAC Election of DELAC representative Uniform Complain Procedures (UCP) ELPAC Scores Reclassification
10/9/24-11/1/24	11/4/2024		ELAC #1	Share DELAC updates (goals, notification, ELPAC practice test, reclassification, LTELs) Train new ELAC members on roles and responsibilities Provide training materials (A&E ELAC Training Presentation) Seek parent feedback on ways to make parents aware of the importance of regular school attendance Advise principal and staff in the development of site plan for English Learners and submit the plan to the SSC for consideration of inclusion in the SPSA (SPSA Goals) Recommendations to SSC, if any Public comments for items not on the agenda
1/8/25-1/31/25	2/3/2025		ELAC #2	Share DELAC updates (SBAC testing, academic monitoring teacher-aide requirements) LCAP Site Engagement SPSA recommendation to SSC Promote K-12 survey Public comments for items not on the agenda
2/19/25-3/21/25	4/1/2025		ELAC #3	Share DELAC updates (LCAP updates, PFT) Assist in development of school wide needs assessment (LCAP) SPSA recommendations to SSC SPSA Evaluation
4/16/25-5/9/25	5/12/2025		ELAC #4 Due	Share DELAC updates (multilingual recognition, survey results, EL master plan updates [reclassification], CONAPP) Final SPSA recommendations Public comments for items not on the agenda
Dates and topics subject to change				



# Master Plan for Multilingual Programs

## English Learners Master Plan

### UPLOADING ELAC INFORMATION

- Upload your ELAC meeting documents: sign-in sheet, agenda, minutes, and PowerPoint (optional) in the Title I Crate (non-PDF format).
- Name the files as follows: School Name ELAC # Document Title Date  
Example: Cortez ELAC #1 Sign-In Sheet 10.10.24  
Cortez ELAC #1 Agenda 10.10.24  
Cortez ELAC #1 Minutes 10.10.24
- By May 12, 2025, all schools should have all four required ELAC meetings uploaded to the Title I Crate.
- Where to load ELAC documents: Go to “H” for English Learner. There you will see Section 1 (EL 01): English Learner Advisory Committee (ELAC). Do not upload anything in that section. Scroll down and upload the following meeting documents in the sections listed below.:
  - 1.1-EL Parent meeting documents and ballot tally
  - 1.1.1-ELAC # 1 meeting documents
  - 1.2-ELAC # 2 meeting documents
  - 1.3-ELAC # 3 meeting documents
  - 1.4-ELAC # 4 meeting documents

The screenshot displays the 'ENGLISH LEARNER (EL)' interface. It features a sidebar with a tree view containing sections 1, 1.1, 1.1.1, and 1.2. The main content area shows the details for each section, including a title, a date, a user role (Assistant Principal), a file count (1 Required File), and a 'Change' button. Below this, there are sections for 'Templates and Notes' and 'Files'. The 'Files' section is currently empty, showing a black rectangular area where files would be uploaded. The '1.1' section is titled 'EL 01: EL Parent Meeting sign-in sheet, agenda, minutes, and ELAC Ballot Tally in non-PDF format. PowerPoint.' and the '1.1.1' section is titled 'EL 01: ELAC #1 Sign-in sheet, agenda, minutes, and ELAC recommendation form in non-PDF format. (PowerPoint is optional)'. The '1.2' section is titled 'EL 01: ELAC #2 Sign-in sheet, agenda, minutes, and ELAC recommendation form in non-PDF format. (PowerPoint is optional)'. Each section has a 'Templates and Notes' section with a text input field and a 'Files' section with a black rectangular area for file uploads.



### EL PARENT MEETING AGENDA AND MINUTES TEMPLATES

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English Learner Parent Meeting

#### AGENDA

1. Welcome to our English Learner Parent Meeting
2. Agenda Items:
  - a. What every EL parent needs to know
  - b. Purpose and role of ELAC & DELAC
  - c. Election of ELAC
  - d. Election of DELAC representative
  - e. ELAC & DELAC Dates
  - f. Summary of ELPAC scores
  - g. Students eligible for reclassification
  - h. Uniform Complaint Procedures (UCP)
3. Unfinished Business
  - a.
  - b.
4. New Business
  - a.
  - b.
5. Public comments for items not on the agenda
  - a.
  - b.
6. Upcoming Events:
  - a. Next ELAC Meeting: \_\_\_\_\_
  - b. Next DELAC Meeting: 10/8/24 (9:00am-11am) at the Family Engagement Center (FEC) in Room 25.
  - c.
7. Adjournment

Topics covered	
X	Election of ELAC members
	Training and training materials for ELAC members and legal responsibilities.
X	Election of a DELAC member
	Ways to make parents a part of the school attendance
	Assist in development of school improvement plan
	Advise principal/staff in development of school improvement plan for consideration of inclusion

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English Learner Parent Meeting

#### MINUTES

\_\_\_\_/\_\_\_\_/\_\_\_\_ (date)

1. The meeting was called to order at (time) by (EL Coordinator's name).
2. Agenda Items:
  - a. The English Learners (EL) Program Coordinator explained what every EL parent needs to know, including the identification and placement of English Learners and the Structured English Immersion (SEI) program.
  - b. The purpose and roles of ELAC and DELAC were discussed.
  - c. The ELAC election procedures were explained. They are (describe here). The parents of EL students voted (or will vote) for the school's ELAC committee. The elected ELAC members are: (name all)
  - d. ELAC nominated and voted (or will vote) for a DELAC representative. The DELAC representative is (name).
  - e. Future ELAC meeting dates and times were established
  - f. A summary of ELPAC scores was presented.
  - g. The criteria for reclassification were discussed. The number of students that will be reclassified at the start of the school year are (total). A ceremony will be held on (date).
  - h. The EL coordinator explained the Uniform Complaint Procedures (UCP).
3. Unfinished Business -There was not any unfinished business as this is the first EL parent meeting of the school year.
4. New Business-The following agenda items were also discussed at the meeting (add school topics here).
5. Public comments for items not on the agenda-There were/were not public comments for items not on the agenda. They were: (discuss here)
6. Upcoming Events: The ELAC committee discussed future meeting dates and times. The first ELAC meeting will be held on (date/place). The first DELAC meeting will be held on 10/8/24 (9:00am-11am) at the Family Engagement Center (FEC) in Room 25.
7. The meeting was adjournment at (time).



### ELAC #1 AGENDA AND MINUTES TEMPLATES

**Chino Valley Unified School District**  
School Name: \_\_\_\_\_  
English Learner Advisory Committee (ELAC) Meeting #1

**AGENDA**  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ (date)

1. Welcome to our English L
2. Review of minutes from p
3. Report from DELAC repre
4. Agenda Items:
  - a. Train new ELAC mem
  - b. Provide training mater
  - c. Seek parent feedback of regular school atten
  - d. Advise principal and s Learners and submit t the SPSA (SPSA goal
  - e. Recommendations to
5. Unfinished Business
  - a.
6. New Business
  - a.
7. Public comments for item
  - a.
  - b.
8. Upcoming Events:
  - a. Next ELAC Meeting: J
  - b. Next DELAC Meeting: Family Engagement C
9. Adjournment

X	Training and tr legal responsib
X	Ways to mak attendance
X	Advise principa for considerati

**Chino Valley Unified School District**  
School Name: \_\_\_\_\_  
English Learner Advisory Committee (ELAC) Meeting #1

**MINUTES**  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ (date)

1. The meeting was called to order at (time) by (EL Coordinator's name).
2. Minutes from the first EL meeting parent meeting were reviewed.
3. The DELAC representative shared information discussed at the DELAC meeting on 10/8/24. The topics discussed were: (add topics here)
4. Agenda Items:
  - a. The EL coordinator trained new ELAC members on their roles and responsibilities.
  - b. All ELAC members were provided with training materials (ELAC training presentation provided by Access & Equity).
  - c. The EL coordinator discussed current attendance data, policies and procedures. The current attendance rate and goals were shared. ELAC was asked to provide feedback on ways to make other parents aware of the importance of regular school attendance. The following suggestions were offered (describe). This information will be shared with the principal and school site council.
  - d. The EL coordinator shared the site plan for English learners. ELAC was encouraged to provide the principal and school site council with any feedback on the development of the site plan for English Learners to be considered for the SPSA (SPSA goals). They offered the following suggestions (describe). This information will be shared with the principal and school site council.
5. Unfinished Business-There was/was not unfinished business from the previous meeting. Unfinished business discussed included (describe).
6. New Business-The following new business items were discussed (add school topics here).
7. There were/were not a few public comments for items not on the agenda (describe).
8. Upcoming Events: The next ELAC meeting is on (date/place). The next DELAC meeting is on 1/7/25 (9:00am-11am) at the Family Engagement Center (FEC) in Room 25.
9. The meeting was adjourned at (time).



### ELAC #2 AGENDA AND MINUTES TEMPLATES

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English L

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English Learner Advisory Committee (ELAC) Meeting #2

#### MINUTES

\_\_\_/\_\_\_/\_\_\_ (date)

1. Welcome to our English L

2. Review of minutes from p

3. Report from DELAC repre

4. Agenda Items:

a. LCAP site engagement

b. SPSA progress update

c. Promote K-12 survey

5. Unfinished Business

a.

b.

6. New Business

a.

b.

7. Public comments for item

8. Upcoming Events:

a. Next ELAC Meeting: \_\_\_\_\_

b. Next DELAC Meeting: \_\_\_\_\_

Family Engagement C

9. Adjournment

X

Advise principal  
for consideration

1. The meeting was called to order at *(time)* by *(EL Coordinator's name)*.

2. Minutes from the first ELAC meeting were reviewed.

3. The DELAC representative shared information discussed at the DELAC meeting on 1/9/24. The topics discussed were *(add topics here)*

4. Agenda Items:

a. LCAP site engagement-ELAC members were encouraged to attend the site and district LCAP committee meetings. The EL coordinator explained what LCAP is. Parents were provided with a form to give feedback on needs of English learners.

b. SPSA progress updates were reviewed. ELAC was encouraged to provide feedback and give input on the needs of English learners. The following recommendations were made *(describe)*. This will be shared with the principal and school site council.

c. The EL coordinator encouraged ELAC to participate in and promote the K-12 survey.

5. Unfinished Business-There was/was not unfinished business from the previous meeting. Unfinished business discussed included *(describe)*.

6. New Business-The following new business items were discussed *(add school topics here)*.

7. There *were/were not* a few public comments for items not on the agenda *(describe)*.

9. Upcoming Events: The next ELAC meeting is on *(date/place)*. The next DELAC meeting is on 2/18/25 (9:00am-11am) at the Family Engagement Center (FEC) in Room 25.

10. The meeting was adjourned at *(time)*.



### ELAC #3 AGENDA AND MINUTES TEMPLATES

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English Learner Advisory Committee (ELAC) Meeting #3

#### AGENDA

1. Welcome to our English Learner Advisory Committee
2. Review of minutes from the previous meeting
3. Report from DELAC representative
4. Agenda Items:
  - a. Assist in the development of the SPSA
  - b. SPSA progress updates
5. Unfinished Business
  - a.
  - b.
6. New Business
  - a.
  - b.
7. Public comments for items not on the agenda
  - a.
  - b.
8. Upcoming Events:
  - a. Next ELAC Meeting
  - b. Next DELAC Meeting
  - c. Family Engagement
9. Adjournment

X	Assist in de
X	Advise prin for consid

#### Chino Valley Unified School District

School Name: \_\_\_\_\_

English Learner Advisory Committee (ELAC) Meeting #3

#### MINUTES

\_\_\_\_/\_\_\_\_/\_\_\_\_ (date)

1. The meeting was called to order at *(time)* by *(EL Coordinator's name)*.
2. Minutes from the first ELAC meeting were reviewed.
3. The DELAC representative shared information discussed at the DELAC meeting on 2/20/24. The topics discussed were *(add topics here)*
4. Agenda Items:
  - a. The EL coordinator reviewed *(Select "one" that was reviewed: SPSA or LCAP or K-12 Survey or other results)* with ELAC. ELAC was asked to assist in the development of a school-wide comprehensive needs assessment. ELAC provided the following feedback on the information shared *(describe)*.
  - b. SPSA progress updates were reviewed ELAC made the following recommendations for the SPSA *(describe)*. This will be shared with the principal and school site council.
5. Unfinished Business-There was/was not unfinished business from the previous meeting. Unfinished business discussed included *(describe)*.
6. New Business-The following new business items were discussed *(add school topics here)*.
7. There *were/were not* a few public comments for items not on the agenda *(describe)*.
8. Upcoming Events: The next ELAC meeting is on *(date/place)*. The next DELAC meeting is on 4/15/25 (9:00am-11am) at the Family Engagement Center (FEC) in Room 25.
9. The meeting was adjourned at *(time)*.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### ELAC #4 AGENDA AND MINUTES TEMPLATES

**Chino Valley Unified School District**  
School Name: \_\_\_\_\_  
English Learner Advisory Committee (ELAC) Meeting #4

1. Welcome to our English
2. Review of minutes from
3. Report from DELAC repr
4. Agenda Items:
  - a. Final SPSA recomme
5. Unfinished Business
  - a.
  - b.
6. New Business
  - a.
  - b.
7. Public comments for item
8. Upcoming Events:
  - a. Next ELAC Meeting:
9. Adjournment

X	Advise principal for consideration

**Chino Valley Unified School District**  
School Name: \_\_\_\_\_  
English Learner Advisory Committee (ELAC) Meeting #4

MINUTES  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (date)

1. The meeting was called to order at *(time)* by *(EL Coordinator's name)*.
2. Minutes from the first ELAC meeting were reviewed.
3. The DELAC representative shared information discussed at the DELAC meeting on 4/16/24. The topics discussed were *(add topics here)*
4. Agenda Items:
  - a. EL coordinator shared the draft of SPSA with ELAC. ELAC made the following final SPSA recommendations to SSC *(describe)*.
5. Unfinished Business-There was/was not unfinished business from the previous meeting. Unfinished business discussed included *(describe)*.
6. New Business-The following new business items were discussed *(add school topics here)*.
7. *There were/were not* a few public comments for items not on the agenda *(describe)*.
8. Upcoming Events:
9. The meeting was adjourned at *(time)*.



After each ELAC meeting, the ELAC members will complete and submit the ELAC-SSC Input Form to the principal to ensure that recommendations from ELAC are shared with the School Site Council (SSC).

106



### DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE (DELAC)

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/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).



# Master Plan for Multilingual Programs

## English Learners Master Plan

### DELAC DATES and TOPICS 2024-2025

DELAC Dates for 2024-2025				
Date	Time	Meeting	Location	Topics
10/8/2024	9:00-11:00	DELAC 1	FEC	DELAC Roles and responsibilities/How to share back information at ELAC DELAC Meeting dates EL Master Plan Updates Identification and placement of English learners Parent Portal -ELPAC Scores Review and comment on written notifications required to be sent to parents and guardians Establishment of district program, goals, and objectives for programs and services for English learners Review and comment on the school district's reclassification procedures At-Risk LTEL/LTEL data ELPAC Practice Tests Uniform Complaint Procedures Dual Language Immersion Programs Theme: Hispanic Heritage Month
1/7/2025	9:00-11:00	DELAC 2	FEC	Teacher-Aide requirements Compliance with any applicable teacher and/or teacher aide requirements. CAASPP Testing Academic Monitoring A-G Requirement, College and Career Ready, Graduation, Student Connectedness Theme: Chinese New Year
2/18/2025	9:00-11:00	DELAC 3	FEC	LCAP Parent Engagement (Conduct a district-wide needs assessment) Physical Fitness Test CAASPP Accessibility Theme: Black History Month
4/15/2025	9:00-11:00	DELAC #4	FEC	Annual Multilingual Recognition Survey Results EL Master Plan Updates (Reclassification) Consolidated Application for Funding
Dates and topics subject to change				



**DELAC MEETING DATES 2024-2025**

## District English Learner Advisory Committee

### Juntas de Comité de Consejo del Distrito de Alumnos que están Aprendiendo Ingles

### 2024-2025

**All meetings are held at the Family Engagement Center**

**Room 25**

Todas las reuniones serán en el Centro de Involucramiento para Familias  
SALON 25

**Chino Adult School**  
**12970 Third St.**  
**CHINO CA**

**October/Octubre 8, 2024**  
**(9:00 A.M. – 11:00 A.M)**

**January/Enero 7, 2025**  
**(9:00 A.M. – 11:00 A.M)**

**February/Febrero 18, 2025**  
**(9:00 A.M. – 11:00 A.M)**

**April/Abril 15, 2025**  
**(9:00 A.M. – 11:00 A.M)**



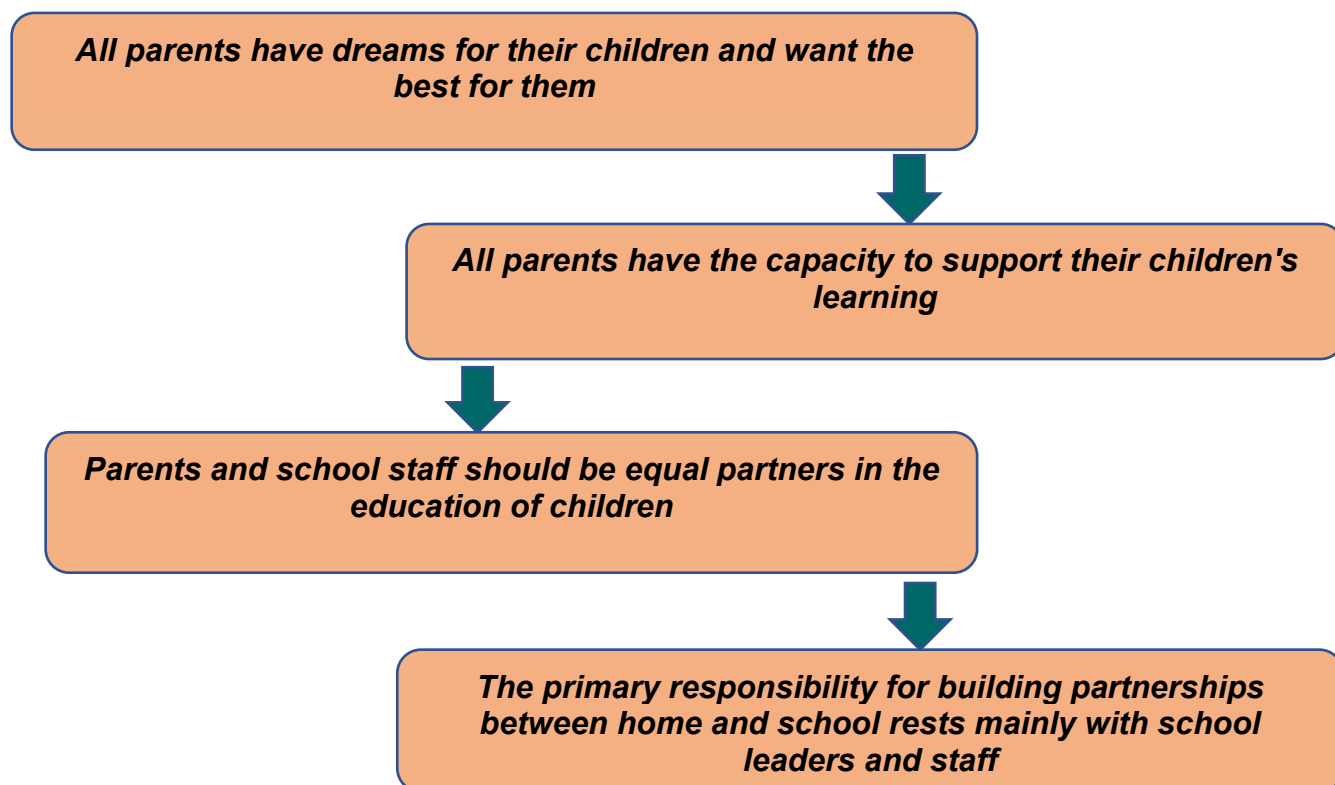
CHINO VALLEY  
UNIFIED SCHOOL DISTRICT

WWW.CHINO.K12.CA.US



### FAMILY ENGAGEMENT CENTER

The Family Engagement Center is committed to authentic engagement of families/parents and community partners that reflects the following core values:




We will strive to embed transformative **family engagement** practices, programs, and policies across the CVUSD educational system so that every parent is treated as a valuable partner in their child's education.





DECISION MAKING



**TYPE 5 – DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, actions teams, and other parent organizations.

**SCHOOL SITE COUNCIL**

Meets four times per year

**ACTION TEAM FOR PARTNERSHIP**

Meetings set by school site

- Work together to develop School Plan for Student Achievement
- Review school goals
- Plan family engagement linked to school goals
- Evaluate/reflect partnership practices

**PTA  
PFA  
PTO**

Meetings set by school site

**PARTNERSHIP FOR LEARNING NETWORK**

Meets three times per year at Family Engagement Center



### SIX TYPES OF PARENT INVOLVEMENT

#### THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT + TYPE XO



TYPE 1

**TYPE 1 – PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



TYPE 2

**TYPE 2 – COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



TYPE 3

**TYPE 3 – VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.



TYPE 4

**TYPE 4 – LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.



TYPE 5

**TYPE 5 – DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, actions teams, and other parent organizations.



TYPE 6

**TYPE 6 – COLLABORATING WITH THE COMMUNITY:** Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

This Type XO  
developed by SDUSD



TYPE XO

**TYPE XO – RELATIONSHIP BUILDING ACTIVITIES:** Recognition and celebration events are important for establishing a positive relationship between the home and school and building a sense of community. These types of events help serve as gateway events leading to different and more dynamic types of involvement directly related to supporting student achievement.

*Adapted from School, Family, and Community Partnerships by J.L. Epstein et al., © 2002 Corwin Press, Inc.  
California Parent Center, San Diego State University Research Foundation*



### ACTION TEAM FOR PARTNERSHIP

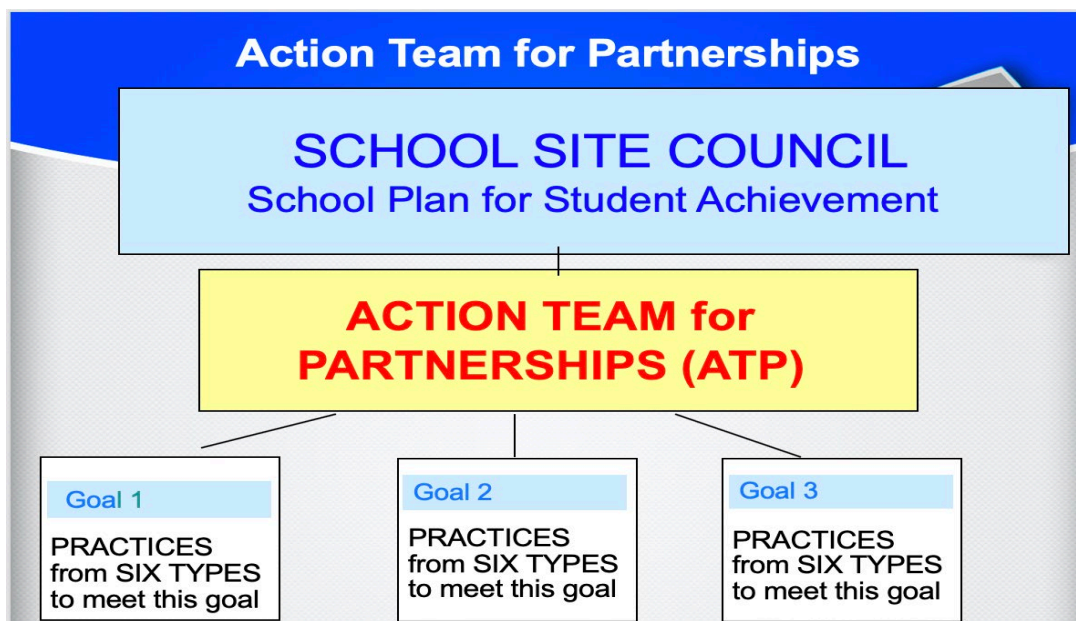
#### How does the Action Team for Partnerships (ATP) differ from the School Site Council?

##### Action Team for Partnership

- Action Team for Partnerships (ATP) guides action to increase family and community involvement by writing an annual School-Parent Compact (Action Plan) linked to SPSA goals
- ATP meets frequently to discuss the schedule of family and community involvement activities, assess progress, and improve plans
- ATP is one committee that reports plans and progress to the School Site Council for advice and support

##### School Site Council

- School Site Council (SSC) helps to develop, revise, approve and evaluate the school's entire School Plan for Student Achievement (SPSA)
- SSC meets monthly to discuss all programs, assess progress, and plan next steps to attain goals in the SPSA
- SSC hears all committee reports and assists committees in helpful ways





### FAMILY ENGAGEMENT CENTER (FEC) WORKSHOPS

#### FEC Parent Workshops

- English Learner Parent Academy
- CCSS Math
- Family Literacy
- Transition During School Life
- Kindergarten Readiness Academy
- Parent Computer Skills
- Parents as Partners
- Informational Texts
- College Awareness
- Nurturing Families

#### School Community Liaison Network-Bilingual Clerk

- District School Community Liaison, Jeannette Moncada
- District School Community Liaison, Xiumei Xiao
- Alicia Cortez Elementary, Vacant
- Anna Borba Elementary, Adriana Jauregui
- Canyon Hills Junior High, Su En Tang
- Chino High, Vacant
- Country Springs Elementary, Claire Kuo
- Don Lugo High, Laura Valdivieso
- Doris Dickson Elementary, Martha Moreno
- E.J. Marshall Elementary, Diana Guzman
- Eagle Canyon Elementary, Julie Lee
- Gerald Litel Elementary, JinJing Sun
- Glenmeade Elementary, Francisca Ramos
- Hidden Trails Elementary, Carol Sin
- Howard Cattle Elementary, Naomi Shirley
- Liberty Elementary, Maribel Rocha
- Lyle Briggs K-8, Lizbeth Meza
- Magnolia Junior High, Yadira Valencia
- Newman Elementary, Maria Mercau
- Ramona Junior High, Jenette Mejia
- Rolling Ridge Elementary, Ka Man Lau
- Walnut Elementary, Edith Venegas



# **CHAPTER 6:**

## **MEETING LEGAL AND COMPLIANCE REQUIREMENTS**

**What you will find in this chapter:**

- EL Coordinator Calendar & Duties
- CDE Letter Regarding Data Reporting
- Reporting EL Special Programs
- EL Student Programs and Services
- Reporting English Learner Education Services
- EL Rosters Sample
- Annual Parent Notification



### EL COORDINATOR DUTIES

The list below outlines some of the major responsibilities of the site EL coordinators.

- ✓ Ensure English Learners (EL) are properly identified
  - Home Language Survey
  - Initial Assessment with Language Assessment Center (LAC)
- ✓ Ensure all EL students receive a program of Designated English Language Development (DELD):
  - Please provide teachers with a list of their English Learner students and their ELPAC scores by the first day of school
- ✓ Complete and submit ELD Schedule/Roster twice a year
- ✓ Monitor the progress of EL students
- ✓ Administer annual Summative ELPAC
- ✓ Reclassify students and Host Reclassification Celebrations
- ✓ Conduct Academic Monitoring Conferences for reclassified students
- ✓ Hold an annual EL Parent meeting
- ✓ Hold 4 ELAC meetings and send DELAC rep to district meetings
- ✓ Ensure EL student records are updated and compliant (Blue EL Folder-Student CUM)
- ✓ To complete state requirements, ensure EL program information is updated in AERIES

**EL Coordinator Tasks:** EL Coordinator tasks can be seen on the following pages along with a timeline calendar.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### EL COORDINATOR TASKS - CALENDAR – 2024-2025

<b>EL Coordinator Tasks – Calendar 2024-2025</b>	<b>Due Dates</b>
<b>EL Coordinator Meeting #1 (New: 8:00-11:00/Experienced 2:30-4:30)</b>	<b>7/23/2024</b>
Traditional schools hold reclassification meetings	8/5/24-8/30/24
Traditional schools file copies of Annual Parent Notification Letters in blue EL Folder (LAC mails letters to parents by 9/3/24)	8/16/2024
Sites will start receiving lists of reclassified students on academic monitoring	8/19/2024
Reclassifications due to LAC for all traditional schools	9/3/2024
Deadline for all ELs to be placed in DELD for all traditional schools	9/3/2024
EL Parent meeting due in the Crate	9/6/2024
Enter names and contact information of ELAC & DELAC Reps on the A&E School Community Spread	9/6/2024
Sites update Ed services, US entry date & first time in US/CA schools in Aeries for Information Day	9/9/24-9/20/24
All schools hold reclassification meetings	9/16/24-9/27/24
EL Roster #1 due in the Crate	9/20/2024
Reclassifications due to LAC for all schools	9/30/2024
Sites schedule reclassification celebrations	First Trimester
<b>CALPADS INFORMATION DAY 2024 (All EL fields in Aeries must be correct PRIOR</b>	<b>10/2/2024</b>
DELAC #1	10/8/2024
<b>EL Coordinator Meeting #2 (New: 8:00-11:00/Experienced 2:30-4:30)</b>	<b>10/29/2024</b>
ELAC #1 due in the Crate (Hold ELAC #1 after 10/8/24)	11/4/2024
Categorical Inventory Memo goes out	11/4/2024
ELPAC coordinators submit District ELPAC Training sign-up spreadsheet to District EL Coordinator	11/15/2024
Sites submit ELA assessment results for reclassified students making adequate progress	12/13/2024
All schools hold reclassification meetings	12/16/24 - 1/24/25
DELAC #2	1/7/2025
Reclassifications due to LAC for all schools	1/27/2025
EL Roster #2 due in the Crate	1/31/2025
Intervention screen printout due for EL Students on Opt Out not making adequate progress	1/31/2025
Sites schedule reclassification celebrations	First Semester/ Second Trimester
ELAC #2 due in the Crate (Hold ELAC #2 after 1/7/25)	2/3/2025
Sites update Ed services, US entry date & first time in US/CA schools in Aeries for State Reporting	2/3/25-2/14/25
DELAC #3	2/18/2025
Sites submit Academic Monitoring Intervention Forms to LAC	2/28/2025
ELAC #3 due in the Crate (Hold ELAC #3 after 2/18/25)	4/1/2025
All schools hold reclassification meetings	4/14/25-5/22/25
<b>EL Coordinator Meeting #3/Assistant Principals Meeting</b>	<b>4/14/2025</b>
DELAC #4	4/15/2025
Categorical Inventory List due in the Crate	4/25/2025
Sites schedule reclassification celebrations	Second Semester/ Third
Reclassifications due to LAC for all schools	5/5/2025
ELAC #4 due in Crate (Hold ELAC #4 after 4/15/25)	5/12/2025
<b>EL Coordinator Tasks – Calendar 2024-2025 (Cal Aero/Legacy)</b>	<b>Due Dates</b>
Cal Aero Tracks/Legacy ABC holds reclassification meetings	7/8/24-7/31/24
Cal Aero/Legacy Tracks ABC file copies of Annual Parent Notification Letters in blue EL Folder (LAC mails letters to parents by 8/6/24)	7/22/2024
Cal Aero Track/Legacy D holds reclassification meetings	7/29/24-8/23/24
Reclassifications due to LAC for Cal Aero/Legacy Tracks ABC	8/1/2024
Deadline for all ELs to be placed in DELD for Cal Aero/Legacy Tracks A,B,C	8/6/2024
Cal Aero/Legacy Track D file copies of Annual Parent Notification Letters in blue EL Folder (LAC mails letters to parents by 8/27/24)	8/12/2024
Reclassifications due to LAC for Cal Aero/Legacy Track D	8/26/2024
Deadline for all ELs to be placed in DELD for Cal Aero/Legacy Track D	8/27/2024



### EL COORDINATOR TASKS CALENDAR – CAL AERO PRESERVE ACADEMY

Cal Aero Preserve Academy and Legacy Academy will use the tasks calendar listed on the previous page except for the tasks in chart below.

EL Coordinator Tasks - Calendar 2024-2025 (Cal Aero/Legacy)	Due Dates
Cal Aero Tracks/Legacy ABC holds reclassification meetings	7/8/24-7/31/24
Cal Aero/Legacy Tracks ABC file copies of Annual Parent Notification Letters in blue EL Folder (LAC mails letters to parents by 8/6/24)	7/22/2024
Cal Aero Track/Legacy D holds reclassification meetings	7/29/24-8/23/24
Reclassifications due to LAC for Cal Aero/Legacy Tracks ABC	8/1/2024
Deadline for all ELs to be placed in DELD for Cal Aero/Legacy Tracks A,B,C	8/6/2024
Cal Aero/Legacy Track D file copies of Annual Parent Notification Letters in blue EL Folder (LAC mails letters to parents by 8/27/24)	8/12/2024
Reclassifications due to LAC for Cal Aero/Legacy Track D	8/26/2024
Deadline for all ELs to be placed in DELD for Cal Aero/Legacy Track D	8/27/2024



### TBD CODING FOR INITIAL ELPAC COMPLETED BY THE LANGUAGE ASSESSMENT CENTER (LAC) TEAM

The Initial English Language Proficiency Assessments for California (ELPAC) is given to newly enrolled students in grades TK-12 whose primary language is a language other than English. The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time who have a primary language other than English. Identifying students who need help learning in English is important, so students receive the support they need to do well in school while receiving instruction in all school subjects. The home language survey indicates if a student has a primary language other than English. The following are the English Proficiency Statuses for students associated with taking the Initial ELPAC:

- EL—English Learners
- IFEP—Initial Fluent English Proficient
- TBD—To Be Determined

Students, whose English language acquisition status (ELAS) is to be determined (TBD), are administered the Initial ELPAC to determine whether they are English learners or IFEP students. The LAC will enter TBD in Aeries for designated students (see the screenshot below to view where in Aeries students are coded as “TBD”).

The screenshot displays the Aeries Student Information System interface. On the left is a navigation menu with options like Home, Communications, Student Data, Profile, Demographics, Supplemental, Contacts, Attendance, Enrollment, Enrollment History, Attendance History, Grades, Test Scores, Medical, Programs, Other, Multi Student Search, and Reports. The main area shows a student's profile for a female student in grade K, born 12/28/2015. A red arrow points to the 'Language Fluency' field, which is set to 'TBD - To Be Determined'. Another red arrow points to the 'LangFlu' field in the 'Ethnicity' section, also set to 'TBD - To Be Determined (T)'. The 'Residence and Mailing Address' section shows the student is at Cal Aero Preserve Academy Elementary (433).

Student ID	Last Name	First Name	Middle Name	Suffix	Gender	Grd	Age	Birthdate
4					Female	K	5	

Grid Code	ResSchl	IntDist	ResDist	IntDist Exp Dt	Name Addr Ver
05800	Cal Aero Preserve Academy Elementary (433)				

Track	Prog	Alt Prg 1	Alt Prg 2	US School Age 3 & Up	US School K-12	Dist Enter Dt	Schl Enter Dt	Schl Leave Dt
C	Regular Program					7/6/2021	7/6/2021	7/6/2021

Ethnicity	Race	CorrLng	RptgLng	LangFlu	Birth City	State	Country	US Schl < 3 yrs
Y	Other Asian		Spanish	TBD - To Be Determined (T)		US		



### DATA REPORTING REQUIREMENTS

The California Department of Education (CDE) requires school districts to report the services they are providing to English Learners. As part of the EL program evaluation, CVUSD must ensure that EL instructional services are reported in AERIES and monitored frequently. Below is a summary of fields that must be completed in AERIES.

- **Language Instruction Program (LIP)-** In November 2016, California voters approved Proposition 58, also known as CA Ed.G.E. (California Education for a Global Economy, pronounced California “Edge”). The purpose of this initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. In accordance with CA Ed.G.E., CVUSD is required to report the LIP for English learners seeking English language acquisition. For more information on CA Ed.G.E., go to: <https://www.cde.ca.gov/sp/el/er/caedge.asp>.
- **Education Services-** CVUSD is required to report on the Education Service provided in courses for every core course in which an EL is enrolled. Please be reminded that counseling and tutoring **do not** qualify as EL instructional services, and an EL eligible for special education services must receive EL instructional services in accordance with the students Individualized Education Plan (IEP).



LANGUAGE INSTRUCTION PROGRAM

Information Technology will enter LIP for English Learner (EL) students after the second week of school. All EL students will be coded as “305” for English Structured Immersion Program. Students in the Dual Immersion Program will be coded as “301” by the LAC.

**Only the LAC department can make changes to LIP.** To enter the LIP in AERIES, go to *student data*, then click on *programs*, then select the *special programs* table. Click on *add*, click on *program code* then select **305-LIP-English Structured Immersion Program** or **301-LIP-Dual Immersion Program** from the drop-down bucket. Enter the students *eligible date* then click on save. (The eligible date is the date the student began to receive LIP services which is typically the first day of school, first day of enrollment, or the first day the student was designated EL). The eligible date must be the same as the EL start date.

To avoid having to enter the *eligible end date* (leave date) when a student leaves a school to attend another school in CVUSD, add the district name as the school. Otherwise, other schools in CVUSD will be unable to enter the students’ LIP. To do this, add “0” under school. Do not forget to click on save after any changes.

If a student is on placement by parent, enter **307-LIP-Parent Opt Out of EL Services**. The *eligible start date* will be the date the parent signed the “Notification to Opt A Child Out of EL Programs or Particular EL Services.” You will also need to enter an *eligible end date for 305-LIP* which will be the day before the parent signed the form (last day of EL services).

The following query can be used to extract EL students’ program and services:

<b>LIST STU PGM STU.ID STU.CID STU.SC STU.NM STU.GR PGM.CD PGM.ESD PGM.EED</b>
--

These fields must be updated throughout the school year, particularly before state submissions. \*\*\*See Matrix and screen shots on the following page for explanation.



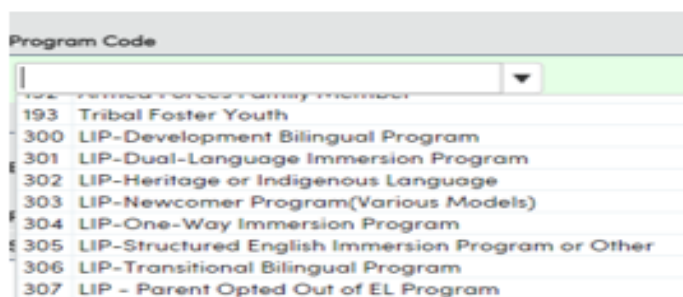
### STEPS FOR ENTERING LIP

#### Steps for entering LIP in Special Programs

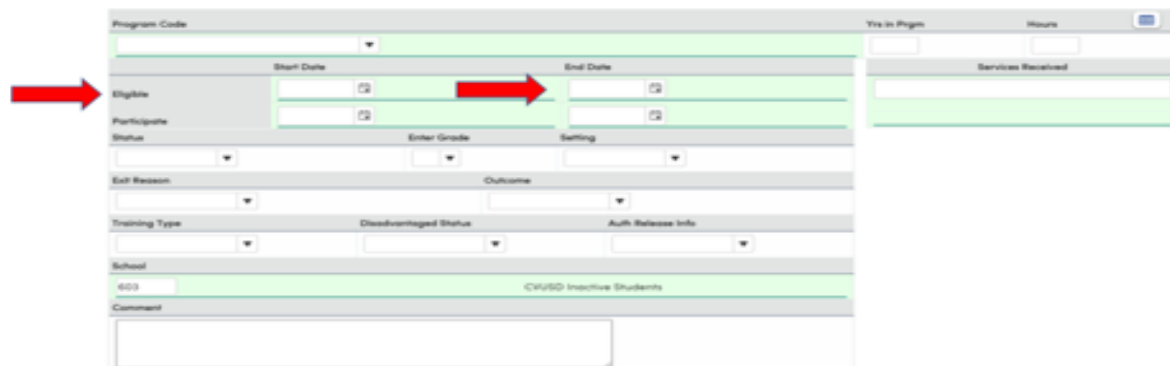
1. In Aeries, go to “programs” and select “special programs”. Click on “add”.



2. In the drop down, under **program code**, select “305-LIP Structured English Immersion Program” or “301-LIP Dual Immersion Program”. If on Placement by Parent, select “307-LIP Parent Opted Out of EL Program”.



3. Next to “eligible”, enter the “start date” which will be the day the student started services at the school. Enter the “end date” if the student checks out of the school to attend another school in the district or has a change in program.
4. Enter “0” for school.
5. Click on save at the bottom.





# Master Plan for Multilingual Programs

## English Learners Master Plan

### EDUCATION SERVICE

In the Master Schedule, the **Education Service Field** must be coded for all courses with English Learners.

\*\*\*See Matrix and screen shots for explanation.

The query below gives you sections that must be reviewed and coded by **September 20, 2024**. Run the query and verify data monthly thereafter to maintain accuracy. It will need to be updated again by **February 14, 2025**, for **CALPADS state reporting**. Run the query and verify data monthly thereafter to maintain accuracy.

**LIST STU SEC MST CRS STU.ID MST.TN MST.CN CRS.CO MST.SE MST.ESR IF STU.LF = L**

### Follow the matrix below to update the Education Service Field

Course ID/Course Title	Aeries Ed Svc (MST.ESR)
Dual Language Immersion <i>(Elementary Only)</i>	1 - Primary Language Instruction and Integrated and Designated English Language Development (ELD) Instruction
DELD only <i>(Elementary)</i> Emerging ELD <i>(Secondary)</i> Expanding ELD A <i>(Secondary)</i> Expanding ELD B <i>(Secondary)</i>	2 - Designated ELD Instruction Only
All courses English Learners are enrolled in classes that <u>are not</u> ELD courses	3 - Integrated ELD Instruction Only
English Learners on Home and Hospital	3 - Integrated ELD Instruction Only <b>Or</b> 4 - Designated and Integrated ELD Instruction, But Not Primary Language Instruction
Teacher of other subjects <b>and</b> ELD	4 - Designated and Integrated ELD Instruction, But Not Primary Language Instruction
Special Education course that provides alternate EL services to severely disabled students in a special education setting.	6 - Other English Learner Service



# Master Plan for Multilingual Programs

## English Learners Master Plan

### UPDATING THE MASTER SCHEDULE SECTION WITH THE APPROPRIATE EDUCATION SERVICE CODE

Master Schedule

4584 Go

Section	CrsID	Crs Title
4584	5502	Health

1. From the Master Schedule, add the **section number**. Click Go

Master Schedule

Section: 4584, Period: 1, Blk: 1, Sem: 1, Class Calendar: None, Course: , Teacher: , Role: , Highly QRI Tutor: , Room: , Tag:

Credit: , School: , Prgm: , Hlth Prg: , Exclude: , ADA: , Supp Alt: , TuM2: , Role: , HQT: , TuM3: , Role: , HQT: , MultiTutor:

Grd Range: , SchGrp: , TrmCrsGrp: , TeamID: , SemGrp: , Track: , Gender: , SplitTerm: , Mon: , Tue: , Wed: , Thu: , Fri: , Sat:

Class ID: , Max: , Total: , Male: , Female: , Other Gender: , Left: , Multi-School Gradebook Enabled: , Attendance Ruleset:

Ed Svc: 1. Primary Language and ELD and...  
2. ELD Only  
3. Integrated ELD Instruction Only  
4. Designated and Integrated ELD  
5. No English Learner Services  
6. Other English Learner Service

Long Instr: , Instr Strategy: , Fundl Svc: , CTE Provider: , CTE V-Code: , Incl Study: , Dist Lrng: , Itinerant Teacher: , Exempt from Time Restrictions: , Class Link:

Subcategory: (Charter Non-Core), AP/IB Crs. Code Cross Ref:

Middle School Core: , Local Assign Option: , High Quality CTE Crs:

User 1: , User 2: , User 3: , User 4: , User 5: , Distance Learning: , Cohort A: , Cohort B:

Buttons: Add, Copy, Change, Delete, Print Class Rosters, Print Master Schedule Details

2. Click Change
3. Update Ed Svc field accordingly
4. Click Save

### Common Questions –

1. Should I tag a substitute?  
➤ Yes
2. The course started with an EL student, but they have moved. Do I change the Ed Svc?  
➤ No



# Master Plan for Multilingual Programs

## English Learners Master Plan

### UPDATING THE MASTER SCHEDULE SECTION FOR DUAL IMMERSION COURSES

Students in these sections are identified as Dual Immersion

- If this is a Dual Immersion class, the Ed Services must be populated with:
  - “1 – Primary Language and ELD and/or SADIE
- Language Instruction
  - Must be populated with the correct language of instruction which will be Mandarin or Spanish.

Master Schedule

102 Go

Section CrsID Crs Title

102 ELM01 First Gr

Section	Period	Blk	Sem	Class Calendar	Course	Teacher	Role	Highly Qlfd Tch	Room	Tag											
102	0	1	Y		ELM01 - First Grade	12 - Zhao	087		10												
Credit	School	Prgm	Hrly Prg	Exclude	ADA	Supp Att	Tch#2	Role	HQT	Tch#3	Role	HQT	MultiTchr								
0.00							22 - Kang	087					01								
Grd Range	SchGrp	TmCrsGp	Team#	SemGp	Track	Gender	SplitTerm	Mon	Tue	Wed	Thu	Fri	Sat								
1-1			0				MTWTF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Class ID	M	Total	Male	Female	Other Gender	Left	Multi-School Gradebook Enabled	Attendance Ruleset													
0	2	26	11	15	0	-2	<input type="checkbox"/>														
Ed Svc	Lang Instr	Instr Strategy	Fund Src	CTE Prvdr	CTE V-Code	Ind Study	Dist Lrng	Itinerant Teacher	Exempt from Time Restrictions	Class Link											
Primary Language and ELD and/or SDAIE	Chinese - Mandarin (Putonghua)				0																
Crs Content Subcategory	(Charter Non-Core)							AP/IB Crs. Code Cross Ref.													
Online Crs Instr. Type	Local Assign Option							High Quality CTE Crs													
H.R. Verified	User 2	User 3	User 4	User 5	User 6	User 7	Collab Total														

Add Copy Change Delete Print Class Rosters Print Master Schedule Details



# Master Plan for Multilingual Programs

## English Learners Master Plan

### EL ROSTERS AND PROGRESS MONITORING

The ELD rosters are a reporting requirement and are used for monitoring the progress of your English Learners each year. They provide evidence that all English Learners (EL) are receiving appropriate services, such as DELD, based on ELPAC scores. The rosters show that EL progress (including LTELs and At-Risk LTELs) is being monitored and that interventions are provided as needed. The roster is also used to verify that all ELs have equal access to the core curriculum. It is also intended to view interventions at-a-glance for students who need support. Site EL Coordinators must submit EL rosters twice a year using the templates below. The due dates for rosters to be uploaded in the Title I Crate are 9/20/24 and 1/31/25.

#### **First submission due: 9/20/24**

All columns must be completed except the Columns “N,” “O” and “P” (standards not met/classes failed, interventions provided, and review of students on Opt out).

#### **Second submission due: 1/31/25**

All columns must be completed.

### Templates

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
ELEMENTARY SAMPLE EL ROSTER																		
School Name	Perm ID	Student Last Name	Student First Name	Grade Level	IEP/504	Years in EL Program	LTEL or ARLTEL	2024 Summative ELPAC /Alternate ELPAC	2024 SBAC ELA or 2023 ELA ESA 3	2024 SBAC Math or 2023 Math ESA 3	EL Program Placement: SEI, DLL, or Opt Out	Placement in GATE, Honors, etc...	List Core Classes Standards Not Met (ELA, Math, Science, Social Science)	List Intervention Provided	Review of Students on Opt Out Not Making Adequate Progress : Mark Yes/No if Parent Wants EL Services Per SST	(Elementary) Teacher Name	(Elementary) Teacher Name	(Elementary) ELD Time
													Not required for 1st submission due 9/22/23	Not required for 1st submission due 9/22/23				
SECONDARY SAMPLE EL ROSTER																		
School Name	Perm ID	Student Last Name	Student First Name	Grade Level	IEP/504	Years in EL Program	LTEL or ARLTEL	2024 Summative ELPAC /Alternate ELPAC	2024 SBAC ELA or 2023 ELA ESA 3	2024 SBAC Math or 2023 Math ESA 3	EL Program Placement: SEI, DLL or Opt Out	Placement in AP, GATE, Honors, etc...	List Core Classes Failed (ELA, Math, Science, Social Science)	List Intervention Provided	Review of Students on Opt Out Not Making Adequate Progress : Mark Yes/No if Parent Wants EL Services Per SST	(Secondary) Grade Level ELA Period	(Secondary) ELD Class	(Secondary) ELD Period
													Not required for 1st submission due 9/22/23	Not required for 1st submission due 9/22/23				



Instructions for EL Rosters

The rosters should only include English learners. No TBDs or RFEP students.

A-School name

B-Perm ID

C-Student last name

D-Student first name

E-Grade level

F-Indicate if student has IEP or 504, if neither add "N/A"

G-Enter years student has been in EL program

H-Indicate if student is LTEL or ARLTEL, if neither enter "N/A" (In our district, 4-5 years in the EL program is At Risk LTEL and 6 or more years is LTEL)

I-Enter 2024 Overall Summative ELPAC or Overall Alternate Summative ELPAC scores. If not available, check if student was recently identified EL in 2024-2025. If yes, write "IELPAC" and enter the IELPAC scores. Enter "N/A" if no scores are available.

J-Enter 2024 ELA SBAC or CAA results. If not available, enter the 2023-2024 ESA 3 scores. Add the assessment name. Enter "N/A" if no scores are available.

K- Enter 2024 Math SBAC or CAA results. If not available, enter the 2023-2024 ESA 3 scores. Add the assessment name. Enter "N/A" if no scores are available.

L-Enter EL Program -SEI,DLI, or Opt out. All ELs should have SEI unless they are on Opt Out or in the DLI program. (Dual language immersion is only offered at Hidden Trails and Anna Borba). For students with IEPs, this section should match what is written on the special factors page of the IEPs.

2. The student who is an English Learner is currently participating in:

☐ Structured English Immersion (SEI) or ☐ Other, parent selected multilingual/language acquisition program

M-Indicate if student receives GATE services, honors classes, or is in Advanced Placement (AP) classes. If neither, enter "N/A".

N-List core academic classes that student is failing or not meeting standards in.

O-List interventions provided for courses listed in column "N". Do not write "ELD". ELD is not an intervention. Be more specific than "tutoring".

P-Review students on Opt Out in column "L". SSTs must be held for students not making adequate progress. At SST, parents/guardians must be offered to Opt back into EL services. Write "Yes" if student is returning to EL services or "No" if student is remaining on Opt Out. This must also be documented on the Aeries intervention screen and STEP/SST forms.

Q-Enter elementary teacher's name or secondary ELA period

R-Enter elementary ELD teacher's name or secondary ELD class title (must matchclass schedule)

S-Enter elementary ELD time or secondary ELD period(s)



English Learner Program					
EL Start Date	EL End Date	Yrs in Prgm	YPCalc Date	Program	Curr
		0		-	



# English Learners Master Plan

**Interventions**
Has test anxiety ☒

---

**Allan (AJ) Abbott**
➔

General | Contact | Add'l Info | Flags 5 | Programs 6 | User Codes ^

Student ID	99400001	Grade	12	Counselor	Durbin, S
State Student ID	1234567890	Age	17	Language Fluency	English Learner
Status Tag	Active	Gender	Male	CorrLng / RptgLng	English / Spanish
Student Number	1	Birthdate	11/11/2003	Interdistrict Status	

**Intervention Details**

Stakeholders

Goals

Progress Comments

Meetings

Prior Interventions

Reasons & Concerns

Student Strengths

Additional Resources

Practices

Documents

Intervention Details					
Date	Grade	Code	Mtg Location	Disposition	
11/3/2021	12	After School Tutoring	Study Center	Intervention Class After School	
Category	Level	Days	Start Date	End Date	
		269	11/3/2021	7/30/2022	
Referral Information		Hours	Start Time	End Time	
		0.00	3:00 PM	5:00 PM	
Provider	Placement	Reason	Translation Services		
			Not Required		
School of Incident	Referred by	Status			
Screaming Eagle High School	Enos	Not Applicable			
Comments					
Student needs assistance to meet graduation requirements for Language Arts.					
Created by			Display to Parent		
admin			<input checked="" type="checkbox"/>		
<input type="button" value="Add"/> <input type="button" value="Change"/> <input type="button" value="Delete"/> <input type="button" value="Copy"/> <input type="button" value="Print"/> <input type="button" value="Plan"/> <input type="button" value="Add From Referral"/>					

Date	INV Code
11/3/2021	AT-After School Tutoring
10/11/2021	CB-Contract, Behavior
8/30/2021	IN-Information
6/15/2021	HH-District Benchmark Exam
5/8/2021	IN-Information
2/19/2021	IN-Information
1/15/2021	BR-Attendance SARB Referral
11/19/2020	IN-Information
12/27/2019	IN-Information
5/3/2019	BR-Attendance SARB Referral
10/2/2017	PC-Peer Counseling

The intervention and the meeting will need to be entered in the Aeries Intervention Screen and must include:

- 128



### Procedures for Academic Monitoring of English Learners on Opt Out

#### Procedures for Academic Monitoring of English Learner (EL) Students on EL Opt Out

The site based EL Roster is used to monitor the progress of all English learner students, including students who are on Opt Out of EL services. Site EL Coordinators will check the most recent grades and CAASPP/ESA ELA and Math scores. SSTs shall be held for students on Opt out not making adequate academic progress.

#### If student is not making adequate progress

- Site EL Coordinator will hold an SST for the student.
- A copy of the Aeries Intervention Screen print out for each student will be sent to the Language Assessment Center by January 31.
- The original form will be filed in the **blue** EL folder in the CUM.

#### STEP/SST Meeting

A STEP/SST meeting must be held to discuss interventions to improve academic success. During the meeting, parents/guardian should be offered EL services. Their response must be documented in the comments section of the Aeries Intervention Screen. (Make sure they sign the SST form.)

The intervention meeting will need to be entered in the Aeries Intervention Screen and must include:

- Date of meeting
- Educational Partners: (student, parent, teachers, counselor (if applicable) and an administrator).
- Code: (Select from dropdown - Example: Low ELA Achievement)
- Disposition: STEP/SST Meeting
- Category: Academic
- Comments: Enter interventions here (At least one intervention must be an in-school support)
  - Sample statements to add in the comments section after offering EL services:
    - Parent/guardian is requesting to opt student back in the English Learners program.
    - Parent/guardian is requesting to keep student on EL Opt Out.
- Secondary students will determine the earliest possible date for EL services to begin based on AR 5121 (c).

#### STEP/SST On Aeries Intervention Screen

The screenshot shows the Aeries Intervention Screen for student Allan (AJ) Abbott. The 'Intervention Details' tab is selected, showing a table with columns: Date, Grade, Code, Mtg Location, and Disposition. The 'Comments' section at the bottom contains the text: 'Student needs assistance to meet graduation requirements for Language Arts.'

Date	Grade	Code	Mtg Location	Disposition
11/3/2021	12	After School Tutoring	Study Center	Intervention Class After School

Additional details visible in the screenshot include:

- Student Information:** Student ID: 99400005, State Student ID: 1234567890, Status Tag: Active, Gender: Male, Birthdate: 11/11/2003.
- Intervention Details Table:**

Date	Grade	Code	Mtg Location	Disposition
11/3/2021	12	After School Tutoring	Study Center	Intervention Class After School
- Comments:** Student needs assistance to meet graduation requirements for Language Arts.



### AERIES QUERIES – Page 1

The **SKIP** and **KEEP** commands are used to create temporary filters on the STU table that will only contain students meeting certain criteria such as a particular grade.

If you only want to view the data for English Learners, you must use the “KEEP EL Students” query below before running other queries.

#### **Filter to KEEP English Learner Students only in AERIES**

KEEP STU IF LF = L (Run, Close, New)

To **TRANSFER** data from Aeries to **EXCEL**:  
After you click “RUN” – do not close – click on Excel,

---

#### **REPORT #1 List of English Learner Students:**

LIST STU IF TG = " " AND LF = L

#### **REPORT #2 EL STUDENTS (Grades K-12) –Alpha by Grade**

LIST STU TCH STU.GR STU.ID STU.NM STU.ED TCH.TE BY STU.GR STU.NM  
(Run, Close, Report, Print, New)

#### **REPORT #3: EL STUDENTS (grades K-12) –Alpha by Teacher/Counselor**

LIST STU TCH STU.GR STU.ID STU.NM STU.ED TCH.TE BY TCH.TE STU.GR STU.NM  
(Run, Close, Report, Print, New)

---

#### **REPORT #4: Long-Term and At-Risk of Long-Term English Learners**

(Note that “years EL” in the query may be off by a year so you may need to go by “years in program”)

First run

KEEP STU IF LF = L (Run, Close, New)

Then run

LIST STU LAC STU.SC STU.SC? STU.ID STU.LN STU.FN STU.MN STU.GR STU.LF?  
LAC.LT LAC.YP LAC.YEL IF LAC.LT = "R" OR LAC.LT = "L"



AERIES QUERIES – Page 2

REPORT #5: EL STUDENTS Education Services

Elementary- Teacher Icon for Ed Services (for classes with EL students)  
LIST STU TCH STU.SC? STU.ID TCH.TN TCH.TE TCH.ESR IF STU.LF = L AND STU.GR <= 6

Secondary-Master Schedule Icon for Ed Services and Instructional Strategies (for classes with EL students)  
LIST STU SEC MST CRS STU.ID MST.TN MST.CN CRS.CO MST.SE MST.ESR IF STU.LF = L

REPORT #6 Students in the country less than 12 months (Change date as needed)

LIST STU LAC STU.NM STU.GR STU.LF LAC.USE IF LAC.USE > 04/15/2024  
(Run, Close, Report, Print)

Report #7 US entry date, first time in US school, first time in California school

LIST STU LAC STU.NM STU.GR STU.ID STU.SN LAC.USE LAC.USS LAC.STS STU

ELPAC Queries

Keep Statement:

REPORT #8: EL STUDENTS WITH SUMMATIVE ELPAC OVERALL LEVEL & TEST DATE – Alpha by Grade (taken from the TST Table):

LIST STU TCH TST LAC STU.GR STU.ID STU.NM TCH.TE STU.ED TST.ID TST.PT TST.PL TST.TD BY STU.GR STU.NM IF TST.ID = ELPAC AND TST.PT = 0 AND TST.TD ≥ 02/01/2024

REPORT #9: ELPAC SCORES WITH DOMAINS PER STUDENT:

LIST STU TST CTL STU.SC STU.ID STU.LN STU.FN STU.GR STU.LF TST.ID TST.PT CTL.NM TST.TD TST.TA TST.SS TST.PL IF TST.ID = "ELPAC" AND TST.TD ≥ 02/01/2024



AERIES QUERIES – Page 3

**REPORT #10: Reclassified Students by Date:**

LIST STU LAC STU.CID STU.ID STU.NM STU.LF LAC.RD1 IF LAC.RD1 > 8/1/24

[Change date as needed](#)

**REPORT #11: Reclassified Students:**

LIST STU LAC STU.CID STU.ID STU.NM STU.LF LAC.RD1 IF LAC.RD1 # NULL

---



### TEACHER AND/OR AIDE REQUIREMENTS

To ensure compliance with teacher and/or teacher aide requirements, CVUSD requires all teachers to have EL authorization upon hire. Secondary ELD courses require the teachers to have an English credential along with the EL Authorization.

Credential techs review courses and run reports each semester to ensure that any teacher that does not hold an EL Authorization does not have EL students in their classroom. (The District has teachers that have been employed prior to the EL requirement and do not currently hold an EL authorization).

#### **Staffing for ELD and Core Content**

The District ensures that all teachers assigned to provide Designated and Integrated ELD instruction to English Learners in the Structured English Immersion Program are qualified with the proper authorization. The Human Resources Department maintains records and annually reviews the progress of teachers as they move toward obtaining a CLAD, B-CLAD, SB 395, or AB 2913 certificate.

### GRADING OF ENGLISH LEARNERS

All English learners should be graded the same as all other students. English Learners in U.S. public schools under 12 months should be graded based on what is in their best interest. Please read AR 5121 (i) below.

#### **Grading of English Learner Students**

Each English Learner shall receive a grade in course content in the same manner consistent with general education students. Title VI of the Civil Rights Act of 1964 prohibits “discrimination on the basis of race, color or national origin” and prohibits schools from “providing services or other benefits that are different or in a different manner.

English Learners who have been in a U.S. public school for less than 12 months may be eligible for a grade of no mark (NM).

No student in any school shall be excluded from participation in or otherwise be treated differently in the selection process solely because of the student’s English Learner status or participation in a program or service for English Learners.



### CATEGORICAL INVENTORY – MEMO

#### ANNUAL CATEGORICAL INVENTORY 2023-2024

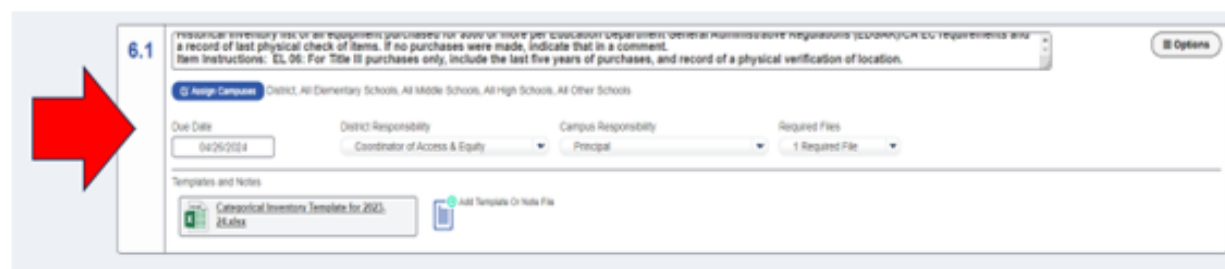
**To: Principals & Secretaries**  
**From: Imelda Carrizosa, Ed.D., Coordinator of Access, Equity and Assessment**  
**Re: Categorical Program Inventory**  
**Date: November 4, 2024**

Federal Program Monitoring (2 Code of Federal Regulations [CFR] Section 200.313[d][1]; EC Section 35168; 5 CCR Section 3946) requires that schools complete an inventory of each piece of equipment with a cost of \$500 or more per unit (including taxes) purchased with categorical funds over the last five years. Categorical funds are: ESSER, Title I, CSI funds, or ELO-P. The inventory consists of an actual physical check and will be due by **April 25, 2025**.

Attached is a blank spreadsheet where you will enter purchases made with categorical funds from 2020/2021 through 2024/2025. Please complete all columns and remove purchases outside of the requested window. If your site has not purchased any new equipment over \$500.00 this school year, then add the sentence, "We have not purchased any new equipment over \$500 with categorical funds in the 2024/2025 school year". If your site has not purchased any new equipment over \$500.00 in the last 5 school years, then add the sentence, "We have not purchased any new equipment over \$500 with categorical funds in the 2020/21-2024/2025 school years". The information for any surplus/obsolete items over \$500 must also be listed with a copy of the board agenda providing evidence of the surplus item. Please use labels for items that do not have serial numbers, such as tables. See sample label below.

CVUSD  
ABC Elementary School  
Table # 04-MPR  
Purchased 1/10/23 with ESSER Funds

Once the inventory is completed, the principal will sign and date and then upload the spreadsheet to the Title I Crate (<https://title1crate.806technologies.com/eCrate>) in section "6.1" by **April 25, 2025**.



**\*\*Surplus/obsolete items must include the board agenda as evidence.**







# **CHAPTER 7:**

## **PROFESSIONAL DEVELOPMENT AND SUPPORT**

**What you will find in this chapter:**

- Professional Development
- Instructional Coaches
- Bilingual Community Liaisons
- Bilingual Clerks



### PROFESSIONAL DEVELOPMENT

All professional development resources and support are determined by an Annual Comprehensive Needs Assessment. The CVUSD, under the department of Access & Equity, aims to build capacity at all levels, including leadership development to understand and address the needs of English Learners. Professional learning and collaboration time are afforded to site administrators, teachers, and classified staff.

The CVUSD English Learner Program is:

- (a) Designed to improve the instruction and assessment of English Learners.
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners.
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills. CVUSD professional development is of sufficient intensity and duration to have a positive and lasting impact on high quality instruction in the classroom.

#### Staffing for ELD and Core Content

The District ensures that all teachers assigned to provide Designated and Integrated ELD instruction to English Learners in the Structured English Immersion Program are qualified with the proper authorization. The Human Resources Department maintains records and annually reviews the progress of teachers as they move toward obtaining a CLAD, B-CLAD, SB 395, or AB 2913 certificate.



PROFESSIONAL DEVELOPMENT 2024-2025

EL Coordinators/Administrators Network:

Meetings are held to train administrators that coordinate the English Learners’ program at their school sites. The topics covered include Identification, Assessment, Instruction, Family Engagement and Resources. Participants also receive the latest updates from the CDE which include legislation affecting the education of English learners.

EL Coordinator Meeting Dates for 2024-2025			
Date	Time	Meeting	Location
7/23/2024	New 8:00-10:00 or Exp 2:30-4:30	EL Coordinators #1	FEC
10/29/2024	New 8:00-10:00 or Exp 2:30-4:30	EL Coordinators #2	FEC
4/14/2025	8:00-11:00 (all)	EL Coordinators #3	PDC II

Teachers of English Learners:

Under the guidance of the department of Access & Equity, Instructional Coaches will provide elementary and secondary teachers of English learners the following professional development and support:

- Resources and tools to monitor the growth of language acquisition of English learners.
- Effective Designated ELD and Integrated ELD instruction to improve language proficiency and student academic achievement.
- How to use the PLC process to identify the academic needs of English learners and monitor for progress.
- Instruction and support for English learners with disabilities.
- How to prepare for the administration of the Summative ELPAC.
- The development and modeling of lessons for English Learner instruction.
- Monthly cohort meetings.

For Parents/Guardians and Family of English Learner Students

- To assist parents/guardians and families in helping their children to improve their academic achievement and become active participants in the education of their children.



### SUPPORT PERSONNEL

Below is a list of job descriptions for support personnel.

- **Bilingual Aides:** Assists a certificated teacher in the instruction of limited or non-English speaking students by directing various learning activities for individuals or small groups.
- **Bilingual Clerks:** Assists school staff in communicating with non-English speaking students, family, and community members.
- **Community Liaisons:** Serves as a communication link between the school and the community and assists with parent outreach activities.
- **Coordinators:** In support of district goals for English learners, evaluates programs and conducts needs assessments. Supports the planning, development, and implementation of the English Learner program.
- **Instructional Coaches:** Plan and deliver staff development and coaching on effective instructional strategies employed through research-based instructional practices designed specifically for Title I and English learner students.



# **CHAPTER 8:**

## **FUNDINGS & PROGRAM EVALUATION**

**What you will find in this chapter:**

- Methodology for program evaluation
  - Dashboard Indicators
  - ELPAC Data
  - Reclassification Rates
  - Program, Actions, Services and Expenditures



### PROGRAM EVALUATION

All CVUSD English Learners will be provided a high-quality English Language Development program that leads to reclassification in a timely manner, graduation from high school, and successful preparation for college and career, as measured by CVUSD reclassification and graduation metrics identified in the CVUSD LCAP.

CVUSD believes the languages and cultures English Learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in programs that support, wherever possible, the development of proficiency in multiple languages.

The department of Access & Equity will evaluate the English Learners program by examining data on student progress in the following areas:

- Progress towards English language proficiency as indicted by the ELPAC.
- English learner reclassification rate.
- Progress of reclassified students as measured by the California Assessment of Student Performance and Progress (CAASPP) System.
- The number and percentage of Long-Term English Learners (LTELS).
- Performance of English learners on the California Dashboard indicators.
- Examination of program, actions, services, and expenditures of Title III funds.

#### 2022-23 Five Year Cohort Graduation Rate

The following table shows CVUSD's graduation rates for the 2022-23 school year.

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
CVUSD EL Students	149	128	85.9%
CVUSD All Students	2,302	2,171	94.3%
<u>San Bernardino County</u>	28,071	25,679	91.5%
<u>Statewide Total</u>	427,461	391,840	91.7%

DataQuest



CAASPP Results English Language Learners (EL)

The chart below shows the 2022/23 CAASPP results for EL students in the areas of English-Language Arts and Mathematics. The 2023/24 results are expected to be made public in November.

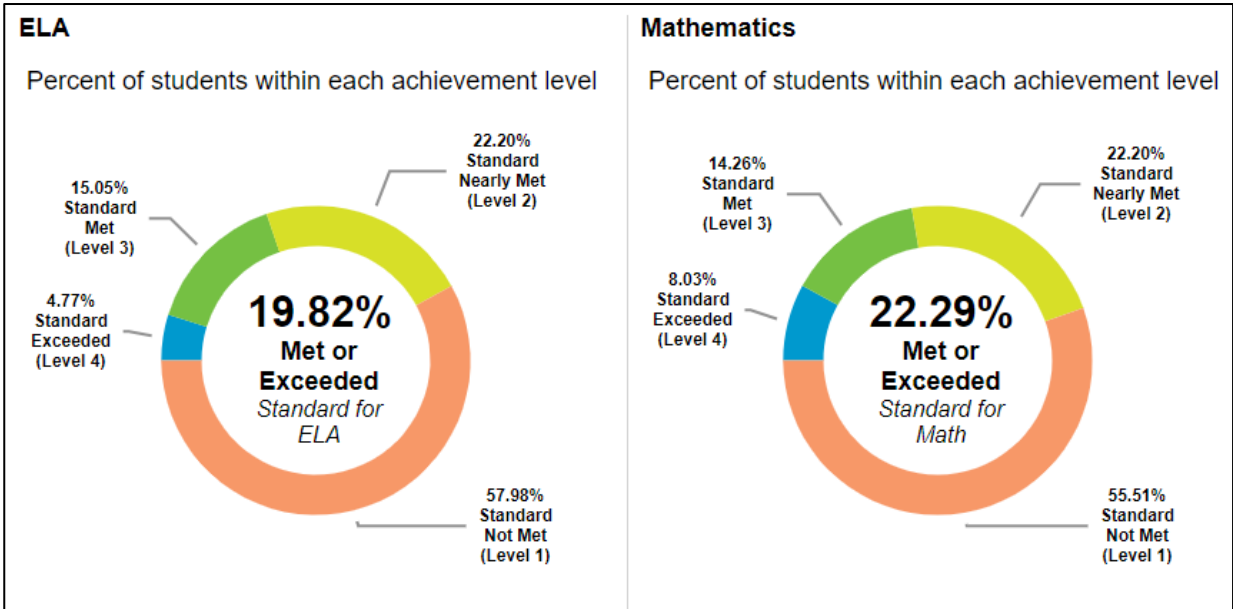
**Goal:** By 2025-2026, the percent of English Learners who score met or exceeds on the ELA CAASPP will increase by 10%. **Goal:** By 2024-2025, the percent of English Learners who score met or exceeds on the ELA CAASPP will increase by 10%.

- Benchmark 1: By 2021-2022, will increase from 19.35% to 22%
- Benchmark 2: By 2022-23, will increase from 22% to 26%
- Benchmark 3: By 2023-24, will increase from 26% to 30%

on the Math CAASPP will increase by 10%.

- Benchmark 1: By 2021-2022, will increase from 20.20% to 24%
- Benchmark 2: By 2022-23, will increase from 24% to 28%
- Benchmark 3: By 2023-24, will increase from 28% to 33.26%

English Language Learners- ELA and Math CAASPP (2022-23)







The ETS Test Results for California's Assessments website







# Master Plan for Multilingual Programs

## English Learners Master Plan

### English Learners- ELA Overall Achievement by Grade (2022-23)

Overall Achievement								
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>i</sup>	255	252	188	136	124	131	113	1,199
Number of Students Tested <sup>i</sup>	224	231	172	123	113	121	108	1,092
Number of Students With Scores <sup>i</sup>	224	230	172	123	113	120	108	1,090
Mean Scale Score	2369.9	2403.7	2414.7	2433.8	2456.6	2464.1	2471.5	N/A
 Standard Exceeded (Level 4) <sup>i</sup>	9.82 %	8.26 %	2.91 %	1.63 %	2.65 %	0.00 %	0.93 %	4.77 %
 Standard Met (Level 3) <sup>i</sup>	18.30 %	18.26 %	13.37 %	12.20 %	17.70 %	10.00 %	10.19 %	15.05 %
 Standard Nearly Met (Level 2) <sup>i</sup>	19.20 %	18.26 %	21.51 %	23.58 %	23.01 %	27.50 %	29.63 %	22.20 %
 Standard Not Met (Level 1) <sup>i</sup>	52.68 %	55.22 %	62.21 %	62.60 %	56.64 %	62.50 %	59.26 %	57.98 %

### English Learners-Math Overall Achievement by Grade (2022-23)

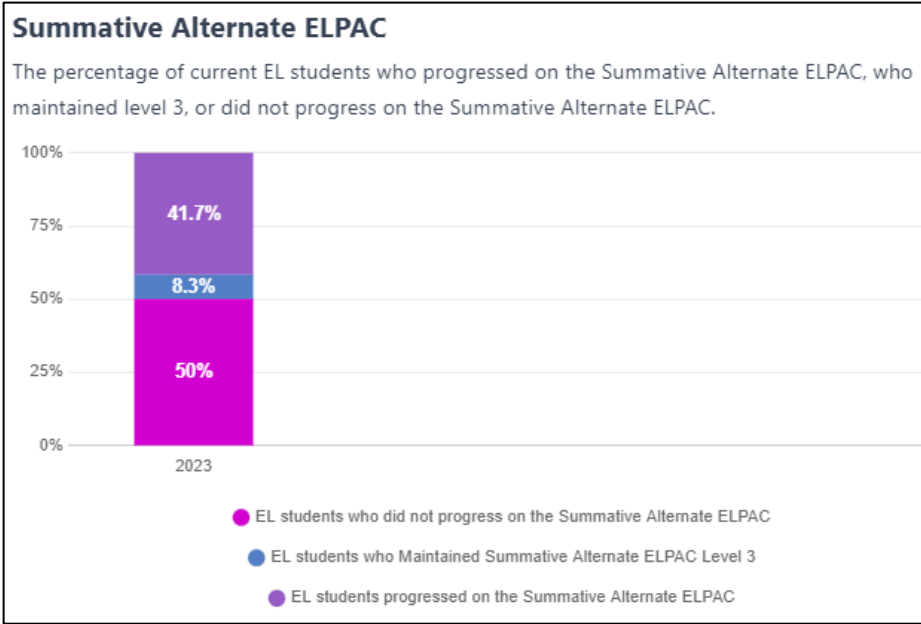
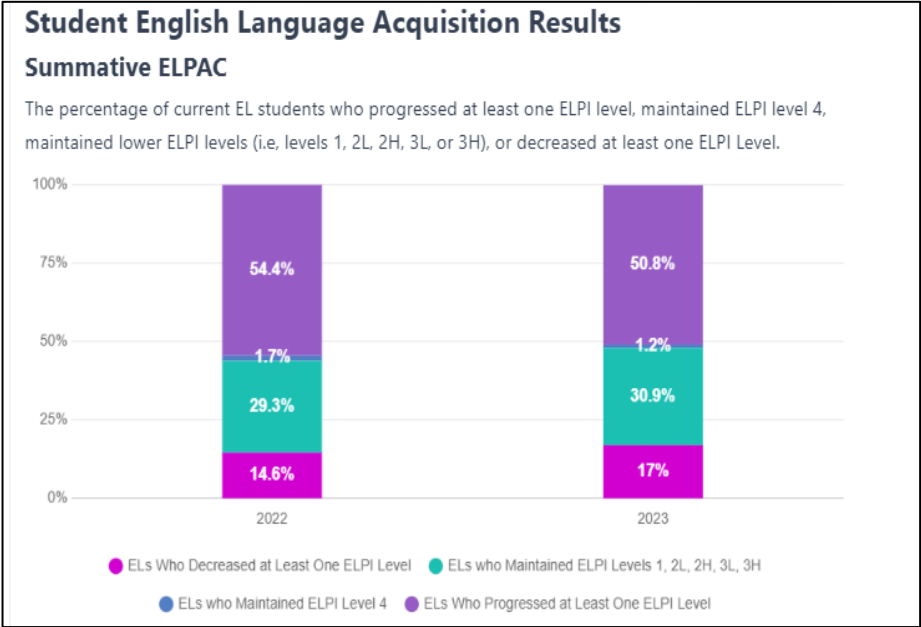
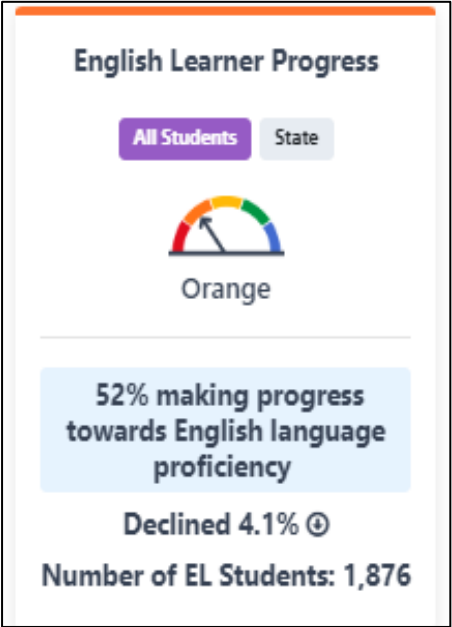
Overall Achievement								
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>i</sup>	255	252	188	136	124	131	113	1,199
Number of Students Tested <sup>i</sup>	251	249	184	135	124	125	103	1,171
Number of Students With Scores <sup>i</sup>	251	249	184	135	124	125	103	1,171
Mean Scale Score	2397.1	2433.7	2436.1	2455.8	2450.7	2464.0	2474.0	N/A
 Standard Exceeded (Level 4) <sup>i</sup>	11.16 %	9.24 %	5.98 %	6.67 %	6.45 %	8.00 %	4.85 %	8.03 %
 Standard Met (Level 3) <sup>i</sup>	23.51 %	19.68 %	8.70 %	7.41 %	8.87 %	9.60 %	9.71 %	14.26 %
 Standard Nearly Met (Level 2) <sup>i</sup>	22.31 %	28.92 %	22.28 %	27.41 %	19.35 %	16.00 %	9.71 %	22.20 %
 Standard Not Met (Level 1) <sup>i</sup>	43.03 %	42.17 %	63.04 %	58.52 %	65.32 %	66.40 %	75.73 %	55.51 %



ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The California Department of Education (CDE) transitioned to the ELPAC as the state ELP assessment in 2018. The charts below show the percentage of students making progress towards English proficiency in 2022-23. This is a high indicator with a result of 52% of the student making growth. During the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard.

(2022/23)





RECLASSIFICATION DATA (CALPADS)

Years	2020-2021	2021-2022	2022-2023	2023-2024
RFEP	522 (18.2%)	432 (17.7%)	540 (20.7%)	493 (18.9%)
Total EL (previous year)	2866	2438	2606	2623

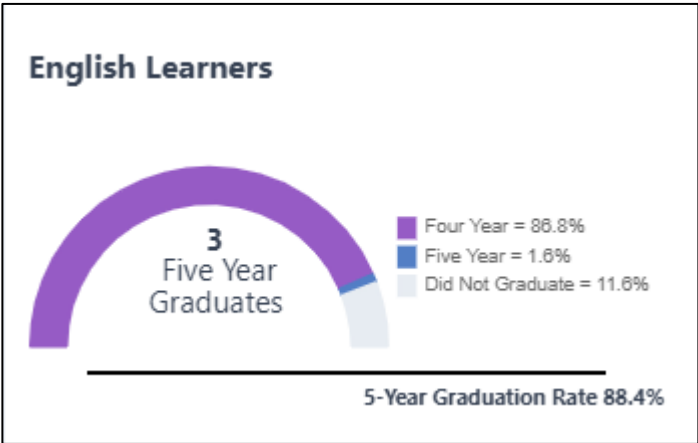


ENGLISH LEARNER GRADUATION RATE

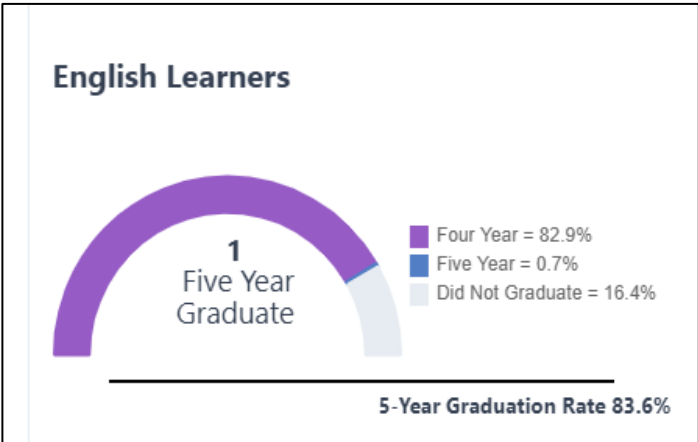
**Goal:** By 2024-2025, English Learners will show a 5% increase on the Dashboard graduation rate indicator.

- Benchmark 1: By 2021-22, will increase from 83% to 85%
- Benchmark 2: By 2022-23, will increase from 85% to 87%
- Benchmark 3: By 2023-24, will increase from 87% to 89%

2022-2023



2021-2022



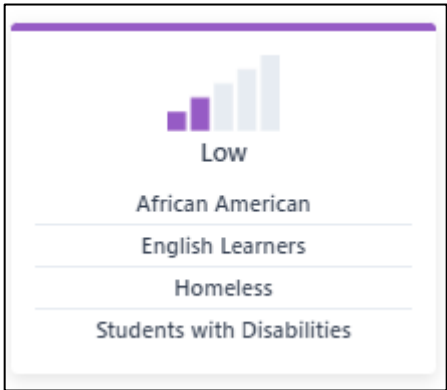


ENGLISH LEARNER COLLEGE/CAREER READINESS

**Goal:** By 2024-2025, English Learners will show a 7% increase on the Dashboard college/career readiness rate indicator.

- Benchmark 1: By 2021-22, will increase from .17% to 19%
- Benchmark 2: By 2022-23, will increase from 19% to 22%
- Benchmark 3: By 2023-24, will increase from 22% to 24%

2022-2023





# Master Plan for Multilingual Programs

## English Learners Master Plan

### LONG-TERM ENGLISH LEARNERS (LTEL) and AT RISK LONG-TERM ENGLISH LEARNERS

2023 - 2024

Chino Valley Unified School District			
	At Risk	LTEL	EL Total
2023 - 2024	308	340	2711
2022 - 2023	294	351	2632
2021 - 2022	460	652	2606

### 2023 – 2024 Report Totals

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
<u>Chino Valley Unified</u>	1,704	308	340	359	2,711	3,949	6,660
<u>San Bernardino County</u>	25,172	7,502	14,651	12,710	60,035	50,845	110,880
<u>State</u>	519,652	136,190	211,218	207,773	1,074,833	924,460	1,999,293

**\*Note:** The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations.



### FUNDING

*Chino Valley Unified School District is committed to allocating and monitoring funding that will support the implementation of the Master Plan for English Learners.*

#### **Title III Funded Program and Services Description**

Provide a description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds.

#### **General and Categorical Funding**

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

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

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

#### **General Fund Resources**

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

#### **Categorical Funding**

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



# Master Plan for Multilingual Programs

## English Learners Master Plan

### Funding (continued)

Funding Source	Title III
Funding Description	A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards.
Support for English Language Arts, ELD, and Math	<ul style="list-style-type: none"> <li>• Academic interventions &amp; P.D.</li> <li>• Supplemental instructional materials that support standards and core program</li> <li>• Specialized and targeted interventions &amp; P.D.</li> <li>• Extended day/week/year for targeted students</li> <li>• Supplemental instructional materials and equipment</li> <li>• Primary language instruction/support &amp; P.D.</li> <li>• Provision of “high-quality language instruction educational programs”</li> <li>• Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel</li> <li>• Upgrading program objectives and effective instructional strategies</li> <li>• Improving the instructional program for English Learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures</li> <li>• Extended Learning Opportunities (e.g., Summer School, before &amp; after school)</li> </ul>
Support Personnel	<ul style="list-style-type: none"> <li>• Teachers on Special Assignment/ELD</li> <li>• English Language Arts/Math/ ELD Part Time Hourly Intervention teacher</li> <li>• Instructional Aide/Paraeducators</li> <li>• Bilingual community liaison</li> <li>• EL Coordinators</li> </ul>
Support for other Core Subject Areas	<ul style="list-style-type: none"> <li>• Instructional materials and equipment</li> <li>• Professional Development</li> <li>• Extended Learning Opportunities (e.g., Summer School)</li> </ul>
Capacity Building - Professional Development	<ul style="list-style-type: none"> <li>• Academic Conferencing</li> <li>• PLCs</li> <li>• Consultants</li> <li>• Teacher Stipends/Extended Day Pay</li> <li>• Teacher Substitutes</li> <li>• Training Materials/ Resources</li> <li>• Training</li> <li>• Conferences/Workshops that support school plan goals</li> </ul>
School Climate & Parent Engagement	<ul style="list-style-type: none"> <li>• Resources and materials to support family engagement</li> <li>• Extra hours for staff to engage with families outside of contract time</li> </ul>



### TITLE III Program Evaluation

**Programs and Activities:** For the 2024-25 school year, CVUSD will fund 4 ELD coaches that will be multi-funded through Title III and Title I funding. These coaches will provide professional development, monitor the progress of English Learners, and immigrant students, and provide tools for teachers related to DELD and IELD. We will provide Little Sponges to our newcomers and their families to help increase their English fluency and communication. The District will hire 4 Dual Immersion TOSAs that will be multi-funded through Title III, Title IV, and Dual Language Immersion Grant to support the EL students in the Spanish and Mandarin Dual Immersion class. CVUSD will also use Title III funding to purchase supplemental materials and supplies to support EL instruction in the classroom.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### Title III Required Data-2022/23

The following data is required as part of the evaluation report. **To complete this section, the LEA will use both state and locally available data. Where possible, use current local data.**

#### Section 2.1: Language Proficiency Data

	Number	Percentage
(b) ELs making progress toward attaining English language proficiency, including ELs with a disability	976	52% CA Dashboard (2022/23)
(c) ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4	505	19.94%

#### Section 2.2: Reclassification Data

	Number	Percentage
(d-1) ELs reclassified in 2019-20	740	23.6%*
(d-2) ELs reclassified in 2020-21	579	20.2%*
(e) RFEP students meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability 21-22	4055	100%**

\*Number of ELs meeting reclassification criteria ÷ Total EL enrollment

\*\*\*Number of RFEPs meeting academic standards ÷ Total RFEP enrollment

#### Section 2.3: Long-Term English Learner (LTEL) Data

	Number	Percentage
(f-1) LTEL students	646	9.7%*
(f-2) LTEL students (2022/23)	351	5.3%

\*\*Number of LTEL students ÷ Total EL enrollment



### Title III Evaluation

Based on the data above and other pertinent information, provide a narrative analysis which addresses the effectiveness of Title III-funded services and programs currently conducted to assist ELs attain proficiency and meet academic content standards. Please include the following:

- Any necessary improvements to current EL programs and activities which may further or more effectively enhance EL academic achievement; and,
- Whether to eliminate specific EL activities demonstrate to be ineffective

### Guiding Questions: Annual Review and Analysis

- How have the actions/services addressed the needs of English learners and did the provision of those actions/services result in the desired outcomes?

We have acquired the desired outcome in that we continue to outperform the state average on our reclassification rates. We would like to see a higher percentage of students who are making annual growth on the ELPAC. We believe the work of the TOSAs is making a positive impact on our desired outcomes.

- How does this action/service impact the learning and academic achievement of English Learners?

The TOSAs continue to provide support throughout the district to improve the quality of instruction during IELD and DELD time. This action impacts the learning and academic achievement by helping teachers align instruction to the ELD standards and provide targeted instruction to the levels of English Learners in their classrooms.

- What data are you using to drive this discussion?

Teachers review the progress of their EL students using ongoing formative assessments and our Essential Standards Assessments. These assessments are discussed in weekly PLC time.

- If this program has helped improve student learning, what can be done to make it even better?

The teachers spend the majority of their time discussing ELA and Math standards during PLC time. Time should additionally be spent looking at the ELD standards in conjunction with these standards.

- If this program has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Not Applicable.



# Master Plan for Multilingual Programs

## English Learners Master Plan

### Evaluation of 22-24 School Year: Title III EL \$299,871 & \$106,582

Budgeted Amount	Expenditures as of 6/2023	Title III Funded Action/ Service	What is working & why? (Effective indicators)	What is not working & why? (Ineffective indicators)	Modification(s) based on evaluation results
\$295,000 for salaries & benefits (English proficiency and academic achievement)	\$195543.78	4 Multi-funded ELD Coaches	LCAP Engagement ranks this as a theme to continue.	We want our ELPI percentage to continue to grow. We have a vacancy that has recently been filled.	TOSA positions will increase to support the new Dual Immersion program and unique needs related to the Mandarin EL students.
\$13,000 Professional Development	\$13,246.86	ELD Monitoring	School sites attended many opportunities offered by the County office		
\$5,000 Program and authorized activities	\$0	Dataworks – multi-year contract	CVUSD Reclassification rate outperforms the state's rate due to support of the coaches.	Teachers require training in how to use this tool.	
\$1,000 Parent, family, and community engagement	1492.06	Materials to support family engagement		Many other funding sources to support parent engagement	
\$52,000 Immigrant Supports	\$50,570.35	Rosetta Stone And contracted services		The Rosetta Stone usage is much lower than anticipated.	This action will not continue during the 24-25 school year due to a lack of immigrant funding for the District.



### Annual ELD Evaluation

Listed below are the expectations for the ELD implementation across the District. Provide a minimum 30 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading, and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes focused language study to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.

At the secondary level:

- Includes at least one period of Designated ELD per school day if the student is an LTEL.
- Is part of a comprehensive Designated ELD Course sequence, which includes intentional language development along with reading instruction.
- Designated ELD will take place in various types of instructional settings including but not limited to Homebase and independent study.

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content-Language Objectives.
- Provides students with appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.). Intentionally incorporates high-impact language practices into content area instruction and core routines such as Reading and Writing Workshop.
- Integrated ELD will take place in various types of instructional settings including but not limited to Distance Learning and Hybrid Model.
- Addresses speaking, listening, reading, and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes focused language study to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary



### Annual ELD Evaluation (continued)

- Requires students to spend at least 50% of instructional time producing oral and written language.

At the secondary level:

- Includes at least one period of Designated ELD per school day if the student is an LTEL.
- Is part of a comprehensive Designated ELD Course sequence, which includes intentional language development along with reading instruction.
- Designated ELD will take place in various types of instructional settings including but not limited to AEC, BV, and CVLA.

*Provide an evaluative conclusion on whether the current ELD program is effective in ensuring ELs acquire English as rapidly and effectively as possible.*

When looking at the expectations for ELD across the district, we have continued to provide professional development for the teachers so that they have a better grasp and understanding of the ELD standards and ELPAC task types for the four domains. District wide, teachers engage English Learning students in a minimum of 30 minutes of ELD at the elementary level and secondary level they receive at least one period of ELD instruction. As a district we continue to build the capacity of our teacher leaders to engage our students at high levels. Based upon the data, we know that the earlier we can support our students, the greater effect we can have in supporting English mastery. Since 9.8% of our students are LTELs and 56% of our students are making progress in language proficiency, we must continue to focus on first best instruction in our DELD and IELD time. We do not have a good tool to monitor progress regularly toward mastery of the ELD standards. Finally, our Instructional Coaches will continue to provide additional support to our teachers and site administration to build teacher capacity in understanding the ELD standards, integrated ELD, and expectation of the ELPAC task types.



### Annual ELD Evaluation (continued)

#### **Title III Purchases for 2024-25 and Improvements:**

The District plans to continue to fund all programs that are currently in place: Instructional Coaches/TOSAs and Dataworks, for immigrant students and families, and professional development. The District plans to hire additional TOSAs to support the unique needs of the newcomers in the Dual Language Immersion program opened in the 2021-22 school year. The District uses *The EL Roadmap*, *English Learner Toolkit* and *The Newcomer Toolkit* (US Department of Education) as resources to guide research-based implementation of strategies.



### Title IV Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

#### Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

In 2016, California voters approved Prop 58 (California Education for a Global Economy Initiative) & the Chino Valley community overwhelmingly requested that the Board look into Dual Language Immersion Program (DLIP) options for our students. CVUSD researched community interest in DLIP through the LCAP survey sent to all K-12 families, discussions at DELAC, & surveys that were conducted at the site level. In 19-20 DLIP openings were postponed due to the pandemic. There is a need to grow access to world language exposure and dual language immersion programs in CVUSD.

What activities will be included within the support for a well-rounded education?

The district will support the purchase of resources and staff needed to implement dual language immersion and foreign language programs. This includes the cost of TOSAs to help guide this implementation.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Using the Guiding Principles for Dual Language Education, 3rd Edition (GP3), the DLI Leadership Team will analyze and interpret relevant data from the following GP3 strands, celebrating areas of strength and identifying areas for growth to focus on for the upcoming year for continuous DLI program improvement. DLI Leadership Team will communicate with parents/guardians, district administrators and the community important data about student performance, progress along pathways, and effectiveness of the DLI program. Parents/guardians will be able to access data on their individual child(ren) by attending parent/guardian education meetings, parent-teacher conferences and reviewing their child's/children's progress reports. CVUSD will be looking at the district's annual update, student data in Illuminate, the Techsploration survey, the Teaching and Learning Task Force Survey, and the K12 insight survey.



### Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Through surveys and meetings with our educational partners, we have determined the need to increase and communicate mental health resources for our students.

What activities will be included within the support for safety and health of students?

CVUSD will provide resources and contract with third parties to provide additional mental health supports to our schools. This includes the cost of the TOSAs that will help provide the family workshops.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Processes will be evaluated based on data from the K12 Insight Survey completed by parents, students, and staff

### Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Based on the survey results from the Techsploration committee, the district will continue to improve effective use of technology.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

CVUSD will use Title IV funds to support the cost of TOSAs to help with the effective technology integration as well as needed software, devices, and resources.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Activities will be evaluated annually through our educational partners through the LCAP process engagement process including surveys and committee input

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Last conducted: 1/22/24 – 2/23/24



### DUAL LANGUAGE IMMERSION PROGRAM EVALUATION

The second edition of Guiding Principles for Dual Language Education, published by the Center for Applied Linguistics (CAL) in 2007, has been used by dual language programs across the United States as a tool for planning, self-reflection, and continual improvement. Program leaders have come to depend on this document to guide preliminary thinking and planning, support ongoing program implementation, and inform monitoring of program effectiveness. It has also become a trusted resource for educating school and District leaders and for guiding communications with community educational partners. This tool will be used annually to review program implementation.

### CONCLUSION

Chino Valley Unified School District strives to achieve the goals of the English Learners (EL) Master Plan by following the Guiding Principles for Educating English Learners and Standard English Learners.

#### Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English Learner (EL) strengths, needs, and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

#### Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning, as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.



### DUAL LANGUAGE IMMERSION PROGRAM EVALUATION (Cont.)

#### Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of, and responsive to, the strengths and needs of English learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

#### Principle Four Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood, and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge, students need for college/career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

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





Dual Language Immersion Program  
Master Plan  
2024-2025



Table of Contents

**Chapter 1: Background and Approach.....3**

Dual Language Immersion (DLI) Program History.....3

DLI Research Base.....3

California’s Vision.....5

CVUSD DLI Vision Statement.....5

CVUSD DLI Mission Statement.....5

CVUSD Program Goals.....5

Benefits of a DLI Program.....5

**Chapter 2: DLI Program Elements.....7**

90:10 Program Model and Outcomes.....7

DLI Strand Implementation Model.....8

DLI Two-Way Program Type.....8

**Chapter 3: Curriculum, Instruction and Assessment.....10**

DLI Instructional Resources.....10

Instructional Alignment and Assessments.....11

Best Practices in a DLI Classroom.....11

**Chapter 4: Specialized Student Groups.....13**

Students with Special. Needs.....13

Gifted and Talented Education in the DLI Program.....13

English Learners.....13

**Chapter 5: DLI Staffing and Professional Development.....15**

Recruitment.....15

DLI Professional Development.....16

**Chapter 6: DLI Enrollment.....17**

Open Enrollment for CVUSD Residents.....17



Table of Contents

Enrollment for non-CVUSD Residents.....17

Late Entrance and Transfers.....17

Continued Enrollment in the Program.....18

**Chapter 7: Community and Parent Involvement.....19**

School Communications.....19

Hands-on Involvement.....19

School Site Family Involvement Opportunities.....20

District Family Involvement Opportunities.....20

DLI Parent Information Meetings and Workshops.....20

**Chapter 8: DLI Program Evaluation.....21**



# CHAPTER 1: BACKGROUND AND APPROACH

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 25,645 (CA Dashboard 2023) students, from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners, on the boundaries of Los Angeles, Orange, and Riverside Counties, and located within San Bernardino County, the District services the communities of Chino, Chino Hills, and parts of South Ontario. There are twenty (20) elementary schools, three (3) K-8 schools, five (5) junior high schools, four (4) comprehensive high schools, one (1) community day school, one (1) continuation high school, and one (1) adult school.

The District has an LCFF unduplicated count of 59.5% students that are comprised of 9.9% English Learners, 0.6% Foster Youth, and 49% who are classified as low income. The racial/ethnic diversity of the school community reflect the following: African American 3.8%, American Indian 0.1%, Asian 20.2%, Filipino 5.0%, Hispanic or Latino 55.1%, Two or More Races 2.9%, Pacific Islander 0.2%, White 11.7%, and 1.0% Not Reported.

## Dual Language Immersion (DLI) Program History

CVUSD began researching the possibilities of opening a Dual Language Immersion (DLI) class in 2017-2018. The district was set to launch an opening of a Kindergarten Spanish DLI class at Borba Elementary and a Mandarin DLI class at Hidden Trails in the 2020-21 school year. However, due to the COVID-19 pandemic, the district decided it was best to postpone the opening of these classes. Hidden Trails began the 2022-23 school with Mandarin Kindergarten, added first grade Mandarin in 2023-24, and second grade Mandarin in 2024-2025. Anna Borba began the 2023-24 school with Spanish Kindergarten and added first grade Spanish in 2024-2025. The programs will continue to grow yearly as students' progress through 12<sup>th</sup> grade.

## DLI Research Base

The leading researchers in DLI education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier, and Dr. Wayne Thomas. All three have conducted extensive longitudinal research on DLI programs and are responsible for informing the field about the effectiveness of these programs on the development of both a partner language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies in students engaged in a program.

Over the last four decades, DLI programs in many states have seen slow but steady growth in US schools. Research shows that DLI is an especially effective method for language acquisition. DLI students gain proficiency in a new language without any

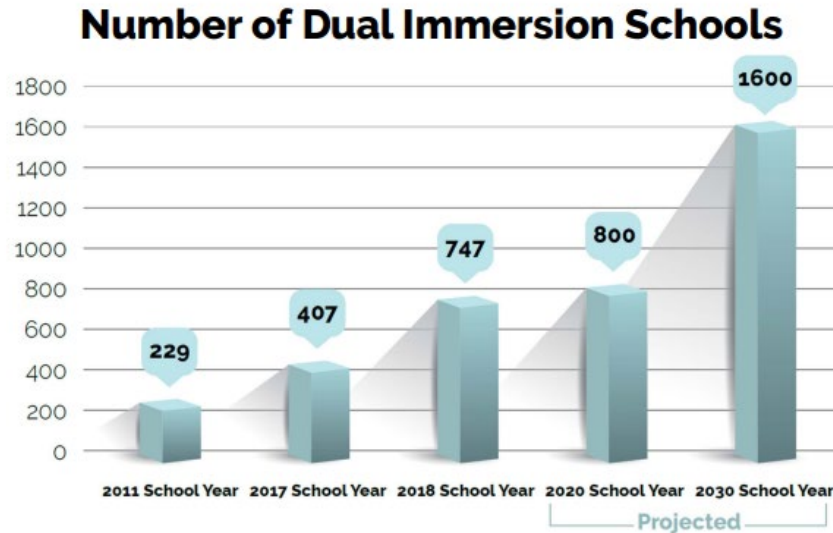


# Master Plan for Multilingual Programs

## Dual Language Immersion Master Plan

detriment to progress in their native language or to subject matter achievement. (Stewart, 2012)

The California Department of Education's *Global California 2030* (2019) calls for even more dramatic growth in the number of DLI programs, with the goal of quadrupling the number of programs in California from 407 in 2017 to 1,600 to provide an opportunity for all of California's graduating seniors to be bilingual by 2030.



CVUSD worked closely with Dr. Kris Nicholls, a consultant with over 20 years of consulting and professional development experience at the local, district, county, and state level in support of English Learner (EL) and DLI/biliteracy educational programs. She has developed tools and collaborative techniques to facilitate the planning and successful implementation of elementary and secondary EL and DLI/biliteracy programs. She brings this deep knowledge and expertise to her collaboration with districts and organizations in support of their EL and DLI/biliteracy programs. The following research became pivotal as part of building the CVUSD Multilingual Academy Program (MAP).

CVUSD's DLI program is based on sound theoretical and pedagogical foundations from research into successful DLI programs, partner language acquisition and maintenance. The program embraces the 2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL standards) that allow every student the opportunity to develop communication skills that are interpersonal (two-way signing, speaking, or writing), interpretive (listening, reading, or viewing), and presentational (signing, speaking, or writing). These skills are essential for our students to effectively navigate the international marketplace, interact meaningfully across cultures; and succeed in business, research, and international relations. The WL Standards are aligned with and support recent legislation (e.g., *Proposition 58, California Education for a Global*



*Economy [Ed.G.E.] Initiative*) and initiatives (e.g., *Global California 2030*) that champion these outcomes.

### California's Vision

*California's English Learner Roadmap* (2018) is the current State Board of Education English Learner education policy which embraces linguistic diversity as an asset while providing the supports necessary to allow ELs meaningful access to intellectually rich and engaging curriculum. CVUSD recognizes that MAP will encompass the intent behind this policy and the *California Education for a Global Economy Initiative* (Proposition 58). *California's English Learner Roadmap* vision states, "English learners fully and meaningfully access and participate in a 21<sup>st</sup> 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."

### CVUSD DLI Vision Statement

The MAP vision is to educate students to become academically successful, bilingual, biliterate, and culturally diverse citizens.

### CVUSD DLI Mission Statement

The mission of MAP is to implement high quality language programs that emphasize academic achievement and high levels of literacy in various languages.

### CVUSD Program Goals

The goals of MAP align with the three pillars of dual language education, as outlined in the *Guiding Principles for Dual Language Education, 3<sup>rd</sup> edition* (Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D., 2018; also known as the GP3), and include:

- Academic achievement at or above grade level in all content areas
- High levels of proficiency in their primary language and second language
- Positive self-esteem, cultural awareness, and sensitivity

### Benefits of a DLI Program

- Transfer skills and knowledge across languages
- Builds a strong foundation in the first language helps students learn a second language
- Achieves as well or better than English-speaking students in English-only programs both on standardized math and language arts tests in English
- Achieves at much higher levels on both standardized math and language arts tests than ELs in English-only programs
- Enhances metalinguistic awareness across both languages
- Increases critical thinking skills



# Master Plan for Multilingual Programs

## Dual Language Immersion Master Plan

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- Prepares students to meet the exciting challenges of our multicultural, Multilingual society
- Develops cultural awareness and competence
- Increases family involvement
- Greater employment opportunities in the future



## CHAPTER 2: DLI PROGRAM ELEMENTS

MAP is designed as a CVUSD signature program to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become fully proficient in that language.

MAP accommodates students from diverse language groups and socio-cultural backgrounds. Students are taught the same Common Core State Standards as other students in the district, but students enrolled in the DLI program receive their instruction in English and the partner language. Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos and Kreeft Peyton, 2000). A variety of multicultural lessons, performances, and celebrations, many of them conducted in the partner language, along with their engagement with their peers who are native speakers of the partner language, enrich the students' learning experiences.

Students benefit from DLI programs. A DLI setting allows all students to learn two languages without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005). The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009). Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation (Adger, 2005; Cummins, 1986).

DLI programs have several important elements: program model (e.g., 90:10 or 50:50), program implementation model (e.g., strand or whole school), and program type (e.g., one-way, or two-way). Each is discussed below.

### 90:10 Program Model and Outcomes

CVUSD's DLI program embraces a program model that where 90% of the student's Kindergarten and first grade year will be conducted in the partner language (Mandarin or Spanish) and 10% in English. 90:10 programs produce stronger proficiency in the partner language by the intermediate grades than do 50/50 programs (Lindholm-Leary & Howard, 2008). See the table below that describes an overview of the DLI program model as the years progress in elementary school.



90:10 Model-Instructional Schedule

GRADE	MANDARIN (Simplified and Traditional)	ENGLISH
Kinder	90% (Language Arts, Math, Social Studies, P.E.)	10% (ELD) *opposite K teacher
1 <sup>st</sup>	90% (Language Arts, Math, Social Studies, P.E.)	10% (ELD) *opposite K teacher
2 <sup>nd</sup>	80% (Language Arts, Math, Social Studies, P.E.)	20% (ELD and Science)
3 <sup>rd</sup>	70% (Language Arts, Math, Social Studies, P.E.)	30% (Language Arts, ELD and Science)
4 <sup>th</sup>	60% (Language Arts, Social Studies, P.E.)	40% (Language Arts, ELD, Science and Math)
5 <sup>th</sup>	50% (Language Arts, Social Studies, P.E.)	50% (Language Arts, ELD, Science and Math)
6 <sup>th</sup>	50% (Language Arts, Social Studies, P.E.)	50% (Language Arts, ELD, Science and Math)

Thomas & Collier’s research (2001-2009) shows that there are significant benefits of using a 90:10 model. Students:

- Achieve higher levels of literacy in both languages.
- Attain higher levels of academic achievement than those in the mainstream English program.
- Close achievement gap faster.
- Achieve higher levels of oral language and literacy in the partner language
- Achieve higher levels of academic achievement for student groups (i.e., African American, low-income, ELs) in comparison students from those same demographic groups not in a DLI program

DLI Strand Implementation Model

CVUSD is utilizing a strand, also known as the “School within a School,” implementation model. In this model, a certain number of classrooms at each grade level are designated to part of the DLI program. All the students in these classrooms are enrolled in the DLI program, and the teachers who teach the DLI program in these classrooms have the appropriate California credential and authorization to teach in the partner language.

DLI Two-Way Program Type

The first DLI programs in the U.S. were called “Two-Way Bilingual Immersion (TWBI)” programs. They began in the 1960s and were based on well-researched French-English immersion models in Canada and successful Bilingual Maintenance programs in the Southwest U.S. Since the mid-1980s, the number of DLI programs in the U.S. has grown



# Master Plan for Multilingual Programs

## Dual Language Immersion Master Plan

to nearly 5,000 programs (as cited on [duallanguageschools.org](http://duallanguageschools.org)). More than 95% of the DLI programs throughout the U.S. offer Spanish as the partner language.

For a program to be a two-way DLI program, it must possess the following critical features:

1. The partner language is used for a significant portion of the students' instructional day (from 50% to 90%).
2. The program includes periods of instruction during which only one language is used (i.e., no translation or language mixing by DLI teachers).
3. Approximately equal numbers of native speakers of the partner language and native speakers of English are placed in each classroom.
4. The students from both linguistic groups are integrated for most or all of the instruction.

In CVUSD, it is our intent to have each class consist of approximately equal numbers (e.g., 50%) of students from each linguistic group: those who have dominant language skills in the partner language and those who have dominant language skills in English. Research also supports the 33:34:33 DLI program model. Thirty-three percent (33%) of the students would be English-dominant, 34% would be bilingual students (with some proficiency in both languages), and 33% partner-language dominant students. There will be a strong outreach and recruitment effort in the local community on behalf of the DLI program to ensure that a balanced number of language models are recruited into the program each year. The DLI program staff will conduct outreach informational sessions in the early fall each year. This recruitment effort will be a shared endeavor with DLI teachers, parents/guardians, and administrators.



# CHAPTER 3: CURRICULUM, INSTRUCTION AND ASSESSMENT

DLI program administrators and teachers will implement a systematic multi-year plan for curriculum development, program review, and textbook adoption. The program shall continue to address high academic standards that extend and expand student learning using interesting and relevant textbooks along with instructional materials and technology that are consistent with program goals and with second language acquisition research.

Teachers in successful research based DLI programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction, including English and partner language development, within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable Multilingual and multicultural learning environment. The teachers and instructional coaches will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the California Common Core Standards, English Language Development (ELD) standards, and WL standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the DLI classroom and to communicate the program elements effectively to all educational partners.

## DLI Instructional Resources

The following documents have been created to support the 90:10 Model for the Mandarin Program:

Document Title	Purpose
<a href="#">Unit Mapping</a>	This document indicates the CA Standards for English Language Arts that have been prioritized for instruction. This includes the designated language of instruction for each of these Essential Standards. Additional standards specific to the partner language were prioritized and added to the document.
<a href="#">Scope and Sequence</a>	This document indicates the pacing and sequence of instruction for each grade level. It has been customized to include the language in which a skill will be taught.
<a href="#">Oral Assessment Checklist</a>	This document utilizes the five domains of language acquisition outlined by ACTFL (American Council on the Teaching of Foreign Languages). Using "Can-Do Statements," the document describes what a student should be



	able to do at a particular language proficiency level and at a certain week in the school year.
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### Instructional Alignment and Assessments

The DLI program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students’ academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all educational partners and used for program planning and improvement.

Program Goals	Standards	Assessments
Academic Achievement	California Common Core Standards in all content areas	<ul style="list-style-type: none"><li>• Essential Standards Assessments (in Mandarin and Spanish in grades K-1)</li><li>• Writing Proficiency Test (in Mandarin and Spanish in grades K-1)</li></ul>
Second Language Proficiency for English Learners	California ELD Standards (for English Learners only)	<ul style="list-style-type: none"><li>• English Language Proficiency Assessments for California (ELPAC)</li></ul>
Second Language Proficiency for non-English Learners learning the partner language	California World Language Standards	<ul style="list-style-type: none"><li>• Weekly curriculum assessments</li></ul>

### Best Practices in a DLI Classroom

- Lessons include both content and language objectives using **“I can” statements** and follow the DLI program's policy of language separation. Teachers stay in one language during a given lesson, rather than mixing English and partner language. Lessons focus on student comprehension, competency, and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.
- **Content-based language instruction** is implemented in ways that enrich the learning experience through the provision of Integrated and Designated English Language Development (ELD) and Mandarin Language Development (MLD)/Spanish Language Development (SLD). DLI instruction is carefully designed by integrating language and content (i.e., math, social studies, science, etc.), while at the same time addressing second-language learner needs and encouraging the transfer of skills, strategies, and knowledge across languages. This curriculum integration addresses the California Common Core State Standards in the content areas, including the ELD and WL standards, and the five domains of the ACTFL World Readiness Standards (interpersonal communication,



presentational speaking, presentational writing, interpretive listening, and interpretive reading).

- The DLI program supports the practice of **interdisciplinary instruction** to motivate students by mirroring the real world. Interdisciplinary instruction is a teaching strategy that combines curriculum and academic standards from more than one content area. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded worldview (Gulledge, 2010).
- **Student engagement through collaborative communication** is promoted to increase the amount of student discourse in the partner language. Such interactions provide opportunities for meaningful language use during content instruction. This also supports the use of total physical response (TPR) and kinesthetic interaction with content, as well as the development of social skills.
- **Technology integration** is well-utilized in the DLI program classroom, with the use of tools to make English and the partner language more accessible. It is used to enrich the curriculum and access authentic Mandarin-language resources and Spanish-language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and out of the classroom.



# CHAPTER 4: SPECIALIZED STUDENT GROUPS

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Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos and Kreeft Peyton, 2000). The DLI program is designed to serve all students.

### Students with Special Needs

Students with special learning needs such as learning disabilities or physically handicapping conditions will be afforded equal access to participate in the DLI program. Upon enrollment, students will receive the same level of service and support provided in all CVUSD schools. The DLI program offers students the appropriate type and level of differentiation, including language acquisition, to ensure our students with an Individual Education Program (IEP) are successful based on their linguistically appropriate IEP goals. At the transition IEP meeting from pre-school to Kindergarten, the IEP team will discuss recommendations for a successful experience in elementary school. If a student is unable to show reasonable progress in the second language to an IEP/STEP/504 meeting will be held to recommend the most educationally appropriate services/placement and support for that child.

### Gifted and Talented Education in the DLI Program

DLI program students will participate in the district-wide Gifted and Talented (GATE) identification process in the same manner as students enrolled in the traditional, English-only K-12 program. Universal GATE screening occurs in second grade. Students in the DLI program will be screened in the same manner using a non-verbal screener. Many GATE-identified students would benefit from attending the DLI program in either language offered. While learning a second language is a sufficient challenge for many, some GATE students require special types of differentiation to thrive. Current data show that GATE-identified DLI students perform as well or better than other GATE students who are not enrolled in the DLI program and have the additional benefit of becoming bilingual and biliterate (Lindholm-Leary, 2009). DLI students that are identified as GATE should be clustered by grade level. GATE students need time to interact academically with their intellectual peers.

### English Learners

CVUSD recognizes that the DLI program attracts a diverse group of families that value the opportunity to become proficient in more than one language. Many of our students are already proficient in their home language and English and come to the program to begin learning a third language. It is important to remember that being dominant in the



partner language does not make the student an EL by default. Students will thus be tested twice, both in the partner language and in English to determine their proficiency in each.

To determine English proficiency, there is a process outlined in California Education Code by which students are identified as ELs. At the time of enrollment, parents/guardians complete a "Home Language Survey" (HLS). All students whose HLS indicates a language other than "English Only" for one or more of the first three questions on the HLS must be assessed to determine their proficiency in English within thirty calendar days of their initial enrollment in a California school district. A score indicating that a student is not as proficient as a native-English speaking peer based on the scale scores established for the initial ELPAC assessment identifies a student as an EL, either at the novice or intermediate level.

A key benefit of the DLI program for ELs is their opportunity to learn English while maintaining and improving their proficiency in the partner language in an academic setting. In general, ELs that participate in the program are more likely to be successful academically and linguistically in school than if they attend mainstream English classes (Lindholm-Leary, 2009). Research shows that ELs have a higher rate of success in DLI versus English-only programs. This is because ELs have maximum access to the curriculum and the opportunity to develop literacy and academic skills in their native language and English (Genesee and Lindholm-Leary, 2009). Research also shows that when ELs learn in their native language and English, they have greater academic success, a more positive self-concept and are more likely to remain in school and attend college as compared to ELs in English-only classes (Thomas and Collier, 2002). ELs in the DLI program are required to meet CVUSD EL reclassification criteria in the same manner as all other EL students in CVUSD. ELs will receive Integrated and Designated ELD during the English portion of the instructional day.



# CHAPTER 5: DLI STAFFING AND PROFESSIONAL DEVELOPMENT

While the DLI program is growing, hiring new staff is an ongoing need. Teachers hired to work in the DLI classrooms must be appropriately authorized by the California Commission on Teacher Credentialing and have their Bilingual Authorization or Bilingual Cross-cultural Language and Academic Development (BCLAD).

## Recruitment

We are fortunate in that a local university offers credentialing programs for teachers seeking bilingual authorization. We have articulated agreements with the universities listed below will place teachers in their Dual Language Instructional Program (DLIP) classrooms for student teaching, clinical practice, and employment. CVUSD continually seeks to strengthen this partnership and seeks additional partnerships with other institutes of higher education.

### Universities with Bilingual Authorization Opportunities\*

Universities with Bilingual Authorization	Languages
Cal Poly Pomona	Spanish Mandarin
Cal State Fullerton	Spanish Korean Filipino Hmong Vietnamese Mandarin
Cal State Long Beach	Korean Mandarin Spanish Vietnamese
Cal State San Bernardino	Spanish
UC Irvine	Spanish
UC Riverside	Spanish

\*added on to Multiple Subject Credentials



### DLI Professional Development

The DLI teachers are provided common professional development to support district initiatives, such as Professional Learning Communities, Essential Standards, Learning Intentions and Success Criteria. These initiatives are expectations for all CVUSD teachers. Teachers meet weekly to engage in collaborative teacher time with a focus on the Professional Learning Community. Additionally, DLI teachers are provided monthly professional development. New teachers also meet to discuss district initiatives at new teacher training sessions held throughout the school year.

DLI teachers have access to a district instructional coach and a consultant coach.

The DLI Teachers on Special Assignment are instrumental in fostering the professional growth of the DLI teachers. They provide support via program development, unit planning, data analysis and job-embedded coaching. They receive ongoing training which is then shared with staff.

Professional development specific to the needs of the DLI teachers and principals will be based on a needs assessment of the same. The District is committed to providing opportunities for teachers and administrators to collaborate in a Professional Learning Community (PLC) model and to network with other DLI professionals. Based on available funding, a team of teachers and/or administrators will be sent to pertinent conferences, such as the California Association for Dual Language Education (CABE), the Association of Two-Way Dual Language Education (ATDLE), or La Cosecha (offered by Dual Language Education New Mexico).



## CHAPTER 6: DLI ENROLLMENT

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All students in the eligible grade levels who reside in the Chino Valley Unified School District attendance area may apply for the DLI program, regardless of language background, through CVUSD's Open Enrollment process.

Students may be considered for the program after Kindergarten, if space is available, and provided they can demonstrate partner language skills and knowledge necessary to be successful in the DLI program.

### Open Enrollment for CVUSD Residents

Priority enrollment is offered to siblings of students currently enrolled at a DLI school to provide an opportunity for the siblings to attend the same school.

- During Open Enrollment, online applications are accepted from all CVUSD families.
- A lottery will be held at the Professional Development Center (PDC) II. Attendance is not required.
- Families are mailed the results of the Open Enrollment process.
- Registration takes place at the DLI school site. Please note that families must sign the commitment form within 10 days of notification of acceptance into the DLI program. If registration is not completed by the tenth (10<sup>th</sup>) day, the student(s) will lose priority on the DLI enrollment list.

### Enrollment for non-CVUSD Residents

Families living outside of CVUSD must request a release from their home district to attend a specialized program not offered in their home district. Some districts will not release students unless they are first accepted into the DLI Program.

Once accepted into the DLI program, and the Inter-District Transfer is approved, the parents/guardians will need to register at the DLI school and submit a copy of the Inter-District Transfer approval to the home district.

The Inter-District Transfer process must be followed annually for continued enrollment in the DLI program in CVUSD.

### Late Entrance and Transfers

There are two ways that a student can enter the DLI program after First Grade:

- From a non-DLI class to a DLI class in CVUSD, students enrolled in the English-only program can be admitted to a DLI program after First Grade following a demonstration of second language proficiency that is equivalent to the proficiency level(s) of the students that are currently in the same grade-level DLI class.



# Master Plan for Multilingual Programs

## Dual Language Immersion Master Plan

- From other districts to a DLI class in CVUSD (either before or after Kindergarten):  
When space is available and after the student has been released by their home school district, the main consideration for admission to the CVUSD DLI program shall be an appropriate level of second language proficiency. The principal will determine whether students can be accepted as "late entrance" or "transfer" students after a DLI classroom teacher assesses students in their second language to determine if their proficiency levels are equivalent to those of the students that are currently in the same grade-level DLI class.

### Continued Enrollment in the Program

Once enrolled in the DLI program, students residing in the CVUSD attendance area remain enrolled automatically unless dis-enrolled by the parents/guardians or the district. Students who are on an inter-district transfer must reapply for the transfer and have it approved to continue in the CVUSD DLI program.



# CHAPTER 7: COMMUNITY AND PARENT INVOLVEMENT

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The DLI program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents/guardians, and the community. The program facilitates ongoing communication and collaboration and encourages the involvement and support of all educational partners.

### School Communications

- Principal's monthly newsletter
- Room parents/guardians and email lists
- Class websites
- Weekly email updates
- Parent Square messages
- School websites

### Hands-on Involvement

As in all CVUSD programs, parents/guardians can contribute their time and talents to the DLI program. They can do this by assisting with homework, volunteering at the school or at school events, or making financial donations. Parents/guardians help give the DLI program life by serving on committees and school site councils, planning special cultural events, working on fundraising events, applying for grants, translating materials, chaperoning field trips and volunteering for specific classroom activities or teacher needs. Parents/guardians who are native speakers of the partner language or English are valued language models for the students in the DLI program. Those who volunteer in a DLI classroom are expected to follow the language separation policy and use the appropriate language of instruction based on the language allocation plan. Additionally, all volunteers must complete the CVUSD volunteer screening process and follow all COVID protocols.

Continued high levels of parent involvement are critical to the success of the DLI program in CVUSD. As in all CVUSD programs, DLI principals create an environment that encourages the active involvement of parents/guardians and family members to help their children be successful in school. In fact, to a large degree, the current success of the program is a result of collaboration between parent volunteers and DLI affiliated staff (i.e., recruitment efforts, marketing materials, and fundraising).

There are ongoing opportunities for parents/guardians from all linguistic and cultural backgrounds to participate in the ongoing development of the program. All parents/guardians can benefit from involvement with the program, as they learn how to



# Master Plan for Multilingual Programs

## Dual Language Immersion Master Plan

best assist in their child's and their own linguistic skills and gain new multicultural perspectives.

### School Site Family Involvement Opportunities

- Dual Language Immersion Leadership Team
- English Learner Advisory Council (ELAC)
- School Site Council (SSC)
- Local Control and Accountability Plan (LCAP) representation
- Parent-Teacher Association
- Classroom volunteer
- Individual school initiatives requiring parent/guardian volunteers

### District Family Involvement Opportunities

- Dual Language Immersion Leadership Team
- District English Learner Advisory Council District (DELAC)
- LCAP representation

### DLI Parent Information Meetings and Workshops

An informational meeting on the DLI program for new and prospective parents/guardians will be offered in the fall of each school year. The purpose of the DLI parent information meeting is to give an overview of the DLI program offered in CVUSD. Parents/guardians will learn the long-lasting cognitive, academic, and social-emotional benefits of early acquisition of a second language and participation in an additive bilingual setting. Details about the DLI parent information meeting will be posted on the Access and Equity web page.

Once students have been accepted into the DLI program in January, there will be monthly DLI parent/guardian workshops and meetings that are held to help prepare you and your child for success in the CVUSD DLI program.



### CHAPTER 8: DLI PROGRAM EVALUATION

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Using the *Guiding Principles for Dual Language Education, 3<sup>rd</sup> Edition (GP3)*, the DLI Leadership Team will analyze and interpret relevant data from the following GP3 strands, celebrating areas of strength and identifying areas for growth to focus on for the upcoming year for continuous DLI program improvement:

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

In addition, the DLI Leadership Team will communicate with parents/guardians, district administrators and the community important data about student performance, progress along pathways, and effectiveness of the DLI program. Parents/guardians will be able to access data on their individual child(ren) by attending parent/guardian education meetings, parent-teacher conferences and reviewing their child's/children's progress reports.

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