

HEMET UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS



BOARD OF EDUCATION

Megan Haley, President
Rob Davis, Vice President
Stacey Bailey, Member
Gene Hikel, Member
Vic Scavarda, Member
Patrick Searl, Member
Ross Valenzuela, Member

Board Approved: February 5, 2019

DISTRICT OFFICE ADMINISTRATION

Christi Barrett, Superintendent
Tracy Chambers, Assistant Superintendent – Educational Services
Darel Hansen, Assistant Superintendent – Human Resources
Darrin Waters, Deputy Superintendent – Business Services
Karen Valdes, Assistant Superintendent – Student Support Services

ENGLISH LEARNER SERVICES DEPARTMENT

Janice Jones, Director of State and Federal Programs
Ruby Martinez, Administrative Secretary III
Kathy Dalton, Administrative Secretary I
Maria Castillo – EL Teacher on Special Assignment
Erin Myles – EL Teacher on Special Assignment
Yolanda Duran – Language Evaluator
Maria Romo – Language Evaluator

ACKNOWLEDGEMENTS

We would like to extend our gratitude to the English learner Professional Community in the Sanger Unified School District for sharing their journey with us. We would also like to thank the larger English learner research community. Their guidance and resources have supported us in the improvement of education for ELs and all students in Hemet Unified School District.

TABLE OF CONTENTS

Introduction

District Office Administration and Acknowledgements.....	1
Hemet Unified School District Goals.....	3
Overview of EL Master Plan.....	4
District Demographics	5
State Demographics.....	6
Diversity and Characteristics of English Learners	6
2012 California English Language Development Standards.....	8
Additional Research and Guidance	9
California English Learner Roadmap Policy	9
ELPAC Language Proficiency Descriptors.....	10
English Language Development Performance Level Descriptors	11
2014 California ELA/ELD Framework.....	12
Legal Basis for Federal Laws	13
Federal Program Monitoring	14
EL Master Plan Alignment and Updates	15

Section 1: Identification, Placement, Parent Notification and Reclassification

Home Language Survey	17
Procedures for Initial ELPAC	19
English Learner Student Identification/Placement Flowchart	20
Documentation and Parent Notification Letters.....	21
Student Reclassification	22
Reclassification of Students with Disabilities.....	23

Section 2: Instructional Program Options & Materials

Integrated and Designated ELD Instruction	26
Overview of Program Options for English Learners	27
Progression of ELD Program	30
Hemet Unified School District K-12 Core Textbooks	31

Section 3: Staffing & Professional Development

Staffing Procedures	36
Professional Development	37
HUSD EL Professional Development Plan 2018-2019	39

Section 4: Funding

Basic and Supplementary Resources	42
Private School Consultation and Participation	43

Section 5: Parent & Community Involvement

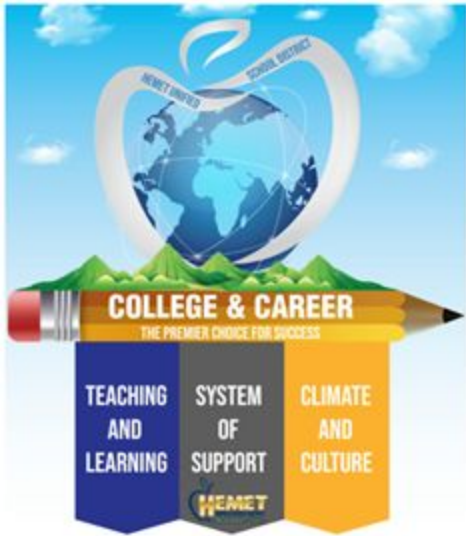
Parent and Community Involvement	45
English Learner Advisory Committees (ELAC and DELAC).....	46

Section 6: Monitoring Evaluation & Accountability

Program Evaluation	49
Governance and Responsibilities.....	50
Academic Achievement Monitoring.....	51
Monitoring of English Language Development	52
Data Collection.....	53
English Learner Program Effectiveness Plan	54

Section 7: Appendix/Supporting Documents/Frequently Asked Questions

HEMET UNIFIED SCHOOL DISTRICT GOALS



<p>1</p> <p>Teaching & Learning</p> <p>Provide high quality teaching & learning for all students</p>	<p>2</p> <p>Systems of Support</p> <p>Develop an Integrated System Framework for academic, behavioral and social emotional success for all students</p> <p>Improve student outcomes and close the achievement gap for all students</p>	<p>3</p> <p>Culture & Climate</p> <p>Fully engage stakeholders to create a culture & climate to support all students</p>
---	---	---

OVERVIEW

This master plan provides guidance and direction to administrators, teachers, support staff, students, and families regarding the expectations that Hemet Unified School District holds for English Language Development (ELD). It serves as a practical guide for sites to ensure that consistent and coherent services are provided to every English learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Federal case law requires that the main goals of the English learner Program are to develop English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers.

The vision listed in the California English Learner Roadmap states that English learners fully and meaningfully access and participate in a 21st 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.

The California English Learner Roadmap's Mission declares that California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

In order to accomplish the Vision and Mission of the California English Learner Roadmap four principles have been established to guide this important work:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions to Support Effectiveness
- Alignment and Articulation within and across systems

HUSD is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficient as well as developing an appreciation of the cultural and linguistic diversity English learners bring to the community.

In order to achieve these district & federal goals, Hemet Unified School District will:

- Provide all students with high quality curricular activities and lessons that address the California State Standards
- Offer programs based on student need and evidence-based educational pedagogy
- Provide on-going, high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

District Demographics

The following table contains Hemet Unified School District data describing the total number and percentage of English Learners by school site from 2015 – 2019, district total and percentage of English Learners by Language for 2016-2019.

English Learners by School

School	2015-2016		2016-2017		2017-2018		2018-2019	
	Count	Enroll %	Count	Enroll %	Count	Enroll %	Count	Enroll %
Acacia Middle	134	18%	139	18%	123	16%	111	14%
Alessandro High	55	16%	54	14%	32	10%	28	8%
Aspire Community Day	7	12%	8	12%	18	20%	9	11%
Bautista Creek Elem	84	9%	82	9%	85	9%	81	8%
Cawston Elem	97	14%	99	12%	76	10%	63	8%
Cottonwood K-8	28	11%	20	8%	18	8%	15	7%
Dartmouth Middle	132	13%	98	9%	112	10%	97	9%
Diamond Valley Middle	162	15%	156	15%	135	13%	111	10%
Family Tree Learning Ctr	5	4%	13	11%	12	12%	13	10%
Fruitvale Elem	182	20%	190	19%	158	19%	130	16%
Hamilton K-8	60	14%	51	12%	40	10%	29	7%
Hamilton High	22	7%	22	7%	11	4%	12	4%
Harmony Elem	104	12%	87	11%	76	10%	65	9%
Helen Hunt Jackson	17	4%	16	5%	18	6%	8	2%
Hemet Elem					176	24%	163	20%
Hemet High	152	7%	176	7%	167	7%	159	6%
Idyllwild K-8	40	12%	40	12%	34	10%	30	9%
Jacob Wiens Elem	202	25%	180	21%	143	20%	115	16%
Little Lake Elem	140	17%	133	17%	125	16%	109	14%
McSweeny Elem	162	23%	154	23%	142	20%	139	19%
Ramona Elem	174	23%	154	20%	109	17%	128	20%
Rancho Viejo Middle	228	18%	230	18%	218	16%	180	14%
Tahquitz High	156	9%	155	9%	147	9%	148	9%
Valle Vista Elem	99	15%	101	15%	100	15%	100	14%
West Valley High	139	8%	143	8%	166	9%	148	8%
Western Center	5	.9%	11	2%	13	2%	13	2%
Whittier Elem	247	24%	237	23%	146	18%	127	16%
Winchester Elem	190	37%	147	31%	122	24%	111	23%
District Total	3,023	14%	2,896	13%	2,711	13%	2,442	11%

*Data reflects ELs by school site as of 12/1/2018

English Learners by Language

Year	Spanish	Arabic	Tagalog	Vietnamese	Korean	Mandarin	Lao	Russian	Other	Total
2016-2017	2,768	55	12	8	7	6	6	4	31	2,897
2017-2018	2,604	46	16	7	1	6	6	2	36	2,724
2018-2019	2,316	45	18	7	3	6	4	3	40	2,442

State Demographics

More than six and one quarter million students are enrolled in California’s public schools in transitional kindergarten through grade twelve. Our students come from a range of ethnic backgrounds, live in different socio-economic circumstances, are being raised in different geographic, community, and familial settings, and have different cultural experiences and histories. Some are new to California and the United States, and some are the most recent generation in a long line of Californians. California has the largest number of English learners (ELs) in the country. More than 20 percent of California’s students in kindergarten through grade twelve are designated as ELs with over 60 language groups represented (CDE Dataquest 2014; ELA/ELD Framework 2014).

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS

Students who are learning English as an additional language come to California schools from all over the world, and many were born in California. English learners (ELs) are defined by the California Department of Education (CDE) as follows:

Those TK-12th grade students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, have not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program based upon the results of the English Language Performance Assessment of California (ELPAC).

Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady—and even accelerated—progress in their English language development.

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as their interactions in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through the implementation of the California English Language Development Standards(ELD) in tandem with the California Common Core State Standards (CCSS) for ELA/Literacy and other content standards. Some of the key factors teachers should consider include:

Age: It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, who are learning how print works for the first time while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is on increasingly rigorous disciplinary content and complex literary and informational texts. English learners entering U.S. schools in kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. English learners who enter U.S. schools for the first time in high school, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks. Regardless of their schooling background and exposure to English, all ELs should have full access to the same high quality, intellectually challenging, and content rich instruction and instructional materials as their non-EL peers, along with appropriate levels of scaffolding to ensure success.

Primary language and literacy background: English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language and literacy skills and knowledge and also the content knowledge they have developed in their primary language to inform their English language learning and content knowledge development. Rather than leaving this cross-linguistic transfer up to chance, teachers should approach transfer intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.

Progress in ELD: Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as *long-term English learners* (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

Long-term English Learners: 2013 California Education Code 313.1. a & b (amended in 2015) defines a long-term English learner 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 six or more years, has remained at the same English language proficiency level for two or more consecutive years or has regressed to a lower English language proficiency level, and who has not met grade level standards as determined by the state's annual English language development test. In addition, the same California Education Code identifies English Learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 3 to 12, in schools in the United States for four to five years, who have not met grade level standards on the state's annual English language development test, and who have not

met grade level standards on the English Language Arts standards-based achievement test.

California's 2012 English Language Development Standards (ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of the K-12 English learners (EL). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. They were also used to ensure that the CA ELD Standards highlight and amplify those language demands found in the California State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects that are necessary for the development of advanced English and academic success across the disciplines. The California State Standards served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers to support EL's English language development as they simultaneously learn rigorous academic content.

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. ©2014 by the CDE (Chapter 9, p. 13U16)

2012 California English Language Development Standards

The CA ELD Standards position English as a meaning-making resource with different language choices available based on discipline, topic, audience, task, and purpose. This notion of English as a meaning making resource necessitates an expanded notion of *academic language* from simplistic definitions (e.g., academic vocabulary or syntax) to a broader conceptualization that encompasses discourse practices, text structures, grammatical structures, and vocabulary, and views these as inseparable from meaning (Bailey and Huang, 2011; Wong-Fillmore and Fillmore, 2012; Snow and Uccelli, 2009). Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka, 2008; Moje, 2010; Quinn, Lee, and Valdes, 2012; Schleppegrell, 2004). The California State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that teachers can foster, and even accelerate, the development of academic English for EL students through multi layered and multi-component approaches that incorporate attention to the way English works in different contexts.

The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrate that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize both interaction in meaningful ways and the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, respectful of, and resourceful about the cultural and linguistic knowledge students bring to school (CA ELD Standards, Appendix C).

Additional Research and Guidance

- The California ELA/ELD Framework (CDE, 2014)
- The California English Language Development Standards (CDE, 2012)
- Improving Education for English Learners: Research-Based Approaches (CDE, 2010)
- English Language Learners and the New Standards (Heritage, Walqui, and Linquanti, 2015)
- Understanding Language: Language, Literacy, and Learning in the Content Areas (Stanford University & Kenji Hakuta et al., 2012-2015)
- Common Core Standards in Diverse Classrooms (Zwiers, O'Hara, and Pritchard, 2014)
- Reparable Harm & Secondary School Courses Designed to address The Language Needs and Academic Gaps of Long Term English Learners (Olsen, 2010)
- English Learner Institute for Teaching Excellence (Ventura County Office of Education, 2013-2015)
- West Ed (Linquanti, Spycher, Walqui, et al., 2012-2015)
- Meeting the Needs of English Learners with Disabilities Resource Book (Butterfield, 2012)
- English Learner Toolkit for State and Local Education Agencies (U.S. Department of Ed., 2015)
- California English Language Learner Roadmap (CDE, 2017)

In November 2012, the State Board of Education adopted new ELD Standards. In 2017-2018, California school districts transitioned from the California English Language Development Test (CELDT) to a new English Language Proficiency Assessment of California (ELPAC). Beginning in spring 2018, the five proficiency levels of CELDT were replaced by four new proficiency level descriptors in ELPAC. There are three sets of descriptors on the following three pages to define terms and clarify vocabulary: CELDT Proficiency Level Definitions, ELPAC Performance Level Descriptors, and California ELD Proficiency Level Descriptors.

California English Learner Roadmap Policy

On July 12, 2017, the California State Board of Education approved the California English Learner Roadmap Policy: Educational Programs and Services for English Learners. This policy embraces linguistic diversity as an asset while providing the supports necessary to allow English learners meaningful access to intellectually rich and engaging curriculum (EL Roadmap, 2017). The Roadmap is built upon four principles:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

The Hemet Unified School District English Learner Master Plan supports this policy in both principle and practice. It is our firm belief that our English learner students are assets to our schools and our community, and we strive to provide an educational experience that supports their academic achievement.

More information about the California EL Roadmap can be found at

English Language Proficiency Assessment of California (ELPAC) Language Proficiency Descriptors

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

English Language Development General Performance Level Descriptors

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: **Emerging**, **Expanding**, and **Bridging**. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Emerging

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging

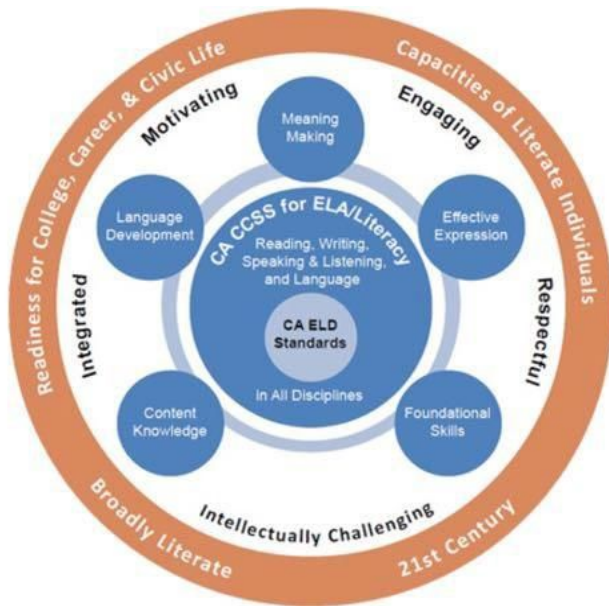
Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

The table below shows the alignment between the 2012 California English Language Development (ELD) Standards and the ELPAC performance levels.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

2014 CALIFORNIA ELA/ELD FRAMEWORK



CA ELA/ELD Framework Graphic (Fig. 2.1)

Center

The CA CCSS for ELA/Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

Circling the Standards

Key themes of the standards:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK-12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed above (ELA/ELD Framework, Ch. 2, p. 4).

Legal Basis for Federal Laws

- I. **U.S. Constitution (USC): 14th Amendment – Due Process & Equal Protection Clauses**
No State shall “deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws”.
- II. **Title VI of the Civil Rights Act of 1964**
Prohibits discrimination on the basis of students’ language minority status.
- III. **Elementary and Secondary Education Act of 1965**
Provides equal opportunity for all students.
- IV. **Office of Civil Rights (OCR) – May 25, 1970 Memorandum**
Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.
- V. **Lau v. Nichols – 1974**
Classes taught exclusively in English and which provide no assistance in learning English deny English learners an equal educational opportunity.
- VI. **Equal Educational Opportunities Act of 1974**
Requires educational agencies to take appropriate action to educate English learners.
- VII. **Castaneda v. Pickard – 1981**
Districts have dual obligation to develop students’ English proficiency and provide access to academic content instruction.
- VIII. **Gomez v. Illinois State Board of Education – 1987**
Requires state education agencies to provide oversight and guidance to districts.
- IX. **No Child Left Behind Act 7 NCLB (Title III) – 2002**
Requires that all English learners receive quality instruction for learning both English and grade- level academic content.
- X. **American Recovery and Reinvestment Act (Recovery Act) – 2009**
Funds allocated to be used to improve student achievement and help close the achievement gap through school improvement and reform.
- XI. **Every Student Succeeds Act (ESSA) – 2015**
Advances equity and requires that all students in America be taught to high academic standards that will prepare them to succeed in college and career; reauthorizes the federal Elementary and Secondary Act (ESEA) and replaces NCLB.

Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English learner program according to the State of California (*California Department of Education, 2016*) Each component listed below is addressed in detail in subsequent plan pages.

Dimension I – Involvement

- EL 1: English learner Advisory Committee (ELAC)
- EL 2: District English learner Advisory Committee (DELAC)

Dimension II – Governance & Administration

- EL 3: English Learner Identification & Assessment
- EL 4: Implementation, Monitoring & Revision of Title III Plan
- EL 5: EL Program Inclusion in Development of the SPSA
- EL 6: Title III and EIA-LEP Inventory

Dimension III – Funding

- EL 7: Supplement, Not Supplant with Title III & EIA-LEP
- EL 8: Time Accounting Requirements (Title I and Title III)

Dimension IV – Standards, Assessment, and Accountability

- EL 9: Evaluation of EL Program Effectiveness
- EL 10: Reclassification

Dimension V – Staffing and Professional Development

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

Dimension VI – Opportunity and Equal Educational Access

- EL 13: Language Program Options and Parent Choice

Dimension VII – Teaching and Learning

- EL 14: English Language Development
- EL 15: Access to the Core Subject Matter

EL MASTER PLAN ALIGNMENT & UPDATES

All sections in the Hemet Unified School District EL Master Plan are updated to align with Federal Program Monitoring (FPM) requirements:

Section 1: Identification, Parent Notification, & Reclassification (FPM: EL 3, 10, 15)

- Home Language Survey (HLS)
- English language proficiency assessment (ELPAC)
- Primary language proficiency assessment (Pre-LAS)
- Parent notification of assessment results
- Reclassification recommendation form (RFEP)
- Four-year RFEP monitoring

Section 2: Instructional Program Options & Materials (FPM: EL 13, 11, 14)

- Integrated & Designated ELD Instruction (English language development)
- Structured English Immersion (SEI) program
- Mainstream English program
- Two-Way Dual Language Immersion Program
- Secondary courses
- Instructional materials

Section 3: Staffing & Professional Development (FPM: EL 11, 12)

- Authorization & credentials
- High-quality professional development

Section 4: Funding (FPM: EL 6, 7, 8)

- Basic and supplementary resources
- Title III funds to supplement, not supplant
- Private school consultation & participation

Section 5: Family & Community Involvement (FPM: EL 1, 2, 5)

- Parent outreach and involvement
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

Section 6: Monitoring, Evaluation, & Accountability (FPM: EL 4, 9)

- Program Evaluation Annually
- Governance & Responsibilities
- Student Evaluation & Monitoring
- Data Collection
- English Learner Program Effectiveness

**Section 1:
Identification,
Placement,
Parent Notification,
and
Reclassification**

Home Language Survey (HLS)

Centralized Registration Office	<ul style="list-style-type: none"> • Oversees district wide HLS process • Ensures that the Home Language Survey (HLS) is completed upon initial enrollment as required by state and federal law • Prepares translated copies of HLS for initial enrollment • Assists with explanation regarding purpose and uses of HLS • Verifies that all questions have been answered for each student • Checks accuracy & completion of HLS to determine testing needs • Enters accurate HLS data into Aeries • Arranges for interpreters • Provides copy of the original HLS to the EL Assessment Team for “TBD” students • Requests EL records from previous districts
EL Assessment Team	<ul style="list-style-type: none"> • Checks accuracy & completion of HLS to determine testing needs • Checks accuracy & updates online records in Aeries • Collaborates with office manager and EL Services to locate previous EL records & original HLS from previous districts • Requests EL records from previous districts
EL Department	<ul style="list-style-type: none"> • Provides assistance to school sites and provides support regarding HLS questions.

California *Education Code*, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK-12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, and students with interrupted educational experiences.

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

The answers provided for each HLS question are used to determine a student’s home language status:

- **English Only** (EO)
- **Possible English Learner – To Be Determined** (TBD)

All four HLS questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student’s cumulative record (CUM). The first, or

initial, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in Aeries and CALPADS.

In order to determine a student's home language status based on the initial HLS, follow the guidelines below:

- 1. ALL English on HLS questions #1-3, mark "EO" (Code 1 in the Aeries Language Fluency field)**
The student is considered English Only (EO). Registrars will update student's language classification on Aeries. The initial HLS shall be added to the student's CUM folder and the student is placed in the district's general program.
- 2. At least one response other than English on HLS questions #1-3, mark "TBD" (Code 5)**
The student is designated as having a primary language other than English and the assessment process begins. A copy of the initial HLS shall be provided to the Language Evaluators in the EL Department. The HLS is placed in the student's CUM folder. The assessment process must take place **within 30 calendar days** of enrollment. Language Evaluators will update student's language classification (TBD (5)→ IFEP (2) or EL (3)). They will also add language test dates and results in Aeries. Student will be placed in the appropriate educational program based on the results of initial language testing.
- 3. A language other than English on question #4 only, mark "EO" (Code 1)**
The student is considered English Only (EO) and placed in the district's general program. The language spoken most often *by the adults at home* does not determine the native language proficiency of the student.

Once home language determination is made, it does not need to be redetermined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the summative ELPAC and identified as an English learner, changing the HLS will not change the student's identification. A student's English Learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because the English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Ed. Code 313).

Procedures for INITIAL English Language Proficiency Assessment for California (ELPAC)

EL Assessment Team	<ul style="list-style-type: none"> ● Ensures that initial assessments are completed within 30 calendar days of student enrollment & annual assessments are administered during designated window ● Attends trainings for ELPAC administration & signs affidavit ● Provides training, materials, technical assistance, support, and EL data collection
English Learner Site Lead	<ul style="list-style-type: none"> ● Monitors assessment results for reclassification
Director of Assessment	<ul style="list-style-type: none"> ● Responsible for security & assessment procedures across district ● Provides training, materials, technical assistance, support, and EL data collection ● Provides timely updates & test results to all stakeholders
Site Testing Coordinator	<ul style="list-style-type: none"> ● Attends trainings for ELPAC administration & signs affidavit ● Organizes & ensures security of test materials ● Oversees test administration

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), student will be assessed using the Initial English Language Proficiency Assessment of California (ELPAC).
2. Authorized and trained staff will administer the Initial ELPAC **within 30 calendar days** of the student's enrollment.
3. ELPAC Local Scoring Tool (LST) data will be used to determine the following designations:

Initial Fluent English Proficient (IFEP): A student is considered Initially Fluent English Proficient when he or she has met the ELPAC criterion on the **initial** ELPAC test. Once determined, IFEP students require no further ELPAC testing and are placed in the school's general program.

a) Students in grades TK-1 are considered to have met the ELPAC criterion for English Proficiency when:

Overall performance level is **a 3 or higher**, and

Domain scores for **Listening and Speaking** are at the **Intermediate level or higher**.

NOTE: If the ELPAC criterion level is met, the domain scores for Reading and Writing are *not* required to be at the Intermediate level for IFEP designation for TK-1 students.

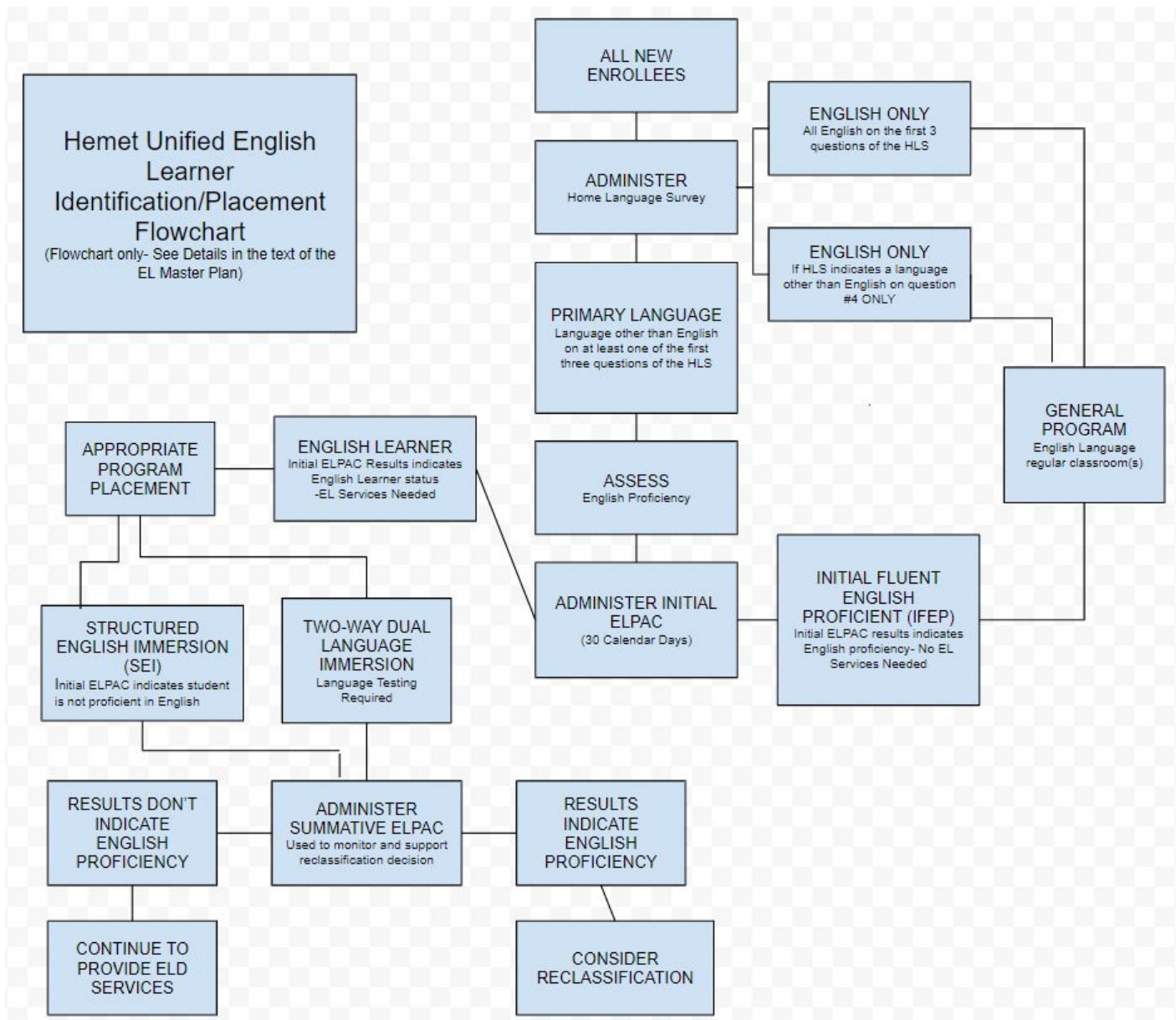
b) Students in grades 2-12 are considered to have met the ELPAC criterion for English Proficiency when:

Overall performance level is a **3 or higher**, and

Domain scores for **Listening, Speaking, Reading, & Writing** are at the **Intermediate level or higher**.

English Learner (EL): Students who score **a 1 or a 2(overall)** on the **initial** ELPAC are designated English learners (EL) and placed in the EL program. They must receive EL services and be re-assessed annually using the ELPAC until they meet reclassification requirements.

The **English Learner Student Identification/Placement Flowchart** provides an overview of the process:



Documentation and Parent Notification Letters

EL Assessment Team	<ul style="list-style-type: none"> ● Responsible for parent notification & communication at site ● Updates <i>Language Assessment Section and Language Fluency Field</i> in Aeries. (This includes test scores, language fluency, and program start date if applicable.) ● Prepares annual parent notification letters for distribution within 30 days of district receiving official results and/or the first day of school. ● Mails initial parent notification letters to the families
EL Services Department	<ul style="list-style-type: none"> ● Provides assistance & support to sites ● Mails annual parent notification letters to families ● Reviews & updates all documentation templates annually
Site	<ul style="list-style-type: none"> ● Places ELPAC scores and documentation in the student's yellow EL folder

PROCEDURES FOR DOCUMENTATION AND PARENT NOTIFICATION LETTERS

Documentation for EL students:

1. Create or update yellow EL folder for new and incoming student's CUM
2. File the following documents in student's yellow EL folder
 - a) Copy of **initial** Home Language Survey (HLS) and previous district records
 - i. Make sure digital Aeries information matches the EL Folder contents
 - b) English Language Assessment Report Label
 - i. Add new ELPAC scores annually
 - c) Copy of annual ELPAC student proficiency level report
 - d) Copy of the appropriate Annual Parent Notification letters
 - e) Reclassification (RFEP) paperwork

Parent Notification Letters: Parents/guardians shall receive written notification **within 30 days** of district receipt of official results and/or the first day of school.

1. Prepare parent notification letters and envelopes
 - a) Insert copy of student proficiency level report
 - b) Insert corresponding Parent Notification letter
 - i. Initial Fluent English Proficient (IFEP)
 - ii. Structured English Immersion (SEI)

Student Reclassification

Principal	<ul style="list-style-type: none"> ● Responsible for reclassification process at school site ● Coordinates celebration or recognition of reclassified students in grades K-12
English Learner Site Leads	<ul style="list-style-type: none"> ● Identifies possible reclassification (RFEP) candidates using Ellevation ● Consults with parents/guardians for input & approval ● Oversees the completion of reclassification paperwork ● Oversees RFEP Progress Monitoring for four years.
Teacher	<ul style="list-style-type: none"> ● Helps identify & monitor RFEP students ● Complete RFEP paperwork & RFEP follow-up forms using Ellevation
Director of English Learners	<ul style="list-style-type: none"> ● Coordinates reclassification procedures at the district level
EL Services Department	<ul style="list-style-type: none"> ● Provides training and support to sites ● Updates all EL records (paper & electronic)

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. There are four goals that must be met for a student to reclassify from being an English Learner (EL) to a Fluent English Proficient Student (RFEP). In order for a student to reclassify, the student must be proficient on the ELPAC, proficient on the MAP or Lexile Assessment, meeting standards (average of 3 or higher) for elementary school students, 2.0 or higher in grades 6-12, and have a parent consultation. Once official ELPAC results are received, the reclassification process can begin for qualifying K-12th grade students. Teachers, school support staff, school administrators, and parents participate in the reclassification process.

1. The EL Site Lead or site administrator may begin reclassification process and paperwork.
2. District-approved assessments will be used to evaluate language and academic achievement. All assessment scores must be from the most current administration and must meet district requirements.
3. Parent/Guardian(s) must be notified of student's eligibility for reclassification. A consultation is scheduled to review reclassification criteria and student progress. Translation services will be provided as necessary. If the parent is unable to attend a face to face conference, a person speaking the parents' primary language shall consult with the parent by telephone. Parent(s) must sign and date completed reclassification paperwork.
4. The recommendation for reclassification paperwork is submitted to the EL Department for final approval.
5. Once approved, the EL Department secretary changes the Language Proficiency code in Aeries from EL to RFEP and also enters the date of the reclassification.
6. The approved reclassification packet is sent back to the site to be filed in the student's yellow EL folder inside their CUM.

7. After reclassification, students will be monitored every 6 months for four years using the HUSD Reclassification Follow-up Forms within Ellevation.
8. For an overview of HUSD reclassification criteria, please see appendix.

Reclassification of Students with Disabilities

Under current state law, students who are English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including those with disabilities, unless an alternate assessment is indicated on the IEP. The reclassification process in public schools is based on guidelines approved by the State Board of Education and is based on California EC Section 313(d). Hemet Unified also utilizes the ***HUSD Guidelines for English Learners with Disabilities***. Student Support Services and the EL Services Department will use the ***HUSD Guidelines***, as well as the ELPAC Information Guide, to provide additional professional development for EL Site Leads and Individualized Education Program (IEP) team members to better support dual-identified English learners (ELs with disabilities).

Hemet Unified is equipped to provide dual-identified ELs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Hemet Unified utilizes multiple measures and multiple criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each dual-identified English learner, the **IEP team** will determine the following:

- Appropriate **measures of English language proficiency (ELP)**
- Appropriate **measures of performance in basic skills**
- **Minimum levels of proficiency** that would be **equivalent to an English proficient peer with similar disabilities** in accordance with district reclassification policies

In accordance with federal and state law, the **IEP team** may address the individual needs of each English learner with a disability using multiple criteria in concert with district reclassification criteria:

- Criterion 1: **Assessment of English Language**
- **Proficiency using an objective assessment instrument**
 - Including, but not limited to the ELPAC
 - An alternate assessment (SANDI) may be used to measure the student's English Language Proficiency on any or all four domains in which the student cannot be assessed using the ELPAC
- Criterion 2: **Teacher evaluation**
 - Use the student's classroom performance information based on his or her progress towards meeting IEP goals.
- Criterion 3: **Student's score on an assessment of basic skills**
 - The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment)

- Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native speakers of English with similar disabilities
- Criterion 4: **Parental opinion and consultation**
 - The parent or guardian is a participant on the IEP team

Using this information the IEP team, including the parent and EL Site Lead, will decide whether or not to recommend a student with disabilities for reclassification. Other criteria may be used to supplement the four required criteria listed above to ensure the most appropriate decision is made for each student. If recommended, the IEP team will complete the SELPA English Learner with Special Needs Reclassification Worksheet and submit it to the EL Department for approval (See Appendix.)

**Section 2:
Instructional
Program Options &
Materials**

Integrated and Designated ELD Instruction

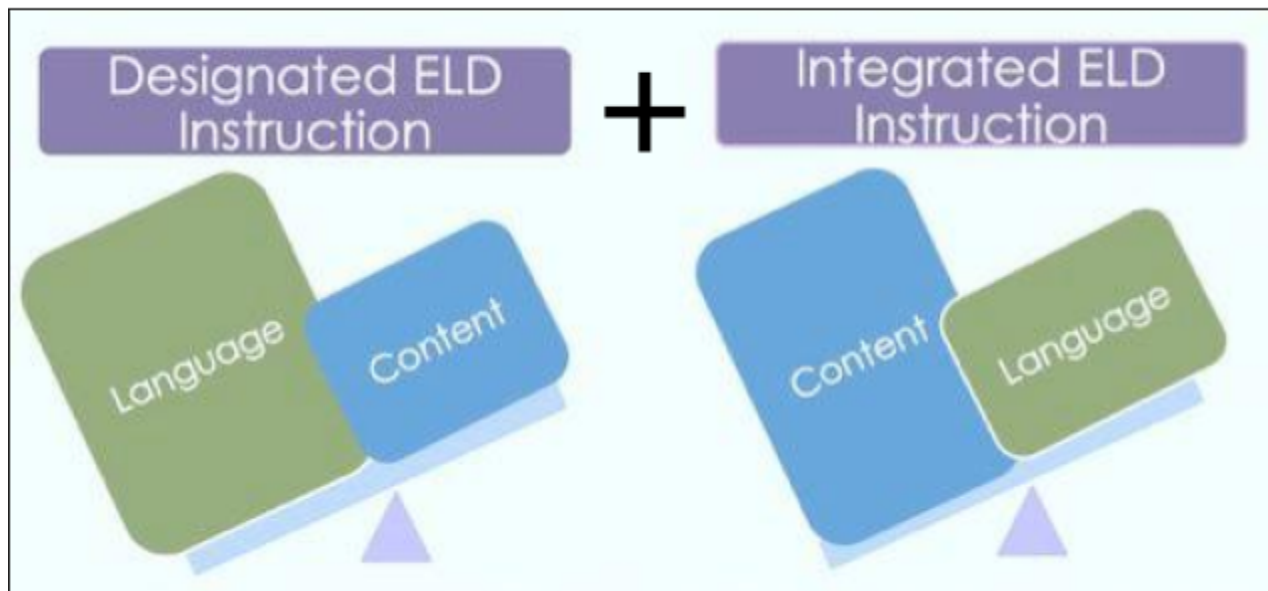
According to the ELA/ELD Framework, “**ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 97)

Integrated ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to **ELD throughout the day and across the disciplines.** All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

Designated ELD

“**Designated ELD is protected time during the regular school day** when teachers **use the CA ELD Standards as the focal standards** in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91)



Overview of Program Options for English Learners

Instructional placement for English learners is determined by overall proficiency results from the ELPAC. The English Language Development (ELD) standards provide a description of student expectations for each grade and proficiency level.

Grade	ELPAC Overall Score	English Language Proficiency
TK-12	1	Minimally Developed
	2	Somewhat Developed
	3	Moderately Developed
	4	Well Developed

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instructions to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (EdCode 306)

Structured English Immersion (SEI)

The Hemet Unified School District shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Students will continue to develop English proficiency through both Integrated and Designated ELD until they reach all reclassification criteria.

Two-Way Dual Language Immersion Program

Beginning in 2017-2018, Hemet Elementary School opened a Two-Way Dual Language Immersion Program for families. Students may enter this program in kindergarten and continue through 5th grade. The primary goal of the Two-way Dual Language Immersion Program is acquisition of full language proficiency and academics achievement in two languages: English and the target language of Spanish. Another goal is to foster positive cross cultural competencies for EL's and English-proficient students. Instruction is delivered in both Spanish and English using the 90/10 Dual Language model in Kindergarten and 80/20 Dual Language model in first grade.. Dual language programs promote high levels of academic achievement in all curricular areas and help students achieve full proficiency in both languages, English and Spanish. Students are expected to meet grade level content standards in both languages. (Additional DLI information is included in the Appendix)

Two-Way Dual Language Immersion Program, Grades K-12

Program Goals:

Bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both English and the target language of Spanish. Students can enter this program in K and continue through Grade 12.

Program Models:

HUSD offers a Two-Way Dual Language Immersion model:

- Kindergarten = 90/10 -----90% (K) instruction in the target language, 10% (K) instruction in English
- 1st Grade = 80/20 -----80% instruction in the target language, 20% instruction in English
- 2nd Grade = 80/20 -----80% instruction in the target language, 20% instruction in English
- 3rd Grade = 70/30 -----70% instruction in the target language, 30% instruction in English
- 4th Grade = 60/40 -----60% instruction in the target language, 40% instruction in English
- 5th Grades = 50/50 -----50% instruction in the target language, 50% instruction in English

Note: The Dual Language program requires a Dual Language Program Commitment form for all students.

Students Served	Program Components	Staffing & Credentialing	Parent Information
<ul style="list-style-type: none"> ● ELs K-5 who speak the target language ● EOs, IFEPs, RFEPs from diverse backgrounds may enter the program at any time in Kindergarten and continue in the program ● Students entering the program after Kindergarten must demonstrate literacy in the target language comparable to students in the program ● Target student composition is 50% EL and 50% EO/FEP; no more than 2/3 of either language classification is most desirable 	<ul style="list-style-type: none"> ● Standards-based instruction provided to all students in both languages ● One teacher and two-teacher models ● Purposeful and strategic separation of languages in the instructional day ● At least 50% of the day in target language ● Literacy Instruction: 90/10 - Children learn to read and write in target language first ● Daily second language development for all students: ELs in ELD, EOs/FEPs in target language ● Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted, district-approved core and supplemental materials 	<ul style="list-style-type: none"> ● Multiple Subject Teaching Credential <ul style="list-style-type: none"> ✓ For teachers instructing in target language: BCLAD or equivalent ✓ For teachers instructing in English only: CLAD or equivalent ● In a two teacher model, minimum CLAD required for the teacher providing instruction in English, preferably BCLAD in grades K-2 ● Teachers must demonstrate native-like fluency in English and the target language 	<ul style="list-style-type: none"> ● All students: Parent Commitment form is required upon enrollment ● Site will provide additional information and articulate program design upon student entry to program

**THIS PAGE INTENTIONALLY LEFT
BLANK**

Progression of ELD Program

ELD does not replace core ELA instruction

Grade Level	Language Proficiency Levels	Required Program	Additional Support
K-3rd	1-4	Benchmark Advance Designated ELD	Imagine Learning*
4th-5th	1	Benchmark Advance Designated ELD	Imagine Learning*
4th-5th	2-4	English 3D (45 minute block)	Imagine Learning*
6th-12th	1	System 44/ Read 180** or Designated Component of the adopted ELA Program 2019-2020	
6th-12th	2-4	English 3D or Read 180**	

*REQUIRED

**In order for Read 180 or System 44 to be considered ELD, the teacher of the class must participate in professional development on the ELD standards, and must be willing to accept responsibility for teaching all ELD standards to the student during a designated ELD block of time, in addition to integrating the standards throughout the remainder of the instructional period (as is required of all teachers). The EL coaches and the Literacy Coordinator will support and visit these classes throughout the year.

When considering if a student should be enrolled in English 3D, make sure they meet the following criteria:

-They are a Long Term English Learner (LTEL) defined as a student who has been enrolled in US schools for 6 years or more who has not yet met English proficiency as measured by the ELPAC or they are "At Risk of Becoming an LTEL" defined as a student that has been enrolled in US schools for 4-5 years who has not yet met English proficiency as measured by the ELPAC.

HEMET UNIFIED SCHOOL DISTRICT

K-12 CORE TEXTBOOKS

2018 - 2019

Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 09/01/2015 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials.

Quality and Currency of Textbooks

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews examination copies of proposed textbooks, as well as presentations from representatives describing the benefits and highlights of the materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval.

If the textbook is approved by the K12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. The books and instructional materials are displayed for 10 days for public review. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

The chart on pages 32-34 outlines the adopted textbooks we use in our District.

Grade Levels	Course/ Content Area	Title	Publisher	Copyright Edition	Year Adopted
TK	Eng/Lang. Arts	Benchmark Ready to Advance	Benchmark	2018	April 2018
K-5	Eng/Lang.Arts	Benchmark Advance	Benchmark	2018	April 2018
SPED 2-5	Eng/Lang. Arts	Benchmark Steps to Advance	Benchmark	2018	April 2018
K-5	Mathematics	Eureka Math	Great Minds	2016	June 2017
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science for California	Pearson, Scott-Foresman	2006	June 2007
4 – 12	ELD	English 3D	Houghton Mifflin Harcourt	2015	June 2014
K-12	SH, (All CORE)	ELA, Math, Science, Soc.Sci	NEWS2YOU	2013	2013
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6-8	Mathematics	Big Ideas Math, Course 1, Course 2, Course 3	Cengage Learning	2015	June 2018
8	Mathematics	Algebra 1	Houghton Mifflin Harcourt	2015	June 2018
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World and Beyond	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-12	ELD	English Now, V 2.0	LitConn, Inc.	2007	Dec. 2006
6-8	Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
9-12	Eng/Lang. Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	Houghton Mifflin Harcourt	2015	May 2018
9-12	Mathematics	Geometry	Houghton Mifflin Harcourt	2015	May 2018
8-12	Mathematics	Algebra 2	Houghton Mifflin Harcourt	2015	May 2018
9-12	Mathematics	PreCalculus w/Limits 4 th e	Cengage Learning	2018	July 2018
12	Mathematics	Trigonometry, Larson	Cengage Learning	2018	July 2018

Grade Levels	Course/ Content Area	Title	Publisher	Edition / Copyright	Year Adopted
9	Science	California Earth Science	Prentice Hall/ Holt	2006	June 2008
9	Science	California Life Science	Holt	2002	June 2003
10-12	Science	California Biology	Prentice Hall	2007	June 2008
11-12	Science	Holt Modern Chemistry	Holt	2009	June 2008
10-12	Science	Holt's Human Anatomy & Physiology	Glencoe McGraw Hill	2009	June 2008
10-12	Science	Holt Physics California Edition	Holt	2007	June 2008
11-12	Science	Astronomy – Journey to The Cosmic Frontier, 5 th Edition	Glencoe McGraw Hill	5 th Edition 2008	June 2008
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Prentice Hall Health Behavioral Health Science	Prentice Hall	2010	Nov. 2009
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruder's American Government	Prentice Hall	2006	June 2007
12	Social Science	Economics, Principles in Action	Prentice Hall	2007	June 2007
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3	Paradigm Publ	1998	July 2001
9-12	Foreign Language	T'es Branche 1, 2, 3, 4	EMC Publishing	2019	May 2018
9-12	Visual & Performing Arts				
9-12	Foreign Language	Descubre, 2nd Ed. Level 1-3	Vista Higher Learning	2014	November 2014
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guption Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000

Interventions Programs

Grade Levels	Course/ Content Area	Title	Publisher	Edition / Copyright	Year Adopted
4-12	Reading/Language Arts	SRA/Reach Read 180	SRA/McGraw Hill Houghton Mifflin Harcourt	2002 2015	July 2005 June 2015
K-10	English/Language Arts Mathematics	Compass Learning	Odyssey	2011	June 2011
K-10	Mathematics	MIND ST Math Program	MIND Research Institute	2011	October 2011
K-3	English Language Arts Grades K-3	Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)	Developmental Studies Center	2004	May 2013
K-5	English / Lang Arts	Imagine Learning English	Imagine Learning	2007	2014

ADVANCED PLACEMENT TEXTBOOKS

Grade Levels	Course/ Content Area	Title	Publisher	Edition / Copyright	Year Adopted
12	AP Literature & Composition	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10 th Edition C – 2009	June 2009
11 - 12	AP Calculus	AP Calculus	Cengage Learning	11 th Edition C - 2018	July 2018
11 - 12	AP Computer Science & Computer Programming	Java Software Solutions	Pearson Education, Inc.	2 nd Edition C - 2007	June 2009
9-12	AP Spanish Language & Culture	Temas	Vista Higher Learning	2014	Nov 2014
11 - 12	AP Spanish Literature	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C - 2003	June 2009
11 - 12	AP Spanish Literature	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C – 2003	June 2009
11-12	AP French 3A – French Language & Culture	AP Imaginez "Le Français Sans Frontières" Aprenon 2 nd Edition	Vista Higher Learning Wayside Publishing	2 nd Edition C-2012 2 nd Edition C-2015	Mar 2012 May 2014
10 - 12	AP U.S. History	Out of Many, A History of the American People	Pearson Publisher	5 th Edition C - 2007	June 2009
10 - 12	AP European History	The Western Heritage	Pearson Education Ltd Prentice Hall Publisher	10 th Edition C - 2018	June 2017
10 - 12	AP Art History	Stokstad Art History	Prentice Hall Publisher	3 rd Edition C – 2008	June 2009
12	AP Government	American Government	Houghton Mifflin	10 th Edition C – 2006	Dec. 2006
12	AP Economics	Economics, 7 th Ed.	Thompson	7 th Edition 2005	Dec. 2006
11 - 12	AP Biology	Biology	Addison Wesley	8 th Edition C – 2008	June 2009
9-12	AP Chemistry	Chemistry 9 th Edition, AP Zumdahl & Zumdahl	Cengage Learning	9 th Edition C2013	Nov 2013
9 –12	AP Physics	College Physics: A Strategic Approach	Pearson Education	C - 2012	Feb 2015
9 - 12	AP & General Environmental Science	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C – 2017	June 2017
9 - 12	AP Human Geography	Human Geography, 1 st Edition	McGraw-Hill Publishing	C2013	Dec 2014
10-12	AP Music Theory 1A/1B	Music in Theory & Practice, Vol. I & II, 8 th Edition	McGraw-Hill Publishing	8 th Edition C-2009	Dec. 2010

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Rev. 08/23/17

**Section 3:
Staffing
&
Professional
Development**

Staffing Procedures

Principal	<ul style="list-style-type: none"> ● Hires & places highly qualified staff appropriately ● Collaborates to determine staffing & training needs at site (Leadership Team, ELAC, teachers, support staff, etc.) ● Monitors & evaluates program and staff
Director of Human Resources	<ul style="list-style-type: none"> ● Oversees district recruitment, hiring, & placement of staff
Department of Professional Development	<ul style="list-style-type: none"> ● Coordinates & implements district staff development and teacher training
Director of English Learners	<ul style="list-style-type: none"> ● Updates EL Master Plan & monitors implementation ● Provides support & guidance to site leadership

Teacher Authorization and Credentials

Hemet Unified School District only hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

“ . . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . . ”

The California Commission on Teacher Credentialing (CCTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development.

Recruitment

HUSD shall participate in recruitment fairs sponsored by universities, colleges, and organizations. The Assistant Superintendent of Human Resources and site administrators shall participate in the recruitment process. Every effort will be made to hire and retain authorized teachers.

Professional Development

Hemet Unified School District will provide professional development to improve instruction for English learners and all students. Trainings will be ongoing at the district and site levels. Information regarding conferences and out-of-district trainings will also be available.

HUSD Professional Development Topics & Conferences:

- 2012 English Language Development (ELD) standards
- 2014 ELA/ELD Framework
- Training & support for administration and site leadership
 - Summer Leadership Colloquium
 - National Institute on School Leadership (NISL)
 - Annual updates for HUSD EL Master Plan
 - EL program options & reclassification criteria
 - Current EL assessments, research & policy
 - English Language Advisory Committee (ELAC & DELAC) training & support
 - Annual Accountability Leadership Institute (ALI) for English Learners Conference
 - California Association on Bilingual Education (CABE) Conference
 - Other topics requested by sites & English Learner Site Leads (ELSLs)
 - EL Roadmap Launch
 - English Learner Symposium
 - English Learner Focus Group Monthly Professional Development
 - Connecting Globally, World Languages at Our Schools- Dual Immersion Riverside County Consortium
- Designated ELD instruction
 - Benchmark Advance Designated ELD
 - English 3D
 - Newcomer Toolkit
 - ELD Standards/Framework
- Integrated ELD & HUSD training for core subjects
 - Kate Kinsella: Speaking Frames, Vocabulary, English 3D, etc.
 - Riverside County of Education Long Term English Learner Task Force
 - California Mathematics Council- South
 - CUE Conference
 - Navigating Difference Cultural Competency Training
- Early Literacy
 - Guided reading
 - Benchmark Assessment System (BAS)
 - Leveled Literacy Intervention (LLI)
- Department of Student Services
 - Supporting dual identified English learners (ELs with disabilities)

- Assessment
 - California Assessment of Student Performance & Progress (CAASPP) Assessments
 - English Language Proficiency Assessments for California (ELPAC)
 - MAP Reading Test
 - Curriculum embedded assessments (Benchmark Advance, English 3D)

- New teachers
 - New Teacher Academy
 - New Teacher Orientation
 - Center for Teacher Innovation (CTI)
 - Teachers on Special Assignment Support
 - Site Based Instructional Coach Support

- Professional Learning Communities (PLCs)
 - Grade level or department PLCs
 - Teaching for Effective Learning (TEL)
 - Academy for Coaching Excellence (ACE)
 - Collaborative learning & planning days

- Parents & Community
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - Parent Institute for Quality Education (PIQE)
 - Family Literacy Nights & programs (e.g., preschool)
 - School Site Council (SSC)
 - PTA/PTO/Booster Clubs
 - District/school parent meetings & conferences
 - Various Programs hosted at the HUSD Parent Resource Center

HUSD English Learner Professional Development Plan 2018-2019

PD Topic	Audience(s)	Timeline	Impact	Follow-Up	Resources Needed	Person(s)/ Department Responsible
<p>ELD Standards- Knowledge of and application to core instruction</p> <p>The back to school training will be developed by Instructional Coaches for use by school site administrators, including 10-15 minute follow up trainings to be presented during staff meetings throughout the year.</p>	K-12 teachers	One training at the beginning of the 18-19 school year during the back to school days before school starts, and continuous follow up throughout the year during staff meetings	Teachers will understand the ELD standards and internalize the needed supports for students at each proficiency level. Administrators will be given an observation tool to observe collaboration time and classrooms in order to assess the integration of the ELD standards into daily lessons	<p>At staff meetings and during collaboration</p> <p>One training at the beginning of the 19-20 school year during the back to school days before school starts, and continuous follow up throughout the year during staff meetings</p>	<p>ELA/ELD standards book</p> <p>Core materials</p> <p>observation tool</p>	<p>District Based Instructional Coaches</p> <p>EL Site Leads</p> <p>Admin</p>
<p>ELD strategies and routines</p> <p>The training will be developed by EL Coaches for use by school site administrators, including 10-15 minute follow up trainings to be presented during staff meetings throughout the year.</p>	K-12 teachers	One training at the beginning of the 19-20 school year during the back to school days before school starts, and continuous follow up throughout the year during staff meetings	Teachers will learn evidence based strategies and routines to be determined during the 18/19 school year, in order to respond to the various language needs that their students possess. Administrators will be given an observation tool to observe collaboration time and classrooms in order to assess the use of the EL strategies and routines in daily lessons. In addition, impact will be measured by analyzing the number of students progressing one or more proficiency levels after the first year of implementation.	<p>This training will also serve as follow up to the ELD Standards training the previous year with application to all content areas.</p> <p>At staff meetings and during collaboration</p>	<p>ELA/ELD standards book</p> <p>Core materials</p> <p>Observation Tool</p> <p>ELD strategies and routines (to be determined during the 18/19 school year)</p>	<p>EL Coaches</p> <p>EL Site Leads</p> <p>Admin</p>
Designated ELD training- E3D	English 3D Teachers	<p>October 2018 through March 2019</p> <p>New teachers to English 3D meet once in the fall</p>	English 3D consultant provides training based upon teacher feedback and observations of walkthroughs	English Development instructional coaches provide demo lessons, co-teach	English 3D materials	English 3D teachers and English Development instructional coaches

		and spring semesters	conducted in the spring English Language Development instructional coaches train on various topics	opportunities and planning for new and experienced English 3D teachers		English 3D consultant
Designated ELD training- Benchmark	K-3 Designated ELD Teachers	Four days of training from September 2018- May 2019	1 designated ELD teacher from K through 3rd grade at every elementary school will receive targeted professional development on the ELD Standards, ELA/ELD Framework, and the brand new, designated ELD curriculum- Benchmark Advance. We will measure impact of the program through analyzing long term data on the # of LTEL's and At Risk of Becoming an LTEL annually. The goal will be to reduce the number of LTEL's by 10% each year.	Walkthroughs grade-level teacher collaboration Continue to provide follow up training to the designated ELD teachers every year to continually deepen their understanding of language development	Benchmark materials ELA/ELD standards book Observation tool	Benchmark trainers K-3 ELA teachers English Language Development instructional coaches Elementary instructional coaches

Recommended Online Resources:

- California eStandards website & app
 - <http://estandards.scoecurriculum.net/>
- Stanford's Understanding Language: Language, Literacy, and Learning in the Content Areas
 - ell.stanford.edu
- Academic Language Development (ALD) Network
 - aldnetwork.org
- Colorin Colorado: A Bilingual Site for Families and Educators of English language learners
 - www.colorincolorado.org
- Riverside County Office of Education
 - <https://www.rcoe.us/educational-services/instructional-services/english-learner-language-programs/>
- California Department of Education
 - <https://www.cde.ca.gov/sp/el/>

Section 4: Funding

Basic and Supplementary Resources

Principal and EL Site Contact	<ul style="list-style-type: none"> ● Responsible for reviewing & ordering materials
Assistant Superintendent of Educational Services	<ul style="list-style-type: none"> ● Oversees text & curriculum adoptions, ordering of materials & reviews requisitions
Director of State and Federal Accountability	<ul style="list-style-type: none"> ● Informs principals of allocation of funds ● Reviews requisitions ● Assists with curriculum orders
Educational Services Department	<ul style="list-style-type: none"> ● Provides assistance & support

District general funds provide appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. District resources provide adequate services in ELD, primary language support, SDAIE, and instruction that promote each student’s self image and cross cultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL student, including primary language materials used to implement the district’s alternative program, e.g., textbooks, reading materials, and so forth.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines, and suggestions/recommendations for materials and expenditures from the Curriculum & Instruction and EL Services department.

Federal law requires that all employees funded with federal grant funds provide verification of their time worked in the federal program. Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are 3000-5999, Title I Part A & D; Title II Part A, Title III LEP, 21st Century Grant.

Title III Funding

Title III resources shall be used to provide English learners with supplemental services and materials. This includes, but is not limited to, the following:

- (a) hiring supplemental teachers;
- (b) purchasing supplemental teaching materials and assessment instruments;
- (c) providing additional staff training to develop instructional skills to better support ELs;
- (d) expanding English learner parent involvement and participation opportunities;

- (e) providing other reasonable expenses, which may include translation services and training of parent advisory groups.

Note: If the district and school site receive other state and federal funds, such funds supplement *and do not supplant* the district's core curriculum services or other categorical funds for EL students.

Private School Consultation and Participation

Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program.

- Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA). In addition, an approved language assessment selected by the LEA as a result of consultation with the private school officials should be administered. The LEA is responsible for the oversight and costs of initial identification.
- After consultation between the LEA and the private school, an approved language assessment should be selected and administered. The LEA is responsible for the oversight and costs of initial identification.
- LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to EL students enrolled in the private schools.
- The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision.

The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

**Section 5:
Parent
&
Community
Involvement**

Parent and Community Involvement

Principal or Designee	<ul style="list-style-type: none"> ● Facilitates site English Learner Advisory Committee (ELAC) ● Attends District English Learner Advisory Committee (DELAC) meetings ● Communicates with parents & families on a regular basis (providing translated information and documentation as needed) ● Provides opportunities for parent education & involvement
Director of English Learners and State & Federal Accountability	<ul style="list-style-type: none"> ● Oversees parent committee procedures for ELAC & DELAC ● Provides parent education support to site leadership
Department of English Learners	<ul style="list-style-type: none"> ● Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, & parent education
Parents/Guardians	<ul style="list-style-type: none"> ● Participate in parent education opportunities, school activities, & parent committees ● Complete Home Language Survey (HLS) ● Review student assessment results and progress reports ● Attend meetings & sign paperwork

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available throughout the year in Hemet Unified:

- Parent Committees
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - School Site Council (SSC)
 - District Advisory Committee
 - PTSA
 - LCAP Advisory Committee

- Parent Education
 - HUSD Parent Resource Center

- School, District, & Community Events
 - Back-to-School, Carnivals, Open House & Family Nights
 - Awards, Celebrations & Holiday Events
 - Sports, Games & Competitions
 - City of Hemet Festivals & Community Activities

- Community, School, and/or Classroom Volunteer

English Learner Advisory Committees

The English Learner Advisory Committee (ELAC) consists of an integrated school staff, parent, and community group to help ensure that the site and district’s EL program is well planned, effectively implemented, and ultimately successful in achieving its goals for English learners.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

School sites with 21 or more EL students shall have an elected ELAC that meets at least four times a year. The committee will be comprised of parents and staff, with parents of EL students making the majority of members. Parents of EL students will be represented by the same percentage as the EL student enrollment at the site (or more). Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the *ELAC Training Materials* provided to the schools by the EL Services Department. ELAC agendas, sign in sheets, and minutes will be submitted to the Director of Special Projects after every meeting for review and filing.

The principal is responsible for following ELAC protocol and providing training in required areas. To ensure proper training for parents and committee members, principals will use the *SSC Resources and ELAC Training Guide* that is provided and updated by the EL Services Department. Training is also provided in areas that the site committee requests. In addition, each school’s English Learner Advisory Committee (ELAC) elects a district DELAC representative and an alternate.

Roles & Responsibilities of ELAC:

- (a) Assist in the development of the school’s plan for services to English learners
- (b) Have input into the school’s needs assessment
- (c) Assist in the school’s efforts to make parents aware of the importance of regular school attendance
- (d) Review data regarding the diversity and language needs of students at their site

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

When there are **51 or more EL students in a district**, a District English Learners Advisory Committee (DELAC) shall be formed. The DELAC will be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members will be parents of EL students who are not district employees. Committee members serve for two years. Committee members will be trained in regards to their roles and responsibilities

and will be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC members will plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification will be mailed to all members at least one week prior to the meeting. Agendas and minutes will be translated, and a Spanish interpreter will be available at each meeting. In addition, DELAC members representing individual schools will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

Roles & Responsibilities of DELAC:

- (a) Have input in the development of the Master Plan for services for EL students
- (b) Have input into a districtwide needs assessment on a school-by-school basis
- (c) Have input into the district's EL education goals and objectives
- (d) Be informed on federal, state, and district English learner reports
- (e) Review and comment on the written notification of initial enrollment
- (f) Review and comment on any related waiver request

District trainings of site administration, parent liaisons, and DELAC representatives are provided annually prior to the start of the school year. Training materials are given to all participants to provide guidance on the development of site ELAC parent groups and mandatory topics.

**Section 6:
Monitoring
Evaluation
&
Accountability**

Program Evaluation

Principal	<ul style="list-style-type: none"> ● Oversees program evaluation procedures at school sites ● Collects data & submits required paperwork to the department of English Learners & State/Federal Accountability
EL Site Lead	<ul style="list-style-type: none"> ● Assists with the program evaluation process at school site ● Oversees collection of data
Director of English Learners & State/Federal Accountability	<ul style="list-style-type: none"> ● Coordinates EL program evaluation procedures at district level ● Coordinates the development of the Title III plan
Department of English Learners	<ul style="list-style-type: none"> ● Provides assistance & support regarding assessment and evaluation data ● Monitors English Language Acquisition reporting and data

The goal of program evaluation is to provide information about the effectiveness of Hemet Unified’s EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English learners. Evaluation of English language program effectiveness can be found in the appendix.

An EL student folder will be updated and housed in the cumulative record of each English learner. The purpose of the student record is to document and monitor English language development, assessment, and reclassification. The folder contains copies of the Home Language Survey, ELPAC scores and assessment results, parent notification letters, and reclassification paperwork.

Governance and Responsibilities

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

District Administration

District administration will be responsible for providing sufficient resources to sites in order to successfully implement EL programs and services. These resources include qualified and well trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other district responsibilities include guidance in curriculum development, program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III, LEA Plan Goal 2, and Local Control Accountability Plan (LCAP) to ensure quality program implementation.

School Site

The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The *Master Plan for English Learners* is a guide for program implementation, planning, and development of Single Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development.

Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees (ELAC) have the responsibility to assist in the on going program planning and evaluation through committee and school activities. Parents will have discussion and input on LCAP, Title III, EL Master Plan, and SPSA updates.

CALPADS English Language Acquisition Data and Reports

The District Technology Department with support from the Curriculum & Instruction Ed Services Department maintains a district and state database (CALPADS) that contains specific data on the English Language Acquisition status of students in the district. Each year the CALPADS submission window opens during which time local educational agencies (LEAs) may view certification reports of their English Language Acquisition Status students (including English learners and fluent English proficient students) along with Title III Eligible Immigrants data for all applicable students in CALPADS.

Academic Achievement

Academic achievement is monitored at the federal, state, and district levels with the systems, assessments, and resources listed below.

FEDERAL/STATE

California School Dashboard

<https://www.caschooldashboard.org>

DISTRICT

Measures of Academic Progress (MAP)

- Benchmark interim assessments to measure student progress in literacy and math

ELA/ELD Curriculum embedded assessments in K-12

- Summative assessment that evaluates academic proficiency in ELA

Reading Inventory Assessment

- Diagnostic tool to assess student's literacy needs

Assessments & Grades

- Grades determined by formal and informal assessments (curriculum & teacher-created)

Monitoring of English Language Development

English language development is monitored at the state and district levels with the assessments and resources listed below.

STATE

ELPAC

- Used as a district and site measure to determine student progress towards English language proficiency

DISTRICT

MAP Reading

- Benchmark interim assessments to measure student progress in literacy

ELA/ELD Curriculum embedded assessments in K-12

- Summative assessment that evaluates academic proficiency in ELA

Ellevation

- Web-based software platform used monitor RFEP and LTEL students biannually.

Data Collection

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers. District technology and data specialists will provide technical support, training, and monitoring.

California Longitudinal Pupil Achievement Data System (CALPADS)

- State level longitudinal data system used to maintain individual level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting
- Aeries provides a flexible interface with CALPADS for consistent reporting and student information updates
 - California State Reporting Information (State/Province – CA)
 - Student Information
 - English Learners and Immigrant Information
 - Pre-ID Exam Information

Powerschool

- District level system provides full range of features needed by administrators at the district and school level in addition to portals for teachers to support data collection at the site level

Aeries

- District level student information system provides all district and school site staff with student demographics, attendance, scheduling, discipline, gradebook, report cards, assessment history, state reporting mandates, parent portal, student portal, and more

Ellevation

- Web-based software platform with a focus on student and classroom level information that pulls information from AERIES
- Directly supports the monitoring of EL and RFEP students
 - Tracking of student plans and meetings
 - Collection and storage of teacher evaluation data & observations
 - Flags students ready for reclassification according to district RFEP criteria

Illuminate

- Illuminate Education is a student information system (SIS) that provides the district and school site staff with single, web-based point of access to student information; data and assessment management.

English Learner Program Effectiveness Plan

In keeping with the LEA Plan, Hemet Unified School District has selected benchmarks and yearly goals for English learners in the subject areas of ELD, English language arts and mathematics. These achievement objectives reflect the amount of time an EL student has been enrolled in the program of language instruction (SEI and DLI) in the district, and use consistent methods and measurements to reflect this achievement:

- English Language Proficiency Assessment for California (ELPAC)
- California Assessment of Student Performance and Progress (CAASP) - Smarter Balanced Assessment Consortium (SBAC) – ELA and Math
- Measures of Academic Progress (MAP) Reading
- Curriculum Embedded Assessments (Benchmark Advance and English 3D)

Hemet Unified School District has set the following annual goals for EL students in the area of ELD, English language arts and mathematics. ELD growth is measured by the ELPAC, English language arts and mathematics are measured by the MAP and SBAC.

ELPAC Level	1 = Minimally Developed	2 = Somewhat Developed	3 = Moderately Developed	4 = Well-Developed	RFEP
Timeline toward reclassification, based on ELPAC level at time of initial enrollment year	1 st year	2 nd year	3 rd – 4 th year	5 th year	6 th year
		1 st year	2 nd – 3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 th year
				1 st year	2 nd year
CAASP - SBAC	Not met	Not met or Nearly Met	Nearly Met	Met or Exceeded Standards	Met/Exceeded Standards

*MAP testing and Curriculum Embedded Assessments are grade specific. See appendix for MAP criteria.

Additional information about ELPAC results can be located at: • California Department of Education website: <https://www.cde.ca.gov/ta/tg/ep/> • ELPAC website: <https://www.elpac.org/> • Summative ELPAC Fact Sheet: <https://www.cde.ca.gov/ta/tg/ca/documents/sumelpacfactsheet.pdf>

Hemet Unified School District employs two main curriculum programs to support English Learners during their designated ELD instructional time. These programs are:

- Benchmark Advance (Benchmark Education)
- English 3D (Houghton Mifflin Harcourt Publisher)

As a supplement to these programs, Imagine Learning software is used to supplement reading instruction for all elementary students and has proven to increase MAP reading scores for English Learners.

During the 17/18 school year, Language Power (Teacher Created Materials, Inc.) was used as a resource for after school tutoring for English Learner students at eight high-need elementary schools.

Curricular Program	Description	Effectiveness
Benchmark Advance	Benchmark Advance is an Integrated and Designated ELD curriculum that supports our EL students in meeting ELA/ELD content standards.	This is Hemet Unified's first year using this newly adopted curriculum. Data will be gathered for our English Learners at semester and end of year to evaluate student progress.
Read 180 Universal/System 44	This Designated ELD support is designed for students who need intensive literacy support. (See Progression of ELD Program matrix on page ___)	Data will be collected on student literacy progress at the end of the semester and the end of year. Program effectiveness will be evaluated in Spring of 18/19.
English 3D	English 3D is specifically designed for Long Term English Learners (LTELS) and focuses on instructional routines and academic vocabulary to improve student achievement.	District data has shown that students in English 3D reclassify at a higher rate than those receiving ELD support in other classes.
Imagine Learning Software	This is a computer-based program that supports literacy for all students.	With the exception of Kindergarten, ELL students also surpassed the NWEA norms and, for grades 3-5 achieved the greatest degree of RIT score growth.
Language Power EL Tutoring	Language Power resources were used at eight elementary schools for English Learner tutoring during their after-school program for participating English Learner students.	Our EL students that participated in tutoring grew an average of 4.7 MAP RIT points, while our EL's that did not participate in tutoring grew an average of 2.1 MAP RIT points.

Professional Development activities support teachers as they integrate ELD standards in all subjects. Designated Professional Development occurs throughout the school year. Annual ELA/ELD standards training is available to all sites. (See Professional Development Timeline on pages 39 and 40).

Additionally, English Learner Site Leads are funded through the district Local Control Accountability Plan (LCAP) to provide EL-focused leadership to each site in terms of reclassification, professional development, monitoring of RFEPs and LTELs, and English Learner assessments. They are provided with monthly professional development that focuses on English Learner progress at their site and at the district level, instructional strategies to share with the staff and policy updates that affect English Learners.

Necessary improvements to existing programs include refining the consistent monitoring and reporting out of English Learner data based on the indicators described in this section (ELPAC, SBAC, MAP, Curriculum Embedded Assessments.)

English Learner students continue to achieve below their English Only peers on state assessments (SBAC) and local indicators (MAP), and English Learner growth continues to be a priority for Hemet Unified School District as reflected in the Local Control Accountability Plan (LPAC) and School Plans. District stakeholder meetings that develop the LCAP as well as DELAC and DAC meetings evaluate programs and contribute to determinations as to the elimination of specific EL activities that have been proven to be ineffective. Needs assessments are performed annually based on stakeholder discussions surrounding English Learner achievement and program effectiveness related to student data.

The current Hemet Unified School District LCAP and English Learner Master Plan can be accessed at the Hemet Unified School District website (hemetusd.org).

APPENDIX

- Excerpts of Title 5, California Code of Regulations – Chapter 11 7 Subchapter 4
- Excerpts of Education Code Sections 300-340
- HUSD Board Policy BP 6174(a) (Education for English Learners)
- HUSD Administrative Regulation AR 6174 (Education for English Learners)
- HUSD Board Policy BP 6020 (Parent Involvement)
- HUSD Administrative Regulation AR 6020 (Parent Involvement)
- HUSD Site Contact List
- Home Language Surveys
- Initial Parent Notification Letters
- Annual Parent Notification Letters
- English Learner Reclassification Form for Students with Disabilities
- English Learner Site Folder
- Ellevation Reclassified Student Monitoring Form (K-5)
- Ellevation Reclassified Student Monitoring Form (6-12)
- Ellevation Long Term English Learner Monitoring Form (K-5)
- Ellevation Long Term English Learner Monitoring Form (6-12)
- Ellevation Student Meeting Form for Reclassification/Parent Notification
- Reclassification Criteria
- ELPAC Sample Score Report
- Two-Way Dual Language Parent Understanding and Commitment Forms
- Frequently Asked Questions (FAQ) for Parents

“School term” as used in Education Code section 330 means each school’s semester or equivalent, as determined by the local governing board, which next begins following August 2, 1998. For multitrack or year round schools, a semester or equivalent may begin on different days for each school track.

Note: Authority cited: Section 33031, Education Code. Reference: Section 330, Education Code.

§ 11301. Knowledge and Fluency in English.

a) For purpose of “a good working knowledge of English” pursuant to Education Code Section 305 and “reasonable fluency in English” pursuant to Education Code section 306(c), an English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency as measured by any of the stateUdesignated assessments approved by the California Department of Education, or any locally developed assessments.

b) At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.

c) An English learner may be re-enrolled in a structured English immersion program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency as defined in Section 11301(a) unless the parents or guardians of the pupil object to the extended placement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305 and 306(c), Education Code.

§ 11302. Duration of Services.

School districts shall continue to provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers until the English learners have:

a) **demonstrated English-language proficiency comparable to that of the school district’s average native English-language speakers; and**

b) **recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.**

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 306 and 310, Education Code; U. S. code, Tile 20, Section 1703 (f); Castaneda v. Pickard (5th Cir. Education (7th Cir. 1987) 811 F.2d 1030, 1041-1042.

§ 11303. Reclassification

The reclassification procedures used to reclassify a pupil from English learner to proficient in English shall include, but not be limited to, a responsible administrative mechanism for the effective and efficient conduct of the language reclassification process, which shall include each of the following procedural components:

a) Assessment of language proficiency using the English language development test, as provided for by Education Code section 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with Section 11510).

b) Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil.

c) Parental involvement through:

1) Notice to parent(s) or guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate; and

2) Encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process.

d) Until the statewide, empirically-established range of performance in basic English/language arts skills is established as required by Education Code section 313(d)(4), evaluation of the pupil's performance as specified in Section 11302(b).

Note: Authority cited: Section 33031, Education Code. Reference: Section 313, Education Code.

§11304. Monitoring.

School districts shall monitor the progress of pupils reclassified to ensure correct classification and placement.

Note: Authority cited: Section 33031, Education Code. Reference: Section 313, Education Code; U.S. Code, Title 20, Section 1703(f); Casteneda v. Pickard(5th Cir. 1981) 648 F.2d 989, 1009-1011; and Gomez v. Illinois State Board of Education(7th Cir. 1987) 811 F.2d 1030, 1041-1042.

§ 11305. Documentation.

School districts shall maintain documentation of multiple criteria information, as

specified in Section 11303(a) and (d), and participants and decisions of reclassification in the pupil's permanent records as specified in Section 11303(b) and (c).

Note: Authority cited: Sections 33031 and 49062, Education Code. Reference: Section 313 and 49062, Education Code; U.S. Code, Title 20, Section 1703(f); Casteneda v. Pickard(5th Cir. 1981) 648 F.2d 989, 1009-1011; and Gomez v. Illinois State Board of Education(7th Cir. 1987) 811 F.2d 1030, 1041-1042.

§ 11306. Annual Assessment.

School districts reporting the presence of English learners shall conduct an annual assessment of the English language development and academic progress of those pupils.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 313, 60640 and 60810, Education Code.

§ 11310. State Board of Education Review of Guidelines for Parental Exception Waivers.

(a) Upon written request of the State Board of Education, school district governing boards shall submit any guidelines or procedures adopted pursuant to Education Code section 311 to the State Board of Education for its review.

(b) Any parent or guardian who applies for a waiver under Education Code section 311 may request a review of the school district's guidelines or procedures by the State Board of Education. The sole purpose of the review shall be to make a determination as to whether those guidelines or procedures comply with the parental exception waiver guidelines set forth in Section 11309.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 310 and 311, Education Code.

Official California Code of Regulations available for review at govt.westlaw.com

(Title 5. Education U Division 1. CA Dept of Ed U Chapter 11. Special Programs – Subchapter 4. ELL Ed)

Updated 9/30/16

**Excerpts of Education Code
Sections 300—340**

SECTION 1: Chapter 3 (commencing with Section 300) is added to Part I of the *Education Code*, to read:

300. The People of California find and declare as follows:

- a) **Whereas, The English language is the national public language of the United States of**

America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

- b) Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
- c) Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
- d) Whereas, The public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high dropout rates and low English literacy levels of many immigrant children; and
- e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
- f) Therefore, It is resolved that: all children in California *public* schools shall be taught English as rapidly and effectively as possible.

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

- a) “English learner” means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.
- b) “English language classroom” means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
- c) “English language mainstream classroom” means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.
- d) “Sheltered English immersion” or “structured English immersion” means an English

language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

e) **“Bilingual education/native language instruction”** means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child’s native language...

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child’s parent or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception waiver may be granted under Section 310 are as follows:

a) **Children who already know English:** the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child

scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower; or

b) **Older children:** the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child’s rapid acquisition of basic English language skills; or

c) **Children with special needs:** the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child’s overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parent shall be fully informed of their right to refuse to agree to a waiver...

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars (\$50,000,000) per year is hereby appropriate from

the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parent or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parent or legal guardian...

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution , the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

330. This initiative shall become operative for all school terms which begin more than sixty days following the date on which it becomes effective...

Hemet USD | BP 6174 Instruction

Education For English Learners

The Governing Board intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

To support student's English language development, the Superintendent or designee may provide an adult literacy program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6152.51 - State Academic Achievement Tests)

Language Acquisition Programs

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated 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.

(cf. 6142.2 World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

The district's language acquisition programs for K-3 shall comply with class size requirements specified in Education Code 42238.02 (Education Code 310)

(cf. 6151 - Class Size)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year.

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

- 300-340 English language education , especially:
- 305-310 Language Acquisition Programs
- 313-313.5 Assessment of English Proficiency
- 430-446 English Learner and Immigrant Pupil Federal Conformity Act
- 33050 State Board of Education waiver authority
- 42238.02-42238.03 Local control funding formula
- 44253.1-44253.11 Qualifications for teaching English learners
- 48980 Parental notifications
- 48985 Notices to parents in language other than English
- 52052 Numerically significant student subgroups
- 52060-52077 Local control and accountability plan
- 52130-52135 Impacted Languages Act of 1984
- 52160-52178 Bilingual Bicultural Act
- 56305 CDE manual on English learners with disabilities
- 60603 Definition, recently arrived English learner
- 60605.87 Supplemental instructional materials, English language development
- 60640 California Assessment of Student Performance and Progress
- 60810-60812 Assessment of language development
- 62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English Learner Education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I Local education agency plans

6801-7014 Title III, Language instruction for English learners and immigrant students

7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited

200.16 Assessment of English learners

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association, State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, July 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

CSBA:<http://csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

U.S. Department of Education: <http://www.ed.gov>

Policy HEMET UNIFIED SCHOOL DISTRICT

adopted: May 1, 2018 Hemet, California

Hemet USD | AR 6174 Instruction

Education For English Learners

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education code 306)

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.7. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11516-11516.7.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11516-11516.7; 20 USC 1412)

(cf. 6152.51 - State Academic Achievement Tests)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The superintendent or designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 54145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program.

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student is, or will be participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
5. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
6. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313; 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committees

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

Regulation HEMET UNIFIED SCHOOL DISTRICT

approved: May 1, 2018 Hemet, California

Hemet USD | BP 6020 Instruction

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318 as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with the law.(20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders,

specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family involvement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEBSITES

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy HEMET UNIFIED SCHOOL DISTRICT

adopted: June 5, 2018 Hemet, California

Hemet USD | AR 6020 Instruction

Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf.0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board

b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input

d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, what may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the challenging state content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

f. Adopt and implement model approaches to improving parent/guardian involvement

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

j. Provide a master calendar of district activities and district meetings

k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
 - q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
 - (cf. 4115 - Evaluation/Supervision)
 - (cf. 4215 - Evaluation/Supervision)
 - (cf. 4315 - Evaluation/Supervision)
 - s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - (cf. 0430 - Comprehensive Local Plan for Special Education)
 - (cf. 2230 - Representative and Deliberative Groups)
 - (cf. 3280 - Sale or Lease of District-Owned Real Property)
 - (cf. 5030 - Student Wellness)
 - (cf. 5148 - Child Care and Development)
 - (cf. 5148.3 - Preschool/Early Childhood Education)
 - (cf. 6174 - Education for English Learners)
 - (cf. 6175 - Migrant Education Program)
 - (cf. 6178 - Career Technical Education)
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family

(cf. 0500 - Accountability)

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications

b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Include information about school activities in district communications to parents/guardians and family members

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement of the challenging state academic standards

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

(4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family members can understand

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in items #2 in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide opportunities for the participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. p Parents/guardians shall be notified of the in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

b. Involve parents/guardians and family members in school planning processes

Regulation HEMET UNIFIED SCHOOL DISTRICT

approved: June 5, 2018 Hemet, California

2018-19 SITE INFORMATION

<p>ACACIA MIDDLE SCHOOL (6-8) 1200 E. Acacia Avenue Hemet 92543 (951) 765-1620 Principal: Dr. Jeff Franks Asst. Principals: Angela James-Rackovan Asst. Principal: Joseph Romero Office Manager: Rory Munstinger</p>	<p>FRUITVALE ELEMENTARY (K-5) 2800 W. Fruitvale Avenue Hemet 92545 (951) 765-1660 Principal: Karen Brooks Asst. Principal: LeeAnn Bradshaw Interim Asst. Principal: Jessica Gillespie Office Manager: Michelle Nealeigh Pre-School (951) 765-5146</p>	<p>LITTLE LAKE ELEMENTARY (K-5) 26091 Meridian Street Hemet 92544 (951) 765-1660 Principal: Robert Broecker Asst. Principal: Tiffany Grant Office Manager: Maria Garcia Pre-School (951) 765-1668</p>	<p>WHITTIER ELEMENTARY (K-5) 400 W. Whittier Avenue Hemet 92543 (951) 765-1650 Principal: Jeffrey Keeney Asst. Principal: Raul Caraveo Office Manager: Kimberly Retz</p>
<p>ALESSANDRO CONTINUATION (11-12) Santa Fe Ed Center 831 E Devonshire Ave Hemet 92543 (951) 765-5182 Principal: Tara O'Malley Asst. Principal: Jayne Cawthon Office Manager: LiReece Springer ADULT EDUCATION (951) 765-5190 S.A.I.L.S. - Life Skills (951) 925-7548</p>	<p>HAMILTON ELEMENTARY (K-8) 57550 Mitchell Road Anza 92539 (951) 763-1840 Principal: Carol Roblotta Asst. Principal: Kristine Farley Office Manager: Jessica Brenner Pre-School (951) 763-5925</p>	<p>McSWEENEY ELEMENTARY (K-5) 451 W. Chambers Street Hemet 92543 (951) 925-4366 Principal: Ekko DePriest Asst. Principal: Amber Ortiz Office Manager: Jennifer Scott Pre-School (951) 929-4580</p>	<p>WINCHESTER ELEMENTARY (K-5) 28751 Winchester Rd. Winchester 92596 (951) 926-0700 Principal: Mark Delano Asst. Principal: Jessica Becerra Office Manager: Gayle Mondt Pre-School (951) 926-0712</p>
<p>ASPIRE COMMUNITY DAY SCHOOL 26866 San Jacinto St Hemet 92543 (951) 929-3071 Fax (951) 929-3608 Principal: Andrew Silva Office Manager: Tina Chavira</p>	<p>HAMILTON HIGH SCHOOL (9-12) 57430 Mitchell Road Anza 92539 (951) 763-1865 Principal: Natalie Ruddell Asst. Principal: Kimberly Romerli Office Manager: Leonella Leash</p>	<p>PRESCHOOL MAIN OFFICE 220 S Franklin St Hemet 92543 (951) 765-1648 Principal: Alice Chung Head Start/Preschool Coord: Cynthia Gayle Office Manager: Lori Hartigan Fruitvale 765-5146 McSweeney 929-4580 Hamilton 763-5925 Ramona 765-1648 Idyllwild 659-0750 Valle Vista 306-0945 Jacob Wiens 658-5282 Winchester 926-0712 Little Lake 765-1668</p>	<p>NUTRITION CENTER 2075 W. Acacia Avenue Hemet, CA 92545 (951) 765-5100 ext. 5380 (951) 658-3182 fax</p>
<p>BAUTISTA CREEK ELEMENTARY (K-5) 441 Lake Street Hemet 92544 (951) 927-0822 Principal: Gregory Giroux Asst. Principal: Francisco Leivera Office Manager: Terri Tavares</p>	<p>HARMONY ELEMENTARY (K-5) 1500 S. Cawston Avenue Hemet 92545 (951) 791-1830 Principal: Teresa McFarland Asst. Principal: Suzanne Wong Office Manager: Diana Brewer</p>	<p>RAMONA ELEMENTARY (K-5) 41051 Whittier Avenue Hemet 92544 (951) 765-1670 Principal: Stacy Sorenson Asst. Principal: Bhavana Lilly Ellefson Office Manager: Michele Root Pre-School (951) 925-6472 Pre-School (951) 925-6520</p>	<p>Parent Resource Center 26866 San Jacinto Street Hemet 92543 (951) 765-0004 Cal SAFE-Teen Mothers/Betty Gibbel 26866 San Jacinto Street Hemet 92543 (951) 826-4250</p>
<p>CAWSTON ELEMENTARY (K-5) 4000 W. Menlo Avenue Hemet 92545 (951) 765-0277 Principal: Dr. Colleen Flavin Asst. Principal: LeeAnn Taylor Office Manager: Donna Arias</p>	<p>HELEN HUNT JACKSON COLLEGE PREP HIGH SCHOOL (9-12) Independent Study Program 26400 Dartmouth Avenue Hemet, 92544 (951) 765-5193 Principal: Frank Green Asst. Principal: Michael Munnell Office Manager: Gloria Ayala</p>	<p>RANCHO VIEJO MIDDLE SCHOOL (6-8) 985 N. Cawston Avenue Hemet 92545 (951) 765-6287 Principal: Jon Workman Asst. Principals: Jason Luna, Karl Sanchez, Monique Knibb Office Manager: Nancy Sandoval Aguilera</p>	<p>PROFESSIONAL DEVELOPMENT ACADEMY – CENTRALIZED REGISTRATION 2085 W. Acacia Avenue Hemet, CA 92545 (951) 765-5100 ext. 3580 (951) 658-4217 fax</p>
<p>COTTONWOOD SCHOOL (K-8) 44260 Sage Road Aguanga 92536 (951) 767-3870 Principal: Daniel Betts Office Manager: Yolanda Carrillo</p>	<p>HEMET ELEMENTARY (K-5) 633 E. Kimball Avenue Hemet 92543 (951) 765-1630 Principal: Dr. Kristin Watson Asst. Principal: Mellina Serna Office Manager: Barbara Gomez-Caudle</p>	<p>TAHQUITZ HIGH SCHOOL (9-12) 4425 Titan Trail Hemet 92545 (951) 765-6300 Principal: Eric Dahlstrom Asst. Principals: Mark Harrell, Gerardo Zavala Moron, Michael Sims, Candace Boulais Office Manager: Tonja Gonzalez</p>	<p>PROFESSIONAL DEVELOPMENT SERVICE CENTER 1791 W. Acacia Avenue Hemet, CA 92545 (951) 765-5100 (951) 765-5115 fax</p>
<p>DARTMOUTH MIDDLE SCHOOL (6-8) 41535 Mayberry Ave Hemet 92544 (951) 765-2550 Principal: Kristen Anderson Asst. Principals: Amber Farmer, Greg White Office Manager: Lori Goodrich</p>	<p>HEMET HIGH SCHOOL (9-12) 41701 Stetson Avenue Hemet 92544 (951) 765-5150 Principal: Dr. Emily Shaw Asst. Principals: Dave Andersen, Karl McGowan, Nyasha Williams, Tonja Byrom, Anthony Blake Office Manager: NickiRose Kifer</p>	<p>VALLE VISTA ELEMENTARY (K-5) 43900 Mayberry Avenue Hemet 92544 (951) 927-0800 Principal: Dr. Christine Ramirez-Shows Asst. Principal: Lina De La Pena Office Manager: Candace Lachappa Pre-School (951) 306-0945</p>	<p>SAFE AFTER SCHOOL PROGRAM Santa Fe Ed Center 831 E. Devonshire Ave Building 504 Hemet 92543 (951) 658-3538</p>
<p>DIAMOND VALLEY MIDDLE SCHOOL (6-8) 291 W. Chambers Street Hemet 92543 (951) 925-2899 Principal: Robert Dominguez Asst. Principals: Jennifer Pharris, Adrian Olgun Office Manager: Maria (Chris) Ortiz</p>	<p>IDYLLWILD SCHOOL (K-8) 26700 HWY 243 PO Box 97 (Mailing) Idyllwild 92549 (951) 659-0750 Principal: Matt Kraemer Office Manager: Bethany Swanson Pre-School (951) 659-0750</p>	<p>WEST VALLEY HIGH SCHOOL (9-12) 3401 Mustang Way Hemet 92545 (951) 765-1600 Principal: Shannyn Cahoon Asst. Principals: John Bradshaw, Kathleen Alvarez, Steven Mack, William Prudhomme Office Manager: Shaun Gudmundson</p>	<p>TRANSPORTATION 435 S. Lyon Avenue Hemet, CA 92545 (951) 765-5100 ext. 5880 (951) 765-2585 fax</p>
<p>FAMILY TREE LEARNING CTR (K-8) Home School/Independent Study 26400 Dartmouth Avenue Hemet, 92544 (951) 765-5193 Principal: Frank Green Office Manager: Gloria Ayala</p>	<p>JACOB WIENS ELEMENTARY (K-5) 935 E. Campus Way Hemet 92543 (951) 929-3734 Principal: Dana Childs-Mazzel Asst. Principal: Albert Trudel Office Manager: Rachel Robbins Pre-School (951) 658-5282</p>	<p>WESTERN CENTER ACADEMY (6-12) 2345 Sean Parkway Hemet 92543 (951) 766-9030 (951) 766-0471 Fax Executive Director: Paul Bailey Asst. Principal: Michael Horton Office Manager: Deborah Boutcher</p>	



Hemet Unified School District
 2085 W. Acacia Ave. Hemet, CA 92545
 951-765-5100 x 3580
www.hemetusd.org

For Office Use Only:

Appt. Date: _____
 School: _____
 Student ID # _____

HOME LANGUAGE SURVEY

Name of Student: _____
 (Surname / Family Name) (First Given Name) (Second Given Name)
 Date of Birth: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

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

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

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____



Signature of Parent or Guardian _____

Date _____

Form HLS, Revised December 2016 California
 Department of Education



Hemet Unified School District
 2085 W. Acacia Ave. Hemet, CA 92545
 951-765-5100 x 3580
www.hemetusd.org

Para uso de la oficina solamente:

Appt. Date: _____
 School: _____
 Student ID # _____

ENCUESTA DEL IDIOMA EN EL HOGAR

Nombre del Estudiante _____
 (Apellido) (Primer Nombre) (Segundo Nombre)
 FDN del Estudiante _____ Grado _____ Nombre del Maestro(a) _____

Instrucciones para padres y tutores:

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

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

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



(Firma del padre/madre o tutor) _____

(Fecha) _____

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

Hemet Unified School District Initial Parent Notification Letter

Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: «First_Name» «Last_Name»
 School: «School_Name» Date of Birth: «Date_of_Birth»
 Date: «Date_Testing_Completed» Primary Language:
 Student ID #: «Student_ID» «Primary_Language_Name»
 Grade: «Tested_Grade»

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires 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 from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results (20 U.S.C Section 6312[e][3][A][iii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial Assessment Performance Level
Overall	Status: «Overall_Performance_Level» Score: «Overall_Score»
Oral (Speaking and Listening)	«Oral_Level»
Written (Reading and Writing)	«Written_Level»

Based on results of the English language proficiency assessment, your child has been identified as an «Overall_Performance_Level».

Check if applicable: **Individualized Education Program (IEP) on file**
 A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

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

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	Hemet Unified School District Reclassification Criteria
English Language Proficiency Assessment	Performance Level: Overall - 4 (Well Developed)
Teacher Evaluation	Meeting standards (average of 3 or higher) for elementary school students. 2.0 Academic GPA for secondary school students OR appropriate passing grades for alternative schools.
Parental Opinion and Consultation	Parental Opinion and Consultation
Comparison of Performance in Basic Skills	Qualifying MAP or Lexile scores (see chart below)

Grade	MAP Language Arts / Reading			Lexile Measure
	FALL Minimum Score	WINTER Minimum Score	SPRING Minimum Score	
K	141	151	158	
1	161	172	178	
2	175	183	189	220L
3	189	194	198	330L
4	199	202	206	540L
5	205	208	210	620L
6	210	212	214	730L
7	215	217	219	770L
8	216	218	219	790L
9	219	219	220	850L
10	220	221	221	890L
11	221	221	221	985L

Graduation Rate for English Learners

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

89.5 %

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

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

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Hemet Unified School District are listed below. Your child has been placed in the following program, however, you have the right to select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. . It 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 Transitional Kindergarten/Kindergarten (TK/K) where 90% of the day is taught in Spanish and 10% of the day is taught in English and continues to twelfth grade. Currently this program is only offered at Hemet Elementary. Applications for this program are accepted on a first come/ first served basis, and seats in the program are allocated to students keeping the ideal proportion of students in mind- 33% Spanish speakers, 33% English speakers, and 33% bilingual students. Designated ELD is provided through the Benchmark Advanced curriculum.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20

Parents 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. Janice Jones at 951-765-5100 ext 3015 to ask about the process.

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

Distrito Escolar Unificado de Hemet

Notificación Inicial Para los Padres

Requisitos federales del Título I o Título III y el estado

Para los padres/tutores de: «First_Name» «Last_Name»

Escuela: «School_Name»

Grado: «Tested_Grade_Spanish»

Fecha:

Fecha de nacimiento:

«Date_Testing_Completed_Spanish»

«Date_of_Birth_Spanish»

#de ID. del estudiante: «Student_ID»

Idioma materno:

«Primary_Language_Name»

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley requiere evaluar a su hijo y notificarle de su nivel del dominio del inglés. Estamos obligados a informarle de las opciones de programas de adquisición del lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también explica los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C.]* sección 6312[e][3][A][i], [v], [vi])

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

Ámbitos Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial
General	Nivel: «Overall_Performance_Level_Spanish» Puntuación: «Overall_Score»
Lo Oral (Expresión oral y comprensión auditiva)	Nivel oral: «Oral_Level_Spanish»
Lo Escrito (Lectura y escritura)	Nivel escrito: «Written_Level_Spanish»

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo como **un aprendiz del inglés (EL)***.

Marque si es pertinente: Existe un **Programa de Educación Individualizado (IEP)***
Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP. (20 U.S.C. sección 6312[e][3][A][vii])

Criterios para la reclasificación (salir del programa)

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

Criterios exigidos (Código de educación de California [EC]* sección 313[f])	Distrito Escolar Unificado de Hemet Criterio de reclasificación
Evaluación del dominio del inglés	<i>Nivel del desempeño: General – 4 (bien desarrollado)</i>
Evaluación del maestro	Mínimo de 3 (alcanzando estándares) en cada área académica para los estudiantes primarios. 2.0 promedio de calificaciones en secundaria O calificaciones apropiadas en las escuelas alternativas
Consulta y opinión de los padres	Opinión y Consulta de los padres
Comparación del desempeño en habilidades básicas	Calificaciones en el examen MAP o lexile (vea la tabla de abajo)

Grado	MAP Lenguaje y Lectura			Medida Lexile	Grado	MAP Lenguaje y Lectura			Medida Lexile
	OTOÑO calificación mínima	INVIERNO calificación mínima	PRIMAVERA calificación mínima			OTOÑO calificación mínima	INVIERNO calificación mínima	PRIMAVERA calificación mínima	
K	141	151	158		6	210	212	214	730L
1	161	172	178		7	215	217	219	770L
2	175	183	189	220L	8	216	218	219	790L
3	189	194	198	330L	9	219	219	220	850L
4	199	202	206	540L	10	220	221	221	890L
5	205	208	210	620L	11/12	221	221	221	985L

Índice de graduación escolar de aprendices del inglés
(20 U.S.C. sección 6312[e][3][A][vi])

89.5 %

Se muestra el índice de graduación del distrito en el informe de Datos de Graduación, disponible en la página red (*DataQuest*) a <http://dq.cde.ca.gov/dataquest/> del Departamento de Educación de California.

Programas de adquisición de lenguaje

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)***. Si escoge esta opción, su hijo será asignado en un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante).

U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a]) Solicitar un programa de adquisición del lenguaje

Los programas de adquisición del lenguaje son programas educativos diseñados para asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii], [v]; EC sección 306[c])

Descripción de las opciones de programas y las metas para aprendices del inglés

A continuación, se muestra una descripción de los programas de adquisición del lenguaje que ofrece el Distrito Escolar Unificado de Hemet. Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii], [v])

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

- Programa de Inmersión Dual (DLI)*:** También conocido como Inmersión Recíproca Bilingüe, 90/10. Es un programa de adquisición del idioma que proporciona aprendizaje de idiomas e instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con metas de alto rendimiento académico, dominio de primer y segundo idioma y comprensión intercultural. Este programa comienza en el kínder de Transición/Kínder (TK/K) donde el 90% del día se enseña en español y el 10% del día se enseña en inglés y continúa hasta el duodécimo grado. Este programa solo se ofrece en la Primaria Hemet. Las solicitudes para este programa se aceptan por orden de llegada y los cupos para los estudiantes en el programa se asignan teniendo en mente la proporción ideal de estudiantes: 33% de hispanohablantes, 33% de hablantes de inglés y 33% de hablantes bilingües. El Desarrollo del Idioma Inglés (ELD) designado se proporciona por medio del currículo de Punto de Referencia Avanzado.

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

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. (EC sección 52062) Si está interesado en un programa diferente a los anteriormente mencionados, comuníquese con la Dra. Janice Jones (951) 765-5100 x 3015 para preguntar acerca del proceso.

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

2018 3 20 19 (1) Wm

Hemet Unified School District Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: «Last_Name», «First_Name»

School: «School_Name»

Date of Birth: «DOB»

Date: September 10, 2018

Grade: «Grade»

Student ID #: «Local_Student_ID»

Primary Language: «Native_Language»

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

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

Composite	Performance Level	Performance Level (Text)
Overall	«ELPAC_OvALL_Perf_lev»	«ELPAC_Oall_Perf_Text»
Oral Language	«ELPAC_Oral_perf»	«ELPAC_Oral_Perf_text»
Written Language	«Written_Perf»	«Written_Level_text_»

Domain	Performance Level
Listening	«Listening»
Speaking	«Speaking»
Reading	«Reading»
Writing	«Writing»

«SpEd » Individualized Education Program (IEP) on file

A description of how your child's English Learner program will contribute to meeting the objectives of the IEP is included in their IEP. Please refer to your child's IEP for specific information.

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

AB 81 requires local educational agencies and charter schools 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 (check if applicable):

«LTEL» Long Term English Learner

«ARLTEL» At Risk of Becoming a Long Term English Learner

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

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

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. Hemet Unified School District's exit (reclassification) criteria are listed below.

Required Criteria (California <i>Education Code</i> Section 313[f])	Local Educational Agency (LEA) Criteria
English Language Proficiency Assessment	Performance Level: Overall – 4 (Well Developed)
Teacher Evaluation	Meeting standards (average of 3 or higher) for elementary school students. 2.0 Academic GPA for secondary school students OR appropriate passing grades for alternative schools.
Parental Opinion and Consultation	Parental Opinion and Consultation
Comparison of Performance in Basic Skills	Qualifying MAP or Lexile scores (see chart below)

Grade	MAP Language Arts / Reading			Lexile Measure
	FALL Minimum Score	WINTER Minimum Score	SPRING Minimum Score	
K	141	15	158	
1	161	17	178	
2	175	18	189	220L
3	189	19	198	330L
4	199	20	206	540L

5	205	20	210	620L
6	210	21	214	730L
7	215	21	219	770L
8	216	21	219	790L
9	219	21	220	850L
10	220	22	221	890L
11	221	22	221	985L

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][iii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	MAP score	MAP Percentile
English Language Arts	«SBAC_ELA_Ach_Level» - «SBAC_ELA_Ach_Lvl_text»	«MAP_Reading_RIT»	«MAP_Reading_Perc»
Mathematics	«SBAC_Math_Ach_Lvl»- «SBAC_Math_Ach_Lvl_text»	«MAP_MATH_RIT»	«MAP_MATH_Perc»

Note: If there are no scores listed, your child did not take these assessments in 2017-18

2019 Target Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

89.5 %

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. When you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Hemet Unified School District are listed below. Your child has been placed in the following program, however, you have the right to select the program that best suits your child.

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

«DLI» **Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. It 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 Transitional Kindergarten/Kindergarten (TK/K) where 90% of the day is taught in Spanish and 10% of the day is taught in English and continues to twelfth grade. Currently this program is only offered at Hemet Elementary. Applications for this program are accepted on a first come/ first served basis, and seats in the program are allocated to students keeping the ideal proportion of students in mind- 33% Spanish speakers, 33% English speakers, and 33% bilingual students. Designated ELD is provided through the Benchmark Advanced curriculum.

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

Parents 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. Janice Jones at 951-765-5100 ext. 3015 to ask about the process.

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

Distrito Escolar Unificado de Hemet
NOTIFICACIÓN ANUAL PARA LOS PADRES
Requisitos Federales de Título I o Título III y Estatales

A los padres/tutores de: «Last_Name», «First_Name»

Escuela: «School_Name»

Fecha: 10 de septiembre de 2018

Fecha de nacimiento: «DOB»

de ID del

Grado: «Grade»

estudiante: «Local_Student_ID»

Idioma primario: «Native_Language»

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

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

Compuesto	Nivel de Rendimiento	Nivel de Rendimiento
General	«ELPAC_OvALL_Perf_lev»	«ELPAC_Oall_perf_span»
Expresión oral	«ELPAC_OvALL_Perf_lev»	«Oral_Lang_Perf_span»
Expresión escrita	«Written_Perf»	«Written_level_spanish»

Ámbito	Nivel de Rendimiento
Comprensión auditiva	«Listening»
Expresión oral	«Speaking»
Lectura	«Reading»
Escritura	«Writing»

«SpEd » Programa Educativo Individualizado (IEP) archivado

Se adjunta en su IEP una descripción de cómo el programa de aprendiz de inglés de su hijo contribuirá para cumplir con los objetivos del IEP. Consulte el IEP de su hijo para información específica.

Estudiante de largo plazo del inglés (LTEL) / En riesgo de convertirse en un estudiante de largo plazo del inglés (ARLTEL)

AB 81 requiere que las agencias educativas locales y las escuelas semiautónomas notifiquen anualmente a los padres si a su hijo se le identifica como Estudiante de largo plazo del inglés (LTEL) o En riesgo de convertirse en estudiante de largo plazo del inglés (ARLTEL).

Su estudiante está identificado como (marque si corresponde):

«LTEL» Estudiante de largo plazo del inglés

«ARLTEL» En riesgo de convertirse en estudiante de largo plazo del inglés

Estudiante de largo plazo del inglés (LTEL): Un estudiante de inglés (EL) al cual aplica todo lo siguiente: (1) está inscrito en cualquiera de los grados 6 a 12, inclusive y (2) ha sido inscrito en una escuela de los Estados Unidos durante seis años o más y (3) ha permanecido en el mismo nivel de dominio del inglés durante dos o más años anteriores consecutivos o ha regresado a un nivel de dominio del inglés más bajo, según lo determinado por la prueba de Desarrollo de la lengua inglesa y (4) para los estudiantes en los grados 6 a 9, inclusive, ha obtenido una calificación en el nivel "Estándar no cumplido" en la administración del año anterior de CAASPP-ELA. Para más información, vea el Código de Educación 313.1.

Estudiante de inglés "en riesgo" de convertirse en un estudiante de largo plazo del inglés (ARLTEL): Un estudiante de inglés (EL) al cual aplica todo lo siguiente: (1) está inscrito en los grados 3 a 12, inclusive y (2) ha sido inscrito en una escuela de los Estados Unidos por cuatro o cinco años y (3) obtuvo una calificación en el nivel intermedio o inferior en la prueba de desarrollo de la lengua inglesa del año anterior y (4) ha obtenido una calificación en el cuarto o quinto año en el nivel de "Estándar no cumplido" en la administración del año anterior de CAASPP-ELA. Para más información, vea el Código de Educación 313.1.

Criterios para Salir (Reclasificación) del Programa

(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren dominar el inglés lo antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios del Distrito Escolar Unificado de Hemet para salir del programa (reclasificación) son los siguientes.

Los Criterios Necesarios (Código de educación de California Sección 313[f])	Los Criterios de la Agencia de Educación Local (LEA)
Evaluación del Dominio del Idioma Inglés	Nivel del Desempeño: General – 4 (Bien Desarrollado)
Evaluación del Maestro	Alcanzando estándares (promedio de 3 o superior) para los estudiantes de primaria. GPA académico 2.0 para los estudiantes en secundaria <input type="checkbox"/> calificaciones aprobatorias apropiadas en las escuelas alternativas
Consulta y Opinión de los Padres	Consulta y Opinión de los Padres

Los Criterios Necesarios (Código de educación de California Sección 313[f])	Los Criterios de la Agencia de Educación Local (LEA)
Comparación del Desempeño en Habilidades Básicas	Calificaciones necesarias en el examen MAP o Lexile (vea la tabla siguiente)

Grado	MAP Artes de Lenguaje/ Lectura			Medida Lexile
	OTOÑO calificación mínima	INVIERNO calificación mínima	PRIMAVERA calificación mínima	
K	141	151	158	
1	161	172	178	
2	175	183	189	220L
3	189	194	198	330L
4	199	202	206	540L
5	205	208	210	620L
6	210	212	214	730L
7	215	217	219	770L
8	216	218	219	790L
9	219	219	220	850L
10	220	221	221	890L
11	221	221	221	985L

Resultados de los Logros Académico
(20 U.S.C. Sección 6312[e][3][A][ii])

Área de Habilidad	Smarter Balanced Assessment Consortium (SBAC)	Calificación MAP	Percentil MAP
Artes de Lenguaje en Inglés	«SBAC_ELA_Ach_Level» - «SBAC_ELA_Ach_Lvl_te xt»	«MAP_Reading_R IT»	«MAP_Reading_Per c»
Matemáticas	«SBAC_Math_Ach_Lvl»- «SBAC_Math_Ach_Lvl_te xt»	«MAP_MATH_RIT »	«MAP_MATH_Perc»

Nota: Si no se incluyen resultados, su hijo no tomó estas evaluaciones en el 2017-18

Índice de Graduación de Aprendices del Inglés 2019

(20 U.S.C. Sección 6312[e][3][A][vi])

89.5 %

El índice de graduación del distrito que se muestra en el informe de los Datos de Graduación está disponible en la página Web de *DataQuest* del Departamento de Educación de California en <http://dq.cde.ca.gov/dataquest/>

Programas de Adquisición de Lenguaje

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)**. Si escoge esta opción, su hijo será colocado en un salón de clase que principalmente usa inglés para la instrucción. (Vea la descripción más adelante).

Solicitar un Programa de Adquisición de Lenguaje

Los programas de adquisición de lenguaje son programas educativos diseñados para asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basada en los estándares de la disciplina académica adoptados por el estado, incluyendo los estándares para el desarrollo del idioma Inglés (ELD). (EC sección 306[c])

Descripción de las Opciones de Programas y las Metas para Aprendices del Inglés

A continuación, se muestra una descripción de los programas de adquisición del lenguaje que ofrece el Distrito Escolar Unificado de Hemet. Su hijo ha sido colocado en el siguiente programa, sin embargo, usted tiene el derecho de seleccionar el programa más adecuado para su hijo.

«SEI» **Programa de Inmersión Estructurada en Inglés (SEI)**: Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el salón de clase se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD y acceso al contenido de materia académica a su nivel de grado.

«DLI» **Programa de Inmersión Dual (DLI)**: También conocido como **Doble Inmersión**. Es un programa de adquisición de lenguaje que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto logro académico, dominio del primer y segundo idioma y comprensión intercultural. Se inicia este programa en el Kinder de Transición/Kinder (TK/K) donde el 90% del día se enseña en español y el 10% del día se enseña en inglés y continúa hasta el duodécimo grado. Actualmente, este programa solo se ofrece en la Primaria Hemet. Las solicitudes para este programa se aceptan por orden de llegada y los cupos para los estudiantes en el programa se asignan teniendo en mente la proporción ideal de estudiantes- 33% de hispanohablantes, 33% de hablantes de inglés y 33% de hablantes bilingües. El Desarrollo del Idioma Inglés (ELD) designado se proporciona por medio del currículo de Punto de Referencia Avanzado.

Los padres/tutores pueden seleccionar el mejor programa de adquisición del lenguaje para su hijo. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado para proporcionar enseñanza del idioma deben ofrecer tal

programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. (EC sección 52062) Si está interesado en un programa diferente a los anteriormente mencionados, comuníquese con la Dra. Janice Jones al 951-765-5100 x 3015 para preguntar acerca del proceso.

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

APPENDIX D

**Riverside County Special Education Local Plan Area
English Learner with Special Needs Reclassification Worksheet**

Name:	D.O.B.:	Grade:	Date of Meeting:
Primary Disability:		Secondary Disability:	
Summary of English language development services received:			

1. Assessment Results of Language Proficiency

Note: The CDE regulations allow the IEP team to designate that a student takes an alternate assessment to ELPAC if appropriate.

Language Proficiency Assessment Take: CELDT/ ELPAC or Alternate Assessment (SANDI)

Current School Year Data Date: _____

CELDT or ELPAC Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Alternate Assessment Name: SANDI Reading: _____ Writing: _____ Communication: _____

Other Alternate Assessment Name: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Previous School Year Data Date: _____

CELDT or ELPAC Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Alternate Assessment Name: SANDI Reading: _____ Writing: _____ Communication: _____

Student met language proficiency level criteria as assessed by CELDT? Yes No

Note: Overall proficiency level must be early advanced or higher, listening must be intermediate or higher, speaking must be intermediate or higher, reading must be intermediate or higher, and writing must be intermediate or higher.

If CELDT overall proficiency level was in the upper end of the intermediate level, did the Reclassification Team review other informal measures of proficiency and determine that it is likely the student is proficient in English?
 Yes No

If student took alternate assessment(s), or scored an overall CELDT 1 or 2, answer the following questions:

If there were indicators of low performance in communication, reading or writing, were they a reflection of the student's disability versus language difference? Yes No

Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.

Comments:

Does the Reclassification Team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? Yes No

2. Teacher Evaluation

Note: Having incurred deficits in motivation and academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification. Explain why factors other than English proficiency have caused the student to not meet the standard GPA requirement in the comments and how it is most likely for reasons related to the disability. Decision was based on:

Classroom Performance Districtwide assessments IEP Goal Progress

Other:

Does the Reclassification Team feel teacher input/evaluation indicates the student is proficient in English? Yes No

Comments:

--

3. Comparison of Performance in Basic Skills

Note: Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range - Each district may select exact cut point. For pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students who do not take a statewide assessment, the team may use other empirical data to determine if the student has acquired English based on his/her ability level.

Assessment Data Utilized:	<input type="checkbox"/> SBAC ELA	<input type="checkbox"/> Statewide Alternate Assessment	<input type="checkbox"/> Other
Date:	English/Language Arts (ELA) Assessment Results:		

Do objective assessment measures in ELA indicate the student is performing in a range that enables them to compete effectively with English speaking peers in a mainstream class (Note that a "mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers)?

Yes No

If performance in basic skills in ELA on objective assessment measures was not a range that allows student to compete with English Speaking peers, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA"

Student's basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

Error patterns noted mirror the patterns of errors made by students with a similar disability versus peers with language differences and student manifests language proficiency in all other areas.

Does the Reclassification Team feel the student's performance in ELA warrants reclassification?

Yes No

Comments:

--

4. Parent Opinion and Consultations was solicited through: Parent Conference Other:

Does the Reclassification Team feel parent input indicates the student is proficient in English?

Yes No

Comments:

--

Does the Reclassification Team (This may be the IEP Team) feel the student should be reclassified at this time based on analysis of the four criteria above? Yes No

Signatures of Reclassification and/or IEP Team Members:

Parent	Date: / /	Classroom Teacher	Date: / /
Special Education Case Manager	Date: / /	EL Representative (optional)	Date: / /
Administrator	Date: / /	Other	Date: / /

HEMET UNIFIED SCHOOL DISTRICT

Student Support Services

ENGLISH LEARNER FOLDER

Contents



EL I-FEP _____ R-FEP _____

Home Language Survey

Language Test Results

English(CELDT, ELPAC, other)
 Spanish(LAS, Other)

Parent Forms

Parent Initial Notification of Instructional Program and Placement

Reclassification Forms

Reclassification Packet

This English Learner Folder is part of the Student's permanent record and should be part of their cumulative file.

ENGLISH LANGUAGE ASSESSMENT LABELS

Place Kindergarten label here

Place 1st Grade label Here

Place 2nd Grade label Here

Place 3rd Grade label Here

Place 4th Grade label Here

Place 5th Grade label Here

Place 6th Grade label Here

Place 7th Grade label Here

Place 8th Grade label Here

Place 9th Grade label Here

Place 10th Grade label Here

Place 11th Grade label Here

Place 12th Grade label Here

Reclassification Follow-up Summary Form (K-5)

This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

First Name	Last Name
Grade Level	Testing ID #
Local ID	School Harmony Elementary
Exited Monitoring Status Monitored Yr 2	Teacher / Course

Is the student continuing to demonstrate adequate oral language skills? *Required*

Student continues to demonstrate adequate reading skills.

Do not fill in if you are a math content area teacher

Student writing skills are equivalent to English speak peers. *Required*

At grade level (or higher) on district/classroom assessments, MAP or CAASPP. *Required*

The current placement is appropriate for the student's present needs. *Required*

- Yes
- No

Please explain in more detail the academic areas of concern marked with "No" on any of the above questions. Explain what supports the student currently has and or needs.

Recommendation *Required*

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

- Continue - The current placement is appropriate for the student's present needs.
- Action Plan Needed - Student needs assistance to improve in academic areas, as noted above.

Action Plan: Please outline the classroom interventions you will implement for this student. Make sure to be specific and include the classroom supports (sentence frames, graphic organizers, visuals, etc.) you will provide for the student to access the curriculum and any additional/supplemental supports you feel are needed.

Your comments here

Reclassification Follow-up Summary Form (6-12)

RFEP Monitoring • 1/02/2019

Student #: [REDACTED]

Student: [REDACTED]

Teacher Name	[REDACTED]	Due Date	12/7/2018
Teacher Subject	US History 1A	Submitted Date	12/6/2018

This student is a former English Language Learner (ELLs) who has exited the ELL program. All former ELLs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name	[REDACTED]	Grade Level	11	Testing ID #	[REDACTED]
Local ID	[REDACTED]	School	West Valley High	Exited Monitoring Status	Monitored Yr 3

Monitoring Questions

1. Is the student continuing to demonstrate adequate oral language skills?	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
2. Student continues to demonstrate adequate reading skills. Do not fill in if you are a math content area teacher	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
3. Student writing skills are equivalent to English speaking peers.	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
4. At grade level (or higher) on district/classroom assessments, MAP or CAASPP.	
<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
5. The current placement is appropriate for the student's present needs.	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

<https://app.elevationeducation.com/Report/GenerateReport?SelectedReportID=SMF01Standard&ShowSignatures=true&Options.StudentMonitoringAs...> 1/2

LTEL Monitoring Form (K-5)

LTEL Monitoring • 1/02/2019
 Student #: [REDACTED]
 Student: [REDACTED]

Teacher Name	[REDACTED]	Due Date	12/21/2018
Teacher Subject	[REDACTED]	Submitted Date	12/10/2018

This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name	[REDACTED]	Grade Level	[REDACTED]	Student #	[REDACTED]
Local ID	[REDACTED]	School	[REDACTED]	Exited Monitoring Status	

Course Grades

2018/2019 - Quarter 1		
Course Subject	Course Name	Grade Received
GPA	GPA	2.2

2017/2018 - Quarter 4		
Course Subject	Course Name	Grade Received
GPA	GPA	2.38

2017/2018 - Quarter 3		
Course Subject	Course Name	Grade Received
GPA	GPA	2.14

2017/2018 - Quarter 2		
Course Subject	Course Name	Grade Received
GPA	GPA	2.31

2017/2018 - Quarter 1		
Course Subject	Course Name	Grade Received
GPA	GPA	1.91

2016/2017 - Quarter 4		
Course Subject	Course Name	Grade Received
GPA	GPA	2.812

2016/2017 - Quarter 3		
Course Subject	Course Name	Grade Received
GPA	GPA	2.666

2016/2017 - Quarter 2		
Course Subject	Course Name	Grade Received
GPA	GPA	2.785

2016/2017 - Quarter 1		
-----------------------	--	--

2015/2016 - Quarter 4		
-----------------------	--	--

1/2/2019

Elevation: Monitoring Form

2016/2017 Quarter	Course Name	Grade Received
GPA	GPA	2.8
Course Subject	Course Name	Grade Received

2015/2016 Quarter	Course Name	Grade Received
GPA	GPA	3.23
Course Subject	Course Name	Grade Received

Monitoring Questions

1. Is the student demonstrating adequate oral language skills?

yes

no

2. Student demonstrates adequate reading skills?

Do not fill in if you are a math content teacher.

yes

no

3. Student writing skills are equivalent to English speaking peers.

yes

no

4. At grade level (or higher) on district/classroom assessments, MAP or CAASPP.

yes

no

5. Please explain in more detail the academic areas of concern marked with "No" on any of the above questions. Explain what supports the student currently has, or might need, to attain proficiency in English (as defined by our district reclassification criteria- state language assessment proficiency, GPA of 2.0 or better secondary, GPA of 3.0 or better elementary, lexile or RIT success as defined in district criteria) as quickly as possible.

Student receives LL1 intervention five days per week. Student also receives English 3D instruction five days per week. Student is in a small group to meet their needs.

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one

Continue - The current interventions and supports are appropriate for the student's present needs.

Interventions Needed - Student needs assistance in academic areas as noted above.

Action Plan: Please outline the classroom interventions you will implement for this student. Make sure to be specific and include the classroom supports (sentence frames, graphic organizers, visuals, etc.) you will provide for the student to access the curriculum and any additional/supplemental supports you feel are needed.

Student is supported through sentence framing, graphic organizers, small group intervention, EL supports in math and language arts, as well as out of class interventions.

<https://app.elevationeducation.com/Report/GenerateReport?SelectedReportID=SMF01Standard&ShowSignatures=true&Options.StudentMonitoringAs...> 2/3

Signatures

 _____ Date: _____

LTEL Monitoring Form (6-12)

LTEL Monitoring • 1/02/2019

Student #: [REDACTED]

Student: [REDACTED]

Teacher Name	[REDACTED]	Due Date	12/21/2018
Teacher Subject	Algebra 1A	Submitted Date	12/10/2018

This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name	[REDACTED]	Grade Level	9	Student #	[REDACTED]
Local ID	[REDACTED]	School	Hamilton High	Exited Monitoring Status	

Course Grades

2018/2019 - Trimester 2			2018/2019 - Six Week Cycle 1		
Course Subject	Course Name	Grade Received	Course Subject	Course Name	Grade Received
GPA	GPA	4	GPA	GPA	3.83
2017/2018 - Semester 2			2017/2018 - Six Week Cycle 5		
Course Subject	Course Name	Grade Received	Course Subject	Course Name	Grade Received
GPA	GPA	3.17	GPA	GPA	3.17
2016/2017 - Semester 2			2016/2017 - Semester 1		
Course Subject	Course Name	Grade Received	Course Subject	Course Name	Grade Received
GPA	GPA	3.25	GPA	GPA	2.6
2016/2017 - Quarter 1			2015/2016 - Semester 2		
Course Subject	Course Name	Grade Received	Course Subject	Course Name	Grade Received
GPA	GPA	3.25	Science	Earth Sci 6A	B
			Special Ed	English 6A ES	A-
			GPA	GPA	3.25

2015/2016 - Semester 2

Course Subject	Course Name	Grade Received
Math	Math 6A	B+
Physical Education	Phys Ed 6A	A
Social Science	Social Sci 6A	C
Electives	Study Skills 1A	A

Monitoring Questions

1. Is the student demonstrating adequate oral language skills?

Yes

No

2. Student demonstrates adequate reading skills?
Do not fill in if you are a math content teacher.

Yes

No

3. Student writing skills are equivalent to English speaking peers.

Yes

No

4. At grade level (or higher) on district/classroom assessments, MAP or CAASPP.

Yes

No

5. The current placement is appropriate for the student's present needs.

Yes

No

6. Please explain in more detail the academic areas of concern marked with "No" on any of the above questions. Explain what supports the student currently has, or might need, to attain proficiency in English (as defined by our district reclassification criteria- state language assessment proficiency, GPA of 2.0 or better secondary, GPA of 3.0 or better elementary, lexile or RIT success as defined in district criteria) as quickly as possible.

NA

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

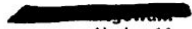
Select one

Continue - The current interventions and supports are appropriate for the student's present needs.

Interventions Needed - Student needs assistance in academic areas as noted above.

Action Plan: Please outline the classroom interventions you will implement for this student. Make sure to be specific and include the classroom supports (sentence frames, graphic organizers, visuals, etc.) you will provide for the student to access the curriculum and any additional/supplemental supports you feel are needed.

Signatures


Algebra 1A

Date: _____

Student #: [Redacted]
 Date: 12/21/2018
 Time: 1:22 PM

Student Meeting Report
 Hemet Unified School District

Student: [Redacted]
 Report: [Redacted]
 Page: 1

Purpose: Interim Reclassification Form

Meeting Date: 10/15/2018

[Redacted] Acosta, Maria # 144100

School: West Valley High
Grade Level: [Redacted]
LEP Status: EL
Gender: [Redacted]
DOB: [Redacted]

Enrolled US: 8/15/2007
ELL Entry US: 8/15/2007
HLS Date:
Parent Refused ESL: No
Asylee/Refugee: No

Years in US Schools:
IEP: No
SIFE: No
ELL Teacher:

ELP Assessment Results

Test	Date	Listening					Speaking					Reading					Writing					Overall				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
CELDT (Intermediate/8-8 /Annual Assessment)	10/21/2015	555					553					559					538					551				
CELDT (Early Intermediate/9-9-12 /Annual Assessment)	8/16/2016	528					564					447					532					517				
CELDT (Early Advanced/10-10 /Annual Assessment)	1/26/2018	640					576					571					700					600				

Test	Date	Listening				Speaking				Reading				Writing				Overall			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ELPAC (4/10 /Grades 9-10 /Summative)	3/13/2018	3				3				1				3				1603			

Standardized Test Scores

Date	Grade	Test Name	Scores
9/18/2018		NWEA MAP Reading	RIT: 218
5/4/2018		NWEA MAP Reading	RIT: 211
5/2/2018		NWEA MAP Mathematics	RIT: 195
4/12/2018		RI	Lexile: 608
1/24/2018		NWEA MAP Reading	RIT: 220
1/22/2018		RI	Lexile: 502
3/7/2017		NWEA MAP Reading	RIT: 207
8/18/2016		NWEA MAP Mathematics	RIT: 184
8/18/2016		NWEA MAP Reading	RIT: 195

Student Course Grades

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
[Redacted]	2018/2019 - Trimester 2	GPA	GPA	3

Recommendation

- Student is recommended for reclassification. Parent will be notified of final reclassification by educational services.
- Student is not recommended for reclassification. Continue current ELD services.

Student has met all Exit Criteria [2018-19]

Please check that all of the following assessments have been reviewed and meet criteria. Data can be viewed by clicking on the "VIEW TEST RESULTS" section at the top of the page.

ELPAC (Overall - 4)

- Language Arts Test Scores (MAP/Lexile Measure)
- Grade Point Average (Elementary, minimum of 3.0; Secondary, minimum of 2.)
- Parent Opinion and Consultation

Meeting Notes

No notes were recorded for this meeting.

Additional Signatories

Name: _____	Signature: _____	Date: _____
Name: _____	Signature: _____	Date: _____
Name: _____	Signature: _____	Date: _____
Name: _____	Signature: _____	Date: _____
Name: _____	Signature: _____	Date: _____

Attendee Signatures:

District EL Administrator _____	Date: _____
Principal/Designee _____	Date: _____
Parent/Guardian Other: _____	Date: _____
Classroom/ELD Teacher Other: _____	Date: _____
Site ELD Coordinator _____	Date: _____



**HEMET UNIFIED SCHOOL DISTRICT
RECLASSIFICATION CRITERIA**

Criteria for Reclassification Consideration:

1. **English Language Proficiency Assessment (ELPAC):** Minimum score of 4 (Well Developed) overall.
2. **Measures of Academic Progress (MAP) OR Lexile Measure (from STAR or RI):**
See chart below
3. **Teacher Evaluation:** Meeting standards (average of 3 or higher) for elementary school students. 2.0 Academic GPA for secondary school students OR appropriate passing grades for alternative schools.
4. **Parental Opinion and Consultation.**

Grade	MAP Language Arts / Reading			Lexile Measure
	FALL Minimum Score	WINTER Minimum Score	SPRING Minimum Score	
K	141	151	158	
1	161	172	178	
2	175	183	189	220L
3	189	194	198	330L
4	199	202	206	540L
5	205	208	210	620L
6	210	212	214	730L
7	215	217	219	770L
8	216	218	219	790L
9	219	219	220	850L
10	220	221	221	890L
11	221	221	221	985L

*Please note, when you are reclassifying a student, you need to use the most recent scores from each category. STAR and RI scores must be dated within 3 months of the reclassification date on the paperwork.



**DISTRITO ESCOLAR UNIFICADO DE HEMET
REQUISITOS DE RECLASIFICACIÓN**

Requisitos para considerar la reclasificación:

- 1. Evaluación de suficiencia del idioma inglés (ELPAC, por sus siglas en inglés):** Obtener un puntaje total mínimo de 4 (bien desarrollado).
- 2. Mediciones del Progreso Académico (MAP) o medición Lexile (STAR o RI):** Vea la tabla a continuación
- 3. Evaluación del Maestro:** Cumplir con los estándares (promedio de 3 o más) para los estudiantes de primaria. Un promedio académico GPA de 2.0 para estudiantes de secundaria O aprobar con calificaciones adecuadas para las escuelas alternativas.
- 4. Consulta y opinión de los padres de familia.**

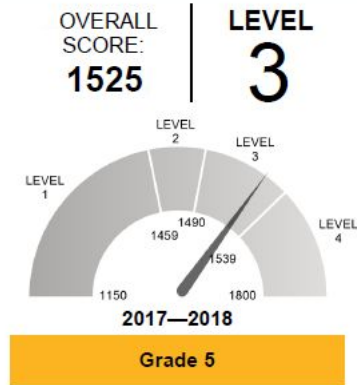
Grado	MAP Artes de Lenguaje / Lectura			Medición Lexile
	OTOÑO Puntaje Mínimo	INVIERNO Puntaje Mínimo	PRIMAVERA Puntaje Mínimo	
K	141	151	158	
1	161	172	178	
2	175	183	189	220L
3	189	194	198	330L
4	199	202	206	540L
5	205	208	210	620L
6	210	212	214	730L
7	215	217	219	770L
8	216	218	219	790L
9	219	219	220	850L
10	220	221	221	890L
11	221	221	221	985L

*Favor tomar nota, cuando estén reclasificando a un estudiante, necesitan usar los resultados más recientes de cada categoría. Los resultados de STAR y RI deben ser actualizados dentro de 3 meses de la fecha de reclasificación en el papeleo.

**Indianapolis Fred's Grade 5 Results on the
English Language Proficiency Assessments for California**

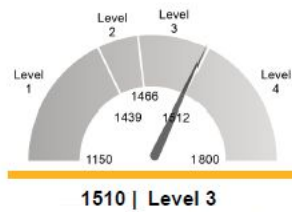
Indianapolis Fred's Overall Score of 1525 is in Level 3.

Students at this level have **moderately developed** English skills.



This was Indianapolis Fred's first time taking the ELPAC. If Indianapolis Fred takes the test again next year, this area will show the score history.

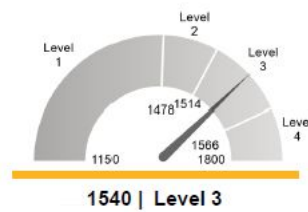
Oral Language Score



The Oral Language Score is a combination of Indianapolis Fred's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening			✓
Speaking		✓	

Written Language Score



The Written Language Score is a combination of Indianapolis Fred's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading		✓	
Writing		✓	

For more information about this assessment, visit the California Department of Education ELPAC Web site at <https://www.cde.ca.gov/ta/tq/ep/>. If you have questions about your child's ELPAC results, please contact your school for more information.

1525_1510_1540

A Parent's Guide to Indianapolis Fred's English Language Proficiency Assessments for California (ELPAC) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 9999999994 DATE OF BIRTH: 10/05/2007
 GRADE: 5 TEST DATE: January 02, 2018

FOR THE PARENT/GUARDIAN OF:
 INDIANAPOLIS FRED INDIANA
 1234 MAIN STREET UNIT 1234
 YOUR CITY, CA 12345

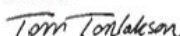
SCHOOL: California Elementary School
 LEA: California Unified
 CDS: 99999919999990

Dear Parent/Guardian of Indianapolis Fred Indiana,

This report shows Indianapolis Fred's results on the English Language Proficiency Assessments for California (ELPAC), the newly developed state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency. Because the ELPAC measures new English language development standards, your child's ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

Sincerely,



Tom Torlakson
 State Superintendent of Public Instruction



What is the ELPAC?





The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

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 light linguistic support	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.



Nombre del estudiante: _____

Educación Bilingüe de Inmersión Recíproca **Formulario de entendimiento y compromiso de padres**

La doble inmersión es un programa académico rico y desafiante. Con el fin de asegurar que cada estudiante que entra al programa tenga una alta probabilidad de éxito, nos gustaría asegurar que los padres entiendan completamente los compromisos para el programa. Por favor repase las siguientes declaraciones.

1. Entiendo que el Programa de Doble Inmersión (Educación Bilingüe de Inmersión Recíproca) de la Escuela Primaria Hemet es un modelo 90/10 y de kinder a 3^{er} grado el idioma principal de instrucción es español. La instrucción de inglés aumenta 10 por ciento cada año. Comenzando en 3^{er} grado el programa cambia de aprender artes de lenguaje en español (SLA) a artes de lenguaje en inglés (ELA). Para el tiempo que los estudiantes cursen 5^o grado estarán aprendiendo en español la mitad del día y la otra mitad en inglés, en preparación para la escuela secundaria.
2. Entiendo que durante las primeras semanas mi hijo quizás no entienda lo que el maestro está diciendo y esto podría causar cierta frustración y estrés. Creo que mi hijo podrá hacer frente a esta situación.
3. Entiendo que el programa de Doble Inmersión está diseñado para un período de seis años y el remover a mi hijo del programa, particularmente en los primeros años (grados 1 al 3) podría requerir tutoría suplementaria para que mi hijo efectúe la transición con éxito a un programa de inglés.
4. Entiendo que las habilidades sólidas en el idioma nativo son un excelente indicador del éxito en un programa de inmersión. Mi hijo no ha tenido dificultades con el desarrollo del idioma y creo que mi hijo tiene habilidades sólidas en el idioma nativo.
5. Entiendo que la participación de los padres está altamente correlacionada con el éxito en la escuela. Apoyaré a mi hijo académicamente, aunque yo no hable o comprenda español/inglés, mostrando interés en la escuela, asegurándome que complete la tarea, leyendo juntos y comunicándome con el maestro.
6. Entiendo que entre más esté expuesto tenga mi hijo al español más rápido adquirirá el idioma. Buscaré oportunidades fuera de la escuela para proporcionar más exposición en español para mi hijo, a través de libros, eventos, organizando oportunidades de juego entre idiomas, etc.
7. Entiendo que los estudiantes en Doble Inmersión tienen que cumplir con los mismos estándares académicos y tendrán que tomar los mismos exámenes estatales que cualquier otro niño en nuestro estado y distrito.
8. Entiendo que la conciencia multicultural es un componente importante del programa de doble inmersión y tendrá una influencia importante en la educación de mi hijo.
9. Entiendo que la participación de los padres es una de las fortalezas del programa de Doble Inmersión. Yo y/o un miembro de la familia activamente participará en la Primaria Hemet a través del voluntariado en la clase, proyectos, comités u organizaciones, tales como SSC (Consejo Escolar), ELAC (Comité Consejero para Aprendices de inglés), o cualquier otro comité de padres disponible.

10. Entiendo que la asistencia sobresaliente es un indicador importante del éxito académico y la graduación de la preparatoria. Me comprometo asegurar que mi hijo llegue a tiempo a la escuela y esté listo para aprender todos los días. Haré lo mejor que pueda para programar citas médicas y otros compromisos necesarios fuera del día escolar lo más posible, con la excepción de enfermedades o emergencias familiares extremas, para asegurar que mi hijo tenga el menor número posible de ausencias durante el año. Me comunicaré con el maestro de mi hijo inmediatamente referente a cualquier ausencia.



He leído y entiendo el Formulario de Entendimiento y Compromiso de Padres de Doble Inmersión, y estoy dispuesto a cumplir con todos los requisitos descritos y deseo que mi hijo participe en el Programa Bilingüe de Inmersión Recíproca de la Primaria Hemet modelo 90/10 de kínder a 5° grado.

(Pedimos que ambos padres/tutores firmen este formulario, si fuera posible. Se requiere una firma.)

Nombre de su hijo

Nombre del maestro

N° del Salón

Nombre del padre/tutor en letra de molde

Firma del padre/tutor

Nombre del padre/tutor en letra de molde

Firma del padre/tutor



Student Name: _____

Two-Way Dual Language Immersion Parent Understanding and Commitment Form

Dual Immersion is a rich, challenging academic program. In order to ensure that every student who enters the program has a high probability of success, we would like to ensure that parents fully understand the commitments for the program. Please review the following statements:

1. I understand that Hemet Elementary's Dual Immersion program is a Two-Way 90/10 model and the primary language of instruction is Spanish from kindergarten to 3rd grade. English instruction increases 10 percent each year. Beginning in 3rd grade the program shifts from learning Spanish language arts (SLA) to English language arts (ELA). By the time they reach 5th grade students will be learning half of the day in Spanish and the other half of their day in English, in preparation for middle school.
2. I understand that for the first few weeks my child may not understand what the teacher is saying and this could cause some frustration and stress. I believe my child will be able to cope with this situation.
3. I understand that the Dual Immersion program is designed for a six-year period and removing my child from the program, particularly in the earlier years (grades 1-3) could require supplementary tutoring for my child to transition successfully into an English program.
4. I understand that strong native language skills are an excellent predictor of success in an immersion program. My child has not had difficulties with language development and I believe that my child has strong native language skills.
5. I understand parent involvement is highly correlated with success at school. I will support my child academically, even if I don't speak or understand Spanish/English, by showing interest in school, ensuring that homework is completed, reading together, and communicating with the teacher.
6. I understand that the more exposure my child has to Spanish the faster language is acquired. I will seek opportunities outside school to provide further Spanish language exposure to my child, through books, events, arranging cross-language play opportunities etc.
7. I understand that the students in the Dual Immersion are held to the same academic standards and will be required to do the same state testing as any other child in our state and district.
8. I understand that multicultural awareness is a key component of the dual immersion program and will have an important influence on my child's education.
9. I understand that parent involvement is one of the strengths of the Dual immersion program. I and/or a family member will be actively involved at Hemet Elementary through classroom volunteering, projects, committees or organizations, such as SSC (School Site Council), PTA (Parent Teacher's Association), ELAC (English Learner Advisory Committee), and/or any other available parent committee.

10. I understand that outstanding attendance is a key predictor of academic success and of high school graduation. I am committed to ensuring my child arrives at school on time and ready to learn every day. I will do my best to schedule medical appointments and other needed commitments outside of the school day as much as possible and, with the exception of illness or extreme family emergencies, to ensure my child has as few absences as possible throughout the year. I will communicate with my child's teacher immediately regarding any absences.



I have read and understand the Dual Immersion Parent Understanding and Commitment Form, and am willing to fulfill all of the requirements described and wish to have my child participate in Hemet Elementary's Two-Way Dual Language Immersion Program 90/10 model from Kindergarten through 5th grade.

(We ask that both parents/ guardians sign this form, if possible. One signature is required.)

Name of Child

Teacher's Name

Room #

Print Name of Parent/ Guardian

Signature Parent/ Guardian

Print Name of Parents/ Guardian

Signature Parent/ Guardian

Frequently Asked Questions (FAQ)

1. What does it mean to be classified as an English learner? (See Section 1)

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he/she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program? (See Section 2)

ELs are legally entitled to receive specialized language and academic support services, via one of the District's EL instructional program options, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their child speaks English well, but if he/she is not proficient in *academic* English comparable to English proficient peers, they may still need specialized services and support to develop their speaking, listening, reading, & writing.

3. If my child is classified as EL, when will the school notify me of that designation? (See Section 1)

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he/she should make an appointment with the school principal, counselor, and/or EL Site Contact.

4. How long will my child likely receive EL instructional services? (See Section 2)

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until he/she meets the criteria for reclassification. Two key indicators include meeting the English proficient performance level on the ELPAC, and scoring at the Basic level or higher on the CST/CMA in English Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his/her progress closely to make sure that appropriate progress is made. If your child struggles, he/she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification? (See Section 1 & Appendix)

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in English learner mainstream classes. Students must meet Reclassification criteria before their language status changes from EL to Reclassified RFEP.

The school will continue to monitor the progress of RFEPs for at least four years after they are reclassified. If a student's academic progress drops, he/she will be given support or interventions to ensure that they meet grade level expectations.

6. What can I do so my child exits the EL instructional program? (See Section 1 & Appendix)

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school or the district English Learner Services department with questions or concerns.

7. Since my child doesn't speak English, can he/she learn anyway? (See Section 2)

All students use language and all students can learn. The goal is that children will become fluent in English and academically proficient within 6 years. Parents may also consider the Dual Language Program as an alternative program.

8. How can I help my child exit the EL instructional program if I don't speak English? (See Section 5)

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another, so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

9. Are there funds in the school only for English learners? (See Section 4)

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

10. How much money does the school receive for every English learner? (See Section 4)

That amount changes from year to year due to budgetary changes and funding formulas. The HUSD District Office can provide the most current information about the amount of money schools receive for each EL.

11. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

12. If my child is an EL and in the Special Education program, how can I help him/her exit the EL instructional program? (See Section 1)

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed. The responsibility is with the school Language Assistance Team, in consultation with the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

13. Who represents me as the parent of an EL at the school? (See Section 5)

Every school with 21 or more ELs has an ELAC. The roles and responsibilities of the ELAC are to be well informed of all site and district activities, procedures and policies that directly impact their children. In addition, every school has a SSC. Parents of ELs may participate on those bodies as well.

