

Action Tips for Parents

- Encourage your child to speak and read in Spanish and/or English
- Practice speaking English with your child
- Expand your child’s vocabulary by reading words in the environment (books, menus, articles, road signs, comics, billboards, etc.)
- Expose your child to real world interactions such as taking phone messages, asking questions at the store, ordering meals in a restaurant, etc.
- Discuss TV programs for what was seen or heard to clarify meaning or messages
- Remind your child that you want him/her to prepare for college, career, and citizenship
- Become actively involved in your child’s academic life by interacting with his/her teachers, counselors, or staff
- Attend school and district meetings to advocate for your own/your child’s needs in the classroom, at the site, and within the district

Program Goals for English Learners

Our overarching goal is to provide our EL students with quality instruction to ensure that they are equipped with the skills to succeed in college, career, and as global citizens. We hope to encourage and facilitate parental involvement, rapid re-designation, and create cultural awareness for our future leaders, career, and citizenship.



CVUSD EL Services Department Webpage:

<https://www.cvusd.us/departments/educational-services/english-learner-services>

- 2012 CA ELD Standards by grade levels
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC) at each site level

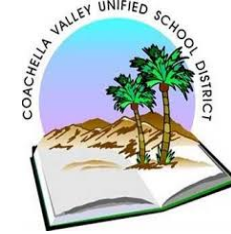
Coachella Valley Unified School District

English Language Learners Guide

English Language Services Department

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“Knowledge of languages is the doorway to wisdom.” - Roger Bacon



Who are English Learners (ELs)?

An EL is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP).

Why Is My Child an English Learner (EL)?

Upon initial enrollment in a US school, if you indicated on the Home Language Survey (HLS) a language other than English, your child would have been identified as an EL if the Initial ELPAC demonstrated limited proficiency in English.

English Learners' Program Options

OPTION 1: Structured English Immersion (SEI) is for EL students who have not met district language proficiency goals in achieving a good working knowledge of English. Elementary and middle school students in the SEI program participate in daily, designated ELD instructional lessons in English using curriculum and strategies especially designed and based upon research related to learning English. The same language focuses are integrated into content instruction throughout the day and across the curriculum. This latter option is at times utilized at the secondary level to allow access to core curriculum and A-G eligibility. Students following this option will have their language support embedded into their ELA core instruction. (Primary language support may be provided in the delivery of the core curriculum depending upon students' linguistic needs.)

OPTION 2: English Language Mainstream (ELM) Initially fluent English proficient (IFEP), English only (EO), and EL students who have met the district language proficiency goals for reclassification as fluent English proficient (RFEP) are enrolled in classes conducted completely in English.

OPTION 3: Dual Language Immersion (DLI) Spanish is used as the foundation for learning English, reading, and writing. DLI model begins instruction at 80% in Spanish and 20% in English, maintaining that ratio in 1st grade and then increasing by 10% using more English yearly through grade four, when the students will receive 50-50 until exiting 6th grade. Students who enroll in the DLI model may continue their dual instruction at the middle school level, with 2 out of their 7 classes being taught in Spanish (Spanish Language Arts and Social Studies).

OPTION 4: Bilingual Alternative Program (BAP) For newcomer students in grades 6-12 with limited or interrupted educational backgrounds, an intensive program that builds foundational literacy skills in Spanish to acquire English are used to support ELA and math content mastery in an accelerated manner. Students may stay as short as one semester or as long as four semesters based on need until placement in the appropriate grade level SEI program is determined.

Required Assessments for English Learners

- *English Language Proficiency Assessment for California (ELPAC)*. This test measures English listening, speaking, reading, and writing.
- *Pre-Language Assessment Scale (Pre-LAS and LAS)* to assess initial proficiency of Transitional/Kindergarten or new students to the district.

What is Reclassification?

The following criteria must be met to determine that EL students have sufficient English proficiency to reclassify fluent English proficient (RFEP):

1. ELPAC overall Performance Level of 4 (Well Developed)
2. Grades TK-3rd: 70% average or better on CVUSD writing assessments
3. CAASPP Standards Met (SM) or Standards Exceeded (SE), or Standards Nearly Met (NM) with 70% average on CVUSD writing assessments
4. Scholastic Reading Inventory (SRI) within grade span range and 70% average or better on rSkills Tests (if CAASPP scores unavailable)
5. ELA report card grades for grades TK-6 of 2 or higher, and grades 7-12 of C or higher. – two consecutive reporting periods
6. Parent input
7. Teacher input

Importance of Reclassification

Until EL students meet the above criteria to become RFEP, they must continue to receive supplemental support for ELD services and the SEI program. RFEP students will be placed in the ELM program and monitored two to three times per year depending on grade level for the next two years. If RFEP students struggle with ELM placement, they will be eligible for interventions and tutoring to address their specific needs.

