



English Learner (EL) Master Plan (DRAFT)

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A Note to Our Multilingual Families:

The Miller Creek School District celebrates multilingualism.

Young children who are exposed to multiple languages experience many benefits including mental flexibility, improved decision-making, strengthened literacy, and increased social adaptability. Multilingual students typically have access to perspectives from different cultures and benefit from the sharing of diverse customs.

Families whose native language is different from the primary language taught in schools share an important bond that is based on heritage and tradition. We thank our families that continue to support the use of first languages within the family.

The Miller Creek School District recognizes the tremendous value multilingual students add to our learning communities now and will add to our society as they grow. The multitude of benefits of bilingualism hold open the doors of opportunity for our children. We celebrate multilingualism!

El distrito escolar de Miller Creek celebra el multilingüismo.

Los niños pequeños que están expuestos a varios idiomas experimentan muchos beneficios, incluida la flexibilidad mental, una mejor toma de decisiones, una mayor alfabetización y una mayor adaptabilidad social. Los estudiantes multilingües suelen tener acceso a perspectivas de diferentes culturas y se benefician del intercambio de diversas costumbres.

Las familias cuya lengua materna es diferente de la lengua materna que se enseña en las escuelas comparten un vínculo importante que se basa en la herencia y la tradición. Agradecemos a nuestras familias que continúan apoyando el uso de los primeros idiomas dentro de la familia.

El Distrito Escolar de Miller Creek reconoce el tremendo valor que los estudiantes multilingües agregan a nuestras comunidades de aprendizaje ahora y lo agregaron a nuestra sociedad a medida que crezcan. La multitud de beneficios del bilingüismo abren las puertas de oportunidades para nuestros niños. ¡Celebremos el multilingüismo!

Initial Identification and Assessment

The Miller Creek School District uses a standardized procedure to determine a student's primary language for all students kindergarten through 8th grade. This procedure begins with a **home language survey** (HLS), which is completed by the parents or guardians at the time the student is first enrolled.

HOME LANGUAGE SURVEY

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

Date of Birth: _____ Site: _____ Enrollment Grade: _____

Directions to Parents and Guardians:

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

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

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

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

Signature of Parent or Guardian

Date

State and federal law require administration of an English language proficiency exam for all students kindergarten - 8th grade who identify a language other than English as the child's first language or the language most frequently spoken at home. The California Department of Education uses the English Language Proficiency Assessments in California (ELPAC) for this purpose. The ELPAC consists of two separate assessments: one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Parent notification and administration of the initial ELPAC must take place no later than 30 calendar days after the beginning of the school term or for students who enroll mid-term, within two weeks of being placed in a program.

Parent Notification of Assessments



Miller Creek Elementary School District

380 Nova Albion Way

San Rafael, CA 94903

Tel: 415-492-3700

September 23, 2020

Dear Parent/Guardian:

State and federal laws require schools to identify English learner (EL) students in need of language assistance services. The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and local educational agencies identify which students are potential EL students who require assessment of their English language proficiency, through the English Language Proficiency Assessments for California (ELPAC). This assessment is used to determine whether they are eligible for language assistance services.

Upon initial enrollment of your child in our district, you indicated on the HLS that a language other than English is used at home. All students whose home language survey contains a language other than English will be assessed with the Initial ELPAC.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC in the next few weeks**. The ELPAC is designed for a student to be assessed *in person*. Per current, August 27, 2020, California Department of Public Health (CDPH) guidelines, all districts are permitted to bring students into a school for the purpose of assessments. Therefore, we will be setting up appointments for **in-person administration** being sure to implement proper social distancing protocols that meet all health and safety guidelines. If you have concerns about the in-person administration, please let us know when we contact you to set up an appointment.

- Until your child's proficiency in English is officially determined through the Initial ELPAC, they will receive English language development (ELD) services through distance learning instruction.
- To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.
- You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the Initial ELPAC, please contact **Julie McKeon** (jmckeon@millercreeksd.org).

Sincerely,

Kristy Treewater
Assistant Superintendent, Miller Creek School District



Miller Creek Elementary School District

380 Nova Albion Way

San Rafael, CA 94903

Tel: 415-492-3700

23 de Septiembre de 2020

Estimado Padre / Guardián:

Las leyes estatales y federales requieren que las escuelas identifiquen a los estudiantes aprendices de inglés (EL) que necesitan servicios de asistencia con el idioma. La encuesta del idioma del hogar (HLS) es un cuestionario que se les da a los padres o tutores que ayuda a las escuelas y agencias educativas locales a identificar qué estudiantes son estudiantes EL potenciales que requieren una evaluación de su dominio del idioma inglés, a través de las Evaluaciones de dominio del idioma inglés para California (ELPAC). Esta evaluación se utiliza para determinar si son elegibles para los servicios de asistencia lingüística.

Tras la inscripción inicial de su hijo en nuestro distrito, indicó en la HLS que se usa un idioma que no es el inglés en casa. Todos los estudiantes cuya encuesta de idioma del hogar contenga un idioma que no sea inglés serán evaluados con el ELPAC inicial.

Según los resultados de la encuesta del idioma del hogar, **su hijo será evaluado con el ELPAC inicial en las próximas semanas**. El ELPAC está diseñado para que un estudiante sea evaluado *en persona*. De acuerdo con las pautas actuales del 27 de agosto de 2020 del Departamento de Salud Pública de California (CDPH), todos los distritos pueden traer estudiantes a una escuela para realizar evaluaciones. Por lo tanto, estableceremos citas para la administración **en persona** asegurándonos de implementar protocolos de distanciamiento social adecuados que cumplan con todos los requisitos de salud y seguridad. Si tiene inquietudes sobre la administración en persona, avísenos cuando nos comuniquemos con usted para programar una cita.

- Hasta que se determine oficialmente el dominio del inglés de su hijo a través del ELPAC inicial, recibirá servicios de desarrollo del idioma inglés (ELD) a través de la instrucción a distancia.
- Para obtener más información sobre ELPAC, vaya a la página web Guías para padres para comprender el contenido del Departamento de Educación de California en <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.
- También puede ver ejemplos de preguntas del examen en los exámenes de práctica, que se pueden encontrar en el sitio web de ELPAC Starting Smarter en <https://elpac.startingsmarter.org/>.

Si tiene alguna pregunta acerca de que su hijo tome el ELPAC inicial, comuníquese con **Julie McKeon** (jmckeon@millercreeksd.org).

Sinceramente,

Kristy Treewater
Asistente de Superintendente, Distrito Escolar de Miller Creek

Initial and Annual Assessment on English Language Proficiency Assessments for California

A PARENT GUIDE TO UNDERSTANDING

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten (K) through grade twelve understand English when it is not their primary language. Information from the ELPAC helps your child's teacher provide support in listening, speaking, reading, and writing.



The ELPAC has two parts:

Initial ELPAC

WHO	WHAT
Students take the Initial ELPAC if they have a primary language other than English and have never been previously classified as English learners.	The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English.
WHEN	WHY
Students are given the Initial ELPAC within 30 days of when they enroll at school.	Identifying students who need help learning English is important so students can get the support they need to do well in school while receiving instruction in all school subjects.

Summative ELPAC

WHO	WHAT	WHEN
The Summative ELPAC is given to students who are identified as English learners.	The Summative ELPAC is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.	Students who are English learners are given the Summative ELPAC every spring, between February and May, until they are reclassified as proficient in English.
HOW	WHY	
The Summative ELPAC is an untimed computer-based test. Students in K through grade two will continue to take the Writing portion of the test on paper. Students in K through grade two will be tested on a one-to-one basis.	Students who are identified as English learners will take the Summative ELPAC to measure their progress in learning English.	

California Department of Education • July 2019

The ELPAC tests four different areas:



Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so students, including those with special needs, can participate in the test and show what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How Can I Help My Child Get Ready for the ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

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



The ELPAC is aligned with the California English Language Development Standards. These standards can be found at <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

Sample questions, as well as links to practice tests and resources, are available on the Starting Smarter web page at <https://elpac.startingsmarter.org>.

Additional Information

More information about the ELPAC can be found on the California Department of Education ELPAC web page at <http://www.cde.ca.gov/ta/tg/ep/>.

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



Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)

Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California, ELPAC) se usan para medir qué tan bien comprenden inglés los estudiantes de jardín de niños al 12º grado cuando su lengua materna no es el inglés. Las pruebas ELPAC reemplazan las Pruebas para Medir el Desarrollo del Inglés en California (California English Language Development Test o CELDT). La información de las ELPAC ayudará al maestro de su hijo a determinar en qué áreas le tiene que proporcionar apoyo.



Las ELPAC tienen dos partes:

	Evaluación inicial	Evaluación sumativa
Quién	<p>Los estudiantes tomarán la Evaluación inicial (Initial Assessment) si:</p> <ul style="list-style-type: none"> ■ la lengua materna del estudiante no es el inglés ■ el estudiante no ha tomado las pruebas de CELDT o ELPAC anteriormente; y ■ el estudiante no ha sido clasificado como aprendiendo inglés anteriormente. 	<p>La Evaluación sumativa (Summative Assessment) se administra a estudiantes aprendiendo inglés como segundo idioma en la Evaluación inicial.</p>
Qué	<p>La Evaluación inicial se usa para identificar a un estudiante ya sea como aprendiendo inglés como segundo idioma —o sea que necesita apoyo para aprender inglés— o proficiente en inglés.</p>	<p>La Evaluación sumativa se usa para medir las destrezas de los estudiantes aprendiendo inglés como segundo idioma. Los resultados serán utilizados por la escuela o el distrito para saber si se puede reclasificar al estudiante como proficiente en inglés.</p>
Cuándo	<p>Los estudiantes tomarán la Evaluación inicial en un plazo de 30 días de haberse inscrito en la escuela.</p>	<p>Los estudiantes clasificados como estudiantes aprendiendo inglés como segundo idioma tomarán la Evaluación sumativa todas las primaveras, entre febrero y mayo, hasta que se los reclasifique como proficientes en inglés.</p>
Por qué	<p>Es importante identificar a los estudiantes que necesitan ayuda para aprender inglés para que puedan recibir el apoyo necesario para tener éxito en la escuela y acceder al plan de estudios completo. Los estudiantes que están aprendiendo inglés como segundo idioma tomarán la Evaluación sumativa de las ELPAC todos los años para medir su progreso en el aprendizaje del inglés.</p>	

Las pruebas ELPAC miden cuatro áreas distintas:



¿Los estudiantes con discapacidades tienen que tomar las ELPAC?

Sí. Las ELPAC han sido diseñadas para que todos los estudiantes, incluso aquellos con necesidades especiales, puedan participar en la prueba y demostrar lo que saben y pueden hacer. En consecuencia, las pruebas incluyen recursos de accesibilidad para abordar barreras de acceso visual, auditivo y físico, permitiendo a virtualmente todos los estudiantes demostrar lo que saben y pueden hacer.

¿Cómo puedo ayudar a mi hijo a prepararse para las ELPAC?

Usted es una parte importante de la educación de su hijo. Algunas cosas que puede hacer para ayudar a su hijo son:

- Leerle a su hijo, o pedirle a su hijo que le lea a usted en inglés todos los días.
- Use figuras y pídale a su hijo que le diga en inglés lo que ve en la figura o lo que está ocurriendo en la figura.
- Pregúntele al maestro de su hijo en qué áreas del aprendizaje de inglés (comprensión auditiva, expresión oral, lectura, escritura) necesita ayuda adicional.
- Hable con su hijo sobre la prueba. Trate de que se sienta cómodo y comprenda la importancia de tomar la prueba.



Las ELPAC están alineadas con los Estándares académicos del desarrollo del inglés como segundo idioma de California. Puede encontrar estos estándares en:

<http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

Para más información:

Puede encontrar más información sobre las ELPAC en la página web de ELPAC del Departamento de Educación de California (California Department of Education) en <http://www.cde.ca.gov/ta/tg/ep/> o en la página web de ELPAC de Educational Testing Services: <http://www.elpac.org/>.

Puede encontrar más información sobre el puntaje obtenido por su hijo en las pruebas ELPAC comunicándose con el maestro y/o la oficina escolar de su hijo.



The [Starting Smarter website](#) (available in English & Spanish) helps parents understand student scores and reports, view sample test questions, and provide additional free resources to support their child's learning.

Sample Score Report - Initial ELPAC



English Language Proficiency
Assessments for California

Firstname E. Lastname
INITIAL ELPAC SCORE REPORT
2020–2021 | GRADE 5

Firstname's Initial ELPAC Score Report

FOR THE FAMILY OF:
FIRSTNAME E. LASTNAME
310 DEMO ST
DEMOLAND, CA 93555

Student #: 9999992006
Date of Birth: 01/25/2010
Grade: 5
Test Date: 09/14/2020
School: Demo CDE School Four
LEA: Demo CDE District Four
CDS: 99999910000000

**Overall Performance
Level and Score**

**Initial Fluent English
Proficient**

Overall Score: **600**

What does my child's score mean?

Firstname recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Firstname is **fluent** in English. Firstname will not have to take the Summative ELPAC this spring. If you have questions about your child's ELPAC results, please contact your child's school for more information.

Why do we administer the Initial ELPAC?

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

Parent/Guardian Resources

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

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



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



Overall Performance Level =

Initial Fluent English Proficient

Overall Score: 600



Oral Language

Your child has **well developed** listening and speaking skills.



Written Language

Your child has **well developed** reading and writing skills.



What Students Can Do At Each Level



Your child scored at this level.

Initial Fluent English Proficient Level (450–600)

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

Intermediate English Learner Level (370–449)

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

Novice English Learner Level (150–369)

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

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



Informe de puntaje del estudiante en la Evaluación Inicial de Suficiencia del Idioma Inglés de California de Firstname

PARA LA FAMILIA DE:
FIRSTNAME E. LASTNAME
310 DEMO ST
DEMOLAND, CA 93555

Estudiante #: 9999992006
Fecha de nacimiento: 01/25/2010
Grado: 5
Fecha de la prueba: 09/14/2020
Escuela: Demo CDE School Four
LEA: Demo CDE District Four
CDS: 99999910000000

**Nivel global de
rendimiento y
puntaje**

**Inicialmente designado
con dominio de inglés**

Puntuación global: 600

¿Qué significa el puntaje de mi estudiante?

Recientemente, Firstname realizó la prueba ELPAC inicial que identifica a los estudiantes que necesitan ayuda para aprender inglés. Los resultados de Firstname revelan que tiene **fluidez** en inglés. Firstname no tendrá que realizar las pruebas ELPAC sumativas esta primavera. Si tienes alguna pregunta sobre los resultados de tu estudiante en la prueba ELPAC o requieres de mayor información, por favor dirígete a la escuela de tu estudiante.

¿Por qué administramos la prueba ELPAC inicial?

Identificar a los estudiantes que necesitan ayuda para aprender inglés es clave para permitir que reciban el apoyo necesario para tener un buen rendimiento mientras reciben instrucción en todas las asignaturas escolares.

Recursos para padres y tutores

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

- Comprender el informe de puntaje de tu estudiante
- Revisar preguntas de exámenes de muestra
- Encontrar recursos gratuitos para apoyar el proceso de aprendizaje de tu estudiante
- Ver una guía para padres diseñada para entender la prueba ELPAC



En la página 2 se suministra más información sobre el puntaje de Firstname.



**Nivel de
rendimiento
global** =
**Inicialmente
designado con
dominio de inglés**
**Puntuación global:
600**



Expresión oral

Tu estudiante tiene **bien desarrolladas** sus habilidades de comprensión auditiva y producción oral.



Expresión escrita

Tu estudiante tiene **bien desarrolladas** sus habilidades de lectura y escritura.

Lo que los estudiantes pueden hacer en cada nivel

El puntaje de tu estudiante es de este nivel.

Inicialmente designado con dominio de inglés (450–600)

En este nivel, los estudiantes demuestran habilidades de inglés oral y escrito **bien desarrolladas**. Pueden utilizar inglés para aprender y comunicarse en forma elocuente. Ocasionalmente, podrían necesitar ayuda en el uso del inglés.

Nivel intermedio de aprendiz de inglés (370–449)

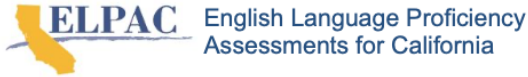
En este nivel, los estudiantes demuestran habilidades de inglés oral y escrito que van desde **algo a moderadamente desarrolladas**. En ocasiones, pueden utilizar inglés para aprender y comunicarse en forma elocuente. Podrían necesitar algo de ayuda para comunicarse sobre temas conocidos en inglés y más ayuda para comunicarse sobre temas menos conocidos.

Nivel principiante de aprendiz de inglés (150–369)

En este nivel, los estudiantes están **iniciando el desarrollo** de las habilidades de inglés oral y escrito. Pueden usar palabras y frases conocidas para comunicarse a un nivel básico. Podrían necesitar ayuda significativa en el uso del inglés.

Los resultados completos de las escuelas, distritos y el estado están disponibles en el sitio web de Resultados de ELPAC en <https://caaspp-elpac.cde.ca.gov/>.

Sample Score Report - Summative ELPAC



Indianapolis Indiana
 SUMMATIVE ELPAC SCORE REPORT
 2019–2020 | GRADE 5

Indianapolis' English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
INDIANAPOLIS INDIANA
 1234 MAIN STREET
 UNIT 1234
 YOUR CITY, CA 12345-1234

Student #: 9999988002
Date of Birth: 08/05/2010
Grade: 5
Test Date: Spring 2020
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score

LEVEL
3
1525
 Moderately Developed

Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.



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

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

What Students Can Do At Each Level

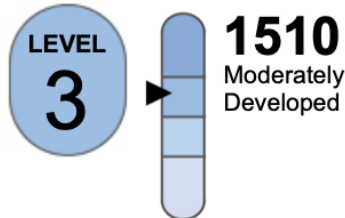
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1466)	(1467–1513)	(1514–1559)	(1560–1800)
Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
May know some English words and phrases.	Can often use English to communicate simple ideas.	Can usually use English to learn new things in school.	Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

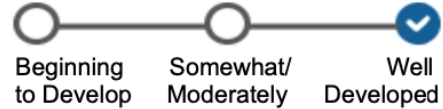
Indianapolis also received scores for Oral Language and Written Language

Oral Language

The Oral Language Score includes Listening and Speaking.



Listening

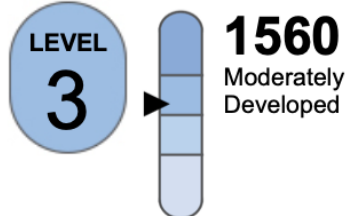


Speaking



Written Language

The Written Language Score includes Reading and Writing.



Reading

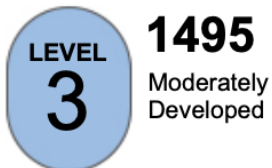


Writing



Your Child's ELPAC Score History

Grade 4



Grade 5



Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC, por sus siglas en inglés) de Indianapolis

PARA LA FAMILIA DE:
Indianapolis Indiana
 1234 MAIN STREET
 YOUR CITY, CA 12345-1234

Estudiante #: 9999988002
Fecha de nacimiento: 08/05/2010
Grado: 5
Fecha de la prueba: Primavera 2020
Escuela: California Elementary School
LEA: California Unified
CDS: 12345670000000

Puntaje Global



1525
 Moderadamente desarrollado

El puntaje global de Indianapolis es Nivel 3. En la página 2 se suministra más información sobre el puntaje de Indianapolis.

¿Qué son las pruebas ELPAC?

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



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

- Comprender el informe de puntaje de tu hijo(a)
- Revisar preguntas de exámenes de muestra
- Acceder a recursos gratuitos para apoyar el proceso de aprendizaje de tu hijo(a)

Lo que los estudiantes pueden hacer en cada nivel

NIVEL 1	NIVEL 2	NIVEL 3	NIVEL 4
(1150–1466)	(1467–1513)	(1514–1559)	(1560–1800)
Iniciando el Desarrollo	Algo desarrollado	Moderadamente desarrollado	Bien desarrollado
Pueden saber algunas palabras y frases en inglés.	Pueden usar con frecuencia el inglés para comunicar ideas simples.	Pueden usar a menudo el inglés para aprender nuevas cosas en la escuela.	Pueden usar regularmente el inglés para aprender nuevas cosas en la escuela.

Los resultados resumidos de las escuelas, distritos y el estado están disponibles en el sitio electrónico de Resultados de ELPAC en <https://caaspp-elpac.cde.ca.gov/>.

Indianapolis también recibió puntajes por expresión oral y expresión escrita

Expresión oral

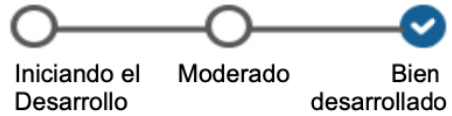
El puntaje de expresión oral incluye comprensión auditiva y expresión oral.



1510
 Moderadamente desarrollado



Comprensión auditiva

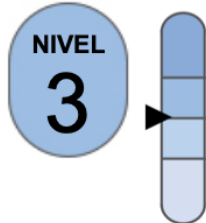


Expresión oral



Expresión escrita

El puntaje de expresión escrita incluye lectura y escritura.



1560
 Moderadamente desarrollado



Lectura



Escritura



Historial de puntaje ELPAC de tu hijo

Grado 4

Ningún puntaje disponible

Grado 5



Reclassification

Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status. Local educational agencies (LEAs) determine when the student has met the four criteria listed in *Education Code (EC) Section 313 (f)*, in accordance with the California Department of Education (CDE).

MILLER CREEK SCHOOL DISTRICT

English Language Learner Reclassification Form

Name:		DOB:
School:	Grade:	Teacher:

Reclassification Criteria (EC Section 313(f))	
1. Summative ELPAC (Overall Performance Level 4)	Score: Date:
2. Teacher Evaluation Student Oral Language Observation Matrix (SOLOM)	Score: ____/25
3. Parental Opinion and Consultation	<i>Parent shares opinion regarding their child's readiness to be reclassified.</i>
4. Assessment of Basic Skills <ul style="list-style-type: none"> Grades 1-3: literacy/reading local assessments Grades 4-8: nearly met, met, or exceeded on SBAC ELA 	Assessment: Score: Date:

Based on the above data, we recommend that your child be reclassified from an English Language Learner to a Fluent English Proficient student. The district will continue to monitor the progress of your child for the next 2 years.

Parent Acknowledgement:

____ Parent and teacher discussed the data points listed above and agree upon the recommendation for reclassification.

Parent/Guardian Signature

Date

Teacher Signature

Principal Signature

Instructional Program

English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

Any language acquisition program provided by a local educational agency (LEA) shall be designed using evidenced-based research and include both Designated and Integrated ELD.

Designated and Integrated ELD instruction is a component of Tier I instruction for all English learners under the Multi-Tiered System of Supports.

Effective Instructional Approaches | Researched Based Strategies

Recommendation 1	<p>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <ul style="list-style-type: none">❖ Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.❖ Choose a small set of academic vocabulary for in-depth instruction.❖ Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).❖ Teach word-learning strategies to help students independently figure out the meaning of words.
Recommendation 2	<p>Integrate oral and written English language instruction into content-area teaching.</p> <ul style="list-style-type: none">❖ Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.❖ Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.❖ Provide daily opportunities for students to talk about content in pairs or

	<p>small groups.</p> <ul style="list-style-type: none"> ❖ Provide writing opportunities to extend student learning and understanding of the content material.
Recommendation 3	<p>Provide regular, structured opportunities to develop written language skills.</p> <ul style="list-style-type: none"> ❖ Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills. ❖ For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing. ❖ Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing. ❖ Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.
Recommendation 4	<p>Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <ul style="list-style-type: none"> ❖ Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development. ❖ Design the content of small-group instruction to target students' identified needs. ❖ Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy. ❖ For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies. ❖ Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

[What Works Clearinghouse, 2014](#)

Current Practices

When designing integrated ELD, the Miller Creek School District utilizes Guided Language Acquisition Design (GLAD) as an instructional model. Teachers deliver academic content and language while using an integrated, balanced literacy approach. Examples of GLAD methodologies include cognitive content dictionaries, exploration reports, observation charts, inquiry charts, and pictorial input charts.

For designated ELD at the K-5 level, the Miller Creek School District utilizes Leveled Literacy Intervention (LLI) which is an intervention that provides daily, intensive, small-group instruction. LLI advances literacy by deepening and expanding comprehension with close reading, increases reading volume with just right texts, and uses texts that expand vocabulary. LLI uses texts that are mostly nonfiction, high-interest, and include a variety of genres and text features.

Miller Creek Middle School offers a designated ELD period for students that score novice on the Initial ELPAC or 1 / 2 on the Summative ELPAC as well as Lexia Power Up, an computer based, adaptive program.

EL Assessment

In addition to the ELPAC, the Miller Creek School District uses local assessments to monitor a student's progress with language development.

Imagine Language & Literacy Mid Year Benchmark Assessment

90 days after the student has completed the initial placement test, the Mid Year Benchmark assessment will show up in the student's pathway. This benchmark assessment takes a moment to check-in on how much the student has retained with the skills they have been working on.

Students in grades 2 and higher will also take a reading level assessment that will follow the Mid Year benchmark assessment if the student is eligible (student is in Grade 2 or higher AND Working in Grade 2 or higher content in the program). The reading test measures student fluency over time by giving students a lexile score. Teachers can then see into which Common Core grade level lexile reading band the student falls and measure growth over time.

In kindergarten through grade 2, all students are administered the Fountas and Pinnell Benchmark Reading Assessment. The assessment determines the independent and instructional reading levels through the observation of reading behaviors and measuring comprehension.

Students in grades 3 through 5 whose reading levels are developing below grade level, continue to receive the F&P assessment as a diagnostic measure.

Students in grades 3 through 8 take the STAR reading assessment. A literal comprehension assessment that can monitor progress over time.

Parent Involvement: SELAC & DELAC

Each California public school with 21 or more English learners must form a **Site English Learner Advisory Committee (SELAC)**.

Responsibilities of the SELCA shall include the following:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each SELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

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

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

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

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

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.

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

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

Funding

The purpose of the **Title III** Language Instruction for English learners and Immigrant Students program is to ensure that all English learners attain English language proficiency (ELP), develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Funds must be used for the following **supplemental services** as part of the language instruction program for English learners and immigrant children and youth:

- Developing and implementing new language instruction educational programs, and academic content instructional programs
- Highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs
- Implementing schoolwide programs for restructuring, reforming, and upgrading language instruction educational programs and academic content instruction

District Data of Students Served

Percentage of EL Students						
	Total Students Fall 2019-2020	EL Students Fall 2019-2020	Percentage of EL Students Fall 2019-2020	Total Students Fall 2020-2021	EL Students Fall 2020-2021	Percentage of EL Students Fall 2020-2021
Lucas Valley	391	20	5.1%	336	15	4.5%
Mary E. Silveira	437	88	20.1%	418	94	22.5%
Vallecito	498	64	12.9%	408	63	15.4%
Miller Creek	693	27	3.8%	691	24	3.5%
OVERALL	2,018	199	9.9%	1,853	196	10.6%