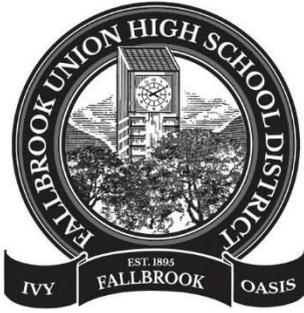


2020-2021 School Year

# English Learner Program Guide



## FALLBROOK UNION HIGH SCHOOL DISTRICT

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## English Learner Program Guide 2020-2021 Vision and Mission

### Fallbrook Union High School District

FUHSD is committed to providing designated and integrated English language instruction to enhance the acquisition of English for second language learners, ensuring rigorous academic instruction, and providing skills and instruction to prepare students for 21st century college and/or career readiness.

### Local Control Accountability Plan Goals

1. Improve engagement of all students and families
2. Prepare all students for college and career with emphasis on 21st century skills
3. All students will demonstrate proficiency of state content standards including Common Core (math, ELA, social studies, tech. subjects), English Language Development, and Next Generation Science

### Instructional Focus

All students engage in standards-based student-to-student interactions that promote and develop deep content and language learning.

### English Learner and Language Program Vision

*Value and maintain students' cultural identify, foster biliteracy, improve English proficiency and provide students with meaningful access to the full scope and breadth of courses and opportunities offered at Fallbrook High School, including but not limited to college preparatory A-G courses, International Baccalaureate courses, Honors and Advanced Placement courses, Career and Technical Education etc...*



FUHSD  
Fallbrook Union

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## **English Learner Roadmap**

[SBE EL Roadmap Policy in English](#)

[SBE EL Roadmap Policy in Spanish](#)

## **California’s Vision and Mission of Success for English Learners**

The California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools. The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) articulated a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy..

### **Vision**

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

### **Mission**

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

## ELPAC and Identification and Placement of English Learners

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student’s primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessment or ELPAC. The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

**The ELPAC has two uses:**

**Initial Assessment:** The test is used to identify English learners and assess their language proficiency to determine appropriate placement in the English Learner Program.

**Annual Assessment:** The test assesses the progress of English learners’ language acquisition and is a criteria used to determine eligibility for reclassification. English learner must take the ELPAC annually until the student has reclassified.

**Proficiency levels for the initial ELPAC are:**

3. Initial Fluent English Proficient (IFEP)
2. Intermediate English Learner
1. Novice English Learner

### Initial ELPAC Proficiency Levels

Initial Fluent English Proficient (IFEP)	Students at this level have <b>well developed</b> 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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have <b>somewhat developed to moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .

Novice English Learner	Students at this level have <b>minimally developed</b> 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 2012 <i>ELD Standards</i> .
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### Annual ELPAC Proficiency Levels

**Proficiency levels for the annual ELPAC are:**

- Level 1: Minimally Developed
- Level 2: Somewhat Developed
- Level 3: Moderately Developed
- Level 4: Well Developed

### Annual ELPAC Proficiency Level Descriptions

Level	Corresponding Proficiency Level of the ELD Standards	Description <a href="#">Proficiency Level Descriptions at CDE</a>
4	Bridging- Exit Bridging	English learners at this level have <b>well developed</b> 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	Exit Expanding-Emerging Bridging	English learners at this level have <b>moderately developed</b> 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	Emerging Expanding-Expanding	English learners at this level have <b>somewhat developed</b> 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	Emerging	English learners at this level have <b>minimally developed</b> 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.
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# Classification of English Learners

## English Learner Identification and the Home Language Survey

When a student is enrolled at Fallbrook Union High School District, or was enrolled previously at any U.S. school, parents/guardians were asked to answer the following questions on the Home Language Survey:

- 4. What language did your child first learn when he/she began to talk?
- 5. What language is used most frequently to speak with your child?
- 6. What language does your child use most frequently at home?

If parents/guardians answered at least one of these questions with a language other than English, the student is tested in the ELPAC. If the student receives an overall score of Intermediate English Learner (2) or less the student is classified as an English learner

If the Home Language Survey indicates that only English is spoken at home, but a teacher or administrator is concerned about the students’ language acquisition, they can request that the student takes the ELPAC. If the student receives an overall score of Intermediate English Learner (2) or less the student is classified as an English learner

Foreign exchange students are not exempted from the ELPAC or the English learner program if they test into a ELPAC level requiring ELD support.

# Achievement and Expectations for English Learners

It is the expectation of Fallbrook Union High School District that English learners progress in their acquisition of English and acquire proficiency by their sixth consecutive year of enrollment in the district. The district also expects English learners to demonstrate grade level academic achievement within six consecutive years of enrollment at the district. The tables below show the general progress of students’ language proficiency by the ELPAC and academic proficiency by the SBAC. Students with low literacy and academic gaps in their home language progress at a different rate due to their varied needs.

## Initial ELPAC Level Novice English Learner 0-1.5 years in U.S.

Years in U.S. Schools	1 year	2 years	3 years	4 years	5 years Eligible for Reclassification	6 years Reclassified
Proficiency Level by ELD Standards	Entry Emerging	Emerging or Exit Emerging	Exit Emerging or Entry Expanding	Entry Expanding or Expanding	Exit Expanding or Entry Bridging	Entry Bridging or Exit Bridging
ELPAC Summative	Level 1	Level 1	Level 2 or 3	Level 2 or 3	Level 3 or 4	Level 4
SBAC-ELA or Equivalent	Level 1	Level 1	Level 2 or 3	Level 2 or 3	Level 3 or 4	Level 3 or 4
ELD	Newcomer ELD	ELD 1 or ELD	ELD 2 or ELD	ELD 4	ELD 5 or	English Learner

Placement		2	3		English Learner Mainstream	Mainstream
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**Initial ELPAC Level Intermediate (2) Early Expanding 1.5-4 years in U.S.**

Years in U.S. Schools	1 year	2 years	3 years	4 years Eligible for Reclassification	5 years Reclassified
Proficiency Level by ELD Standards	Entry Expanding	Expanding or Exit Expanding	Exit Expanding or Entry Bridging	Entry Bridging or Exit Bridging	Bridging
ELPAC Summative	Level 2	Level 2 or 3	Level 3	Level 4	Level 4
SBAC-ELA or Equivalent	Level 2	Level 2	Level 2 or 3	Level 3 or 4	Level 3 or 4
ELD Placement	ELD 2	ELD 3	ELD 4	ELD 5 or English Learner Mainstream	English Learner Mainstream

**Initial ELPAC Level: Intermediate (3) Expanding 1.5-4 years in U.S.**

Years in U.S. Schools	1 year	2 years	3 years Eligible for Reclassification	4 years Reclassified
Proficiency Level by ELD Standards	Expanding or Exit Expanding	Exit Expanding or Entry Bridging	Exit Bridging	Exit Bridging
ELPAC Summative	Level 3	Level 3 or 4	Level 4	Level 4
SBAC-ELA or Equivalent	Level 2	Level 2	Level 3 or 4	Level 3 or 4
ELD Placement	ELD 3	ELD 4	ELD 5 or English Learner Mainstream	English Learner Mainstream

**Educational Optimism**

FUHSD strives to prepare students for college and/or career readiness; therefore, a general guideline of four and five year plans for ELL students is provided below based on the proficiency level of students upon entry to the district.

## Course Placement Based on English Language Proficiency Level

### Entry at English Language Development 1

	<u>Ninth</u>	<u>Tenth</u>	<u>Eleventh</u>	<u>Twelfth</u>	<u>Fifth Year</u>
1	English 9	English 10	English 11	English 12	Elective
	Found. Literacy	English 9	English 10	English 11	English 12
2	ELD 1	ELD 2	ELD 3	ELD 4	ELD 5 or Elective
3	ELD 1	ELD 2	AP Span Lang.	AP Spanish Lit	Elective
			SLD II <sup>1</sup>	AP Span Lang.	AP Spanish Lit
4	Spanish Language Development I	World History	U.S. History	Gov/Econ	Elective
		SLD II <sup>2</sup>	World History	U.S. History	Gov/Econ
5	Int.Math I	Int. Math II	Int. Math III	PreCalc	VAPA
	Math Essentials	Int.Math I	Int. Math II	Int. Math III	PreCalc
6	PE <sup>3</sup>	PE	Biology	Chemistry	Physics
	Integrated Math Support <sup>4</sup>	Integrated Math Support <sup>5</sup>	Biology	Chemistry	Physics
			Biology	Chemistry	Physics
0	PE/Health	PE			

There are a variety of permutations that would work for students' schedules; however, this is an outline to work from. Every attempt is made to avoid doubling up course in the same content area in the same year. All permutations of scheduling should keep this in mind.

### ELD Placement Guidelines 2020-2021

US School Entry (assuming entry at Emerging Level)	ELPAC	Other factors *needs three or more of the criteria <sup>6</sup>	PLACEMENT
Student has been in US Schools 0-1.5 years	ELPAC 1 Beginning English Learner Early Emerging/Foundationa I Learner	<ul style="list-style-type: none"> <li>Overall ELPAC Score of a 1</li> <li>Teacher Recommendation</li> <li><b>Inconsistent education up to enrollment; large gaps in education</b></li> <li><b>Scores a 2 or lower on the LAS</b></li> <li>Writing sample in home language</li> </ul>	<b>Newcomer ELD (Two period block)</b> <b>Foundational Literacy Course</b> <b>Backfilled core classes</b>
Student has been in US Schools 0-1.5 years	ELPAC 1 Beginning English Learner Emerging Learner	<ul style="list-style-type: none"> <li>Overall ELPAC Score of a 1 with a high scale score<sup>7</sup></li> <li>Teacher Recommendation</li> <li><b>Consistent education up to enrollment</b></li> </ul>	<b>ELD 1:Emerging (Two period block)and English 9 backfill with ELD teacher</b>

<sup>1</sup> If student skipped a year of language development

<sup>2</sup> If the student agrees to a 5th year, take SLD II instead of World History

<sup>3</sup> If the student does not need math support take PE

<sup>4</sup> If in need of IMI support year 1, push PE to 0 period or summer school

<sup>5</sup> If in need of IMI support year 1, push PE to 0 period or summer school

<sup>6</sup> Use Initial ELPAC as sole criteria when a newcomer student is being placed

<sup>7</sup> See footnote #6

		<ul style="list-style-type: none"> <li>• Equivalent of a C or better in classes in previous school.</li> <li>• Scores a 3 on the LAS</li> <li>• Collaborative, Productive, and Interpretive Assessment scores at ELD 1</li> </ul>	Backfilled core classes
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### Entry at English Language Development 2

	<u>Ninth</u>	<u>Tenth</u>	<u>Eleventh</u>	<u>Twelfth</u>	<u>Fifth Year</u>
1	English 9	English 10	English 11	English 12	Elective
2	ELD 2	ELD 3	ELD 4	ELD 5	Elective
3	ELD 2	AP Span Lang.	AP Spanish Lit <sup>8</sup>	Elective	Elective
		SLD II	AP Span Lang.	AP Spanish Lit	Elective
4	SLD II	World History	U.S. History	Gov/Econ	Elective
	SLD I				
5	Int.Math I	Int. Math II	Int. Math III	PreCalc	VAPA
	Math Essentials	Int.Math I	Int. Math II	Int. Math III	PreCalc
6	PE	PE	Biology	Chemistry	Physics
	Integrated Math Support	Integrated Math Support	Biology	Chemistry	Physics
0	PE/Health	PE			

There are a variety of permutations that would work for students' schedules; however, this is an outline to work from. Every attempt is made to avoid doubling up course in the same content area in the same year. All permutations of scheduling should keep this in mind.

### ELD 2 Placement Guidelines 2020-2021

<b>US School Entry (assuming entry at Emerging Level)</b>	<b>ELPAC</b>	<b>Other factors *needs three or more of the criteria<sup>9</sup></b>	<b>PLACEMENT</b>
Student has been in US Schools 1.5 – 4 years	ELPAC 1 or 2 Exit Emerging Early Expanding Learner	<ul style="list-style-type: none"> <li>• Overall ELPAC score of a 2 with a low scale score<sup>10</sup></li> <li>• Teacher Recommendation based on Collaborative, Productive, and Interpretive Assessment scores at ELD 1 (can override grades for ELD placement)</li> <li>• Student passed previous English class</li> <li>• 2.0 GPA</li> <li>• Score of 2 or higher on ELPAC sub domain</li> </ul>	<b>ELD 2: Early Expanding (Two period block) Backfilled English 9 or 10 with ELD 2 teacher Backfilled core classes</b>

<sup>8</sup> Depending on student's plans, language in junior and senior year could be substituted with an elective; however, successful completion of 4 years of a language with a B average or better is one of the qualifiers for the Seal of Biliteracy.

<sup>9</sup> Use Initial ELPAC as sole criteria when a newcomer student is being placed

<sup>10</sup> See footnote #9

### Entry at English Language Development 3

	<u>Ninth</u>	<u>Tenth</u>	<u>Eleventh</u>	<u>Twelfth</u>
1	English 9	English 10	English 11	English 12
2	ELD 3	ELD 4	ELD 5	Elective
3	Spanish IV	AP Span Lang.	AP Spanish Lit <sup>11</sup>	Elective
	SLD II	AP Span Lang.	AP Spanish Lit <sup>12</sup>	Elective
	SLD I	SLD II	AP Span Lang.	AP Spanish Lit <sup>13</sup>
4	Elective or Pathway	World History	U.S. History	Gov/Econ
5	Int. Math II	Int. Math III	PreCalc	VAPA
	Int.Math I	Int. Math II	Int. Math III	PreCalc
	Math Essentials	Int.Math I	Int. Math II	Int. Math III
6	PE	PE	Biology	Chemistry
	Integrated Math Support	Integrated Math Support	Biology	Chemistry
	Elective or Pathway	Elective or Pathway		
0	PE/Health	PE		

There are a variety of permutations that would work for students' schedules; however, this is an outline to work from. Every attempt is made to avoid doubling up course in the same content area in the same year. All permutations of scheduling should keep this in mind.

#### ELD Placement Guidelines 2020-2021

<b>US School Entry (assuming entry at Emerging Level)</b>	<b>ELPAC</b>	<b>Other factors *needs three or more of the criteria<sup>14</sup></b>	<b>PLACEMENT</b>
Student has been in US Schools 1.5 – 4 years	ELPAC 1-3 Early Expanding Exit Expanding	<ul style="list-style-type: none"> <li>● Overall ELPAC score of a 2 with a high scale score<sup>15</sup></li> <li>● Teacher Recommendation based on Collaborative (4 or higher), Productive (4 or higher), and Interpretive Assessment scores at ELD 2 (can override grades for ELD placement)</li> <li>● Student passed previous English class</li> <li>● Writing sample</li> <li>● 2.0 GPA</li> <li>● Score of 2 or higher on ELPAC sub domain</li> </ul>	<b>ELD 3: Expanding (One period) Mainstream English and core classes</b>

<sup>11</sup> Depending on student's plans, language in junior and senior year could be substituted with an elective or contribute to a CTE pathway if PE is taken during 0 period or summer school however, successful completion of 4 years of a language with a B average or better is one of the qualifiers for the Seal of Biliteracy.

<sup>12</sup> See footnote 11

<sup>13</sup> See footnote 11

<sup>14</sup> Use Initial ELPAC as sole criteria when a newcomer student is being placed

<sup>15</sup> See footnote #14

## Entry at English Language Development 4 or 5

	<u>Ninth</u>	<u>Tenth</u>	<u>Eleventh</u>	<u>Twelfth</u>
1	English 9	English 10	English 11	English 12
2	ELD 4 <sup>16</sup>	ELD 5	Elective	Elective
	ELD 5	Elective	Elective	Elective
3	Spanish IV	AP Span Lang.	AP Spanish Lit <sup>17</sup>	Elective
	SLD II	AP Span Lang.	AP Spanish Lit <sup>18</sup>	Elective
	SLD I	SLD II	AP Span Lang.	AP Spanish Lit <sup>19</sup>
4	Elective or Pathway	World History	U.S. History	Gov/Econ
5	Int. Math II	Int. Math III	PreCalc	VAPA
	Int.Math I	Int. Math II	Int. Math III	PreCalc
	Math Essentials	Int.Math I	Int. Math II	Int. Math III
6	PE	PE	Biology	Chemistry
	Integrated Math Support	Integrated Math Support	Biology	Chemistry
Elective or Pathway	Elective or Pathway			
0	PE/Health	PE		

### ELD Placement Guidelines

<b>US School Entry (assuming entry at Emerging Level)</b>	<b>ELPAC</b>	<b>Other factors *needs three or more of the criteria<sup>20</sup></b>	<b>PLACEMENT</b>
Student has been in US Schools 1.5 – 4 years	ELPAC 2-4 Exit Expanding Early Bridging	<ul style="list-style-type: none"> <li>Teacher Recommendation based on Collaborative (4 or higher), Productive (4 or higher), and Interpretive Assessment scores at ELD 3 (can override grades for ELD placement)</li> <li>Student passed previous English class</li> <li>2.0 GPA</li> <li>Score of 3 or higher on ELPAC sub domain</li> </ul>	<b>ELD 4: Early Bridging (One period) Mainstream English and core classes</b>
Student has been in US Schools More than 4 years	ELPAC 2-4 Early Bridging Exit Bridging	<ul style="list-style-type: none"> <li>Teacher Recommendation based on Collaborative (4 or higher), Productive (4 or higher), and Interpretive Assessment</li> </ul>	<b>ELD 5: Bridging Mainstream English 9/10/11/12</b>

<sup>16</sup> Check placement policies for ELD 4 or 5 placement

<sup>17</sup> Depending on student's plans, language in junior and senior year could be substituted with an elective or contribute to a CTE pathway if PE is taken during 0 period or summer school however, successful completion of 4 years of a language with a B average or better is one of the qualifiers for the Seal of Biliteracy.

<sup>18</sup> See footnote 16

<sup>19</sup> See footnote 16

<sup>20</sup> Use Initial ELPAC as sole criteria when a newcomer student is being placed

		<p>scores at ELD 4 (can override grades for ELD placement)</p> <ul style="list-style-type: none"> <li>● <b>Student with language and skills gaps</b></li> <li>● Scores a 3 or higher on the speaking and listening, but a 2 or lower on the reading and writing portion of the ELPAC</li> </ul>	
Student has attended US schools <u>more than</u> 4 years	ELPAC 3 or higher	<ul style="list-style-type: none"> <li>● Teacher Recommendation based on Collaborative (4 or higher), Productive (4 or higher), and Interpretive Assessment scores at ELD 4 (can override grades for ELD placement)</li> <li>● <b>Highly motivated student</b></li> <li>● Received a grade of C or higher in previous English class</li> </ul>	<p><b>Mainstream English 9/10/11/12</b></p> <p><b>Possibly recommend for AVID</b></p>
Student has attended US schools <u>more than</u> 4 years	ELPAC 3 or higher with low scores for the reading or writing subtest	<ul style="list-style-type: none"> <li>● <b>Unmotivated student, low skills, but sufficient language to access content (strategic support class)</b></li> <li>● Inconsistent growth on ELPAC demonstrating a possible lack of effort on the test</li> <li>● Writing sample: student has a grasp of the language</li> <li>● Low grade level lexile score</li> </ul>	<p><b>Mainstream English 9/10/11/12</b></p> <p><b>Direct to Warrior Way for Tutoring and Support</b></p>

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## How to Enroll: Step by Step

### Obtain and Complete an Enrollment Application

You may request enrollment applications from the registrar's office at any of the 3 schools: Fallbrook High School, Ivy High School, Oasis High School or you may enroll online. The Online Student Registration window will be open from June 12 through July 18, 2017. Please follow this link to view instructions for online enrollment: <https://psportal.fuhd.net/enrollment/>

### You will need the following documents:

**Identification** - Parent/Guardian must provide identification. If person enrolling student is NOT the parent, then legal guardianship or custody paperwork must be provided.

**Current Immunizations** - All students must have current immunizations. A student entering from out of the state or county must either have proof of the Varicella Immunization or proof from a physician that he/she has had the chicken pox.

**Proof of Child's Birth** - Birth certificate, hospital record - Without birth certificate, additional verification to prove guardianship is required.

**Transcripts/8<sup>th</sup> Grade Report Card** - To insure proper placement we must have a copy of the unofficial transcript from student's previous school. For all incoming 9<sup>th</sup> grade students a copy of student's report card from 8<sup>th</sup> grade is required.

Two Proofs of Home Address - For verification of home address, please provide two originals that include the name and address of the parent/guardian.

- Utility bills from different agencies dates within 45 days (cell phone bills not accepted)
- Both automobile registration and auto insurance policy.
- Voter registration
- Affidavit of residency
- Grant deed, title of property, or rental/lease agreement with property owner's documentation
- Tax statement
- Homeowner's/renter's insurance policy
- Pay stub within 45 days

Home Language Survey - Parents/guardians will complete the following home language survey on the enrollment application.

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

### **Once you Have Completed your Online Enrollment**

Go to [www.fuhsd.net](http://www.fuhsd.net) net. At the bottom of the page is a button titled "Registration/Enrollment." Click on the button that says "[CLICK HERE FOR ONLINE ENROLLMENT](#)."

Please contact the registrar's office to make an appointment at 760-723-6300 ext. 3206.

### **Schedule Language Assessment (if applicable)**

If the student speaks a language other than English, he/she may be assessment for current English proficiency. The language assessments will evaluate the student's proficiency in English as well as proficiency in their home language (if assessment is available). Scheduling language assessment is available through the registrar's office.

### **Register Student at His/Her Assigned School**

Registration can be done in person at Fallbrook High School in the Parent Welcome Center.

Preregistration MUST be completed by a Parent or Guardian. Parents/guardians of returning students will complete registration online through the Aeries Web Portal or as it was previously known -- the Aeries Parent / Student Portal. The Aeries Web Portal is a school-to-home communication system for attendance, grades and now registration. If you have never used the Aeries Web Portal or have forgotten your email address or password, please click the '*Forgot Password?*' link on the Aeries Web Portal. You can always find the Aeries Web Portal by clicking the link: <https://psportal.fuhsd.net/aeries.net/LoginParent.aspx?page=default.aspx>

Once you have logged into the Aeries Web Portal, you can access registration by:

1. Clicking the link that says: "You have not yet completed the Student Data Confirmation Process. Click here to confirm the information about your student" at the top of the page in yellow.
2. Navigation: Under Student Info > Data Confirmation

Information will be pre-loaded for returning students. Please be sure to review the information to verify accuracy, update as necessary and fill in any missing information.

## Registration

**Please complete the following steps in order to finalize your 2020-21 registration prior to day 1 of school:**

- ❑ **Health Check:** Masks/face coverings and social distancing are required. Check-in at the table near the Bob Burton Center for the Performing Arts. Staff will scan temperatures and verify health questions. If the health standard is not met you will not be allowed to complete registration.
- ❑ **Station #1:** Proceed to the ticket booth of the Bob Burton Center and verify that you've [completed data confirmation](#). Once checked in you will proceed to the gym for Station #2. If you have not enrolled in FUHSD you will be able to make an appointment to do so.
- ❑ **Station #2:** Take your photo for your ID card; pick up your ID card and any items left in lockers. You will receive information about bus routes and fees, lunch and income surveys, [PTSA](#), [College & Career Center resources](#), and programs such as [Palomar Promise](#), [CSUSM Guaranteed Admission](#), and [Dual Enrollment](#). Please exit gym through the rear doors; proceed to the right for Station #3.

**If you have not yet completed online registration (returning students & 9th graders from FUESD) you will be directed at this time to room 215:**

- ❑ Update student data in the computer lab
- ❑ If you have moved, update your address with verification paperwork at this location
- ❑ Finalize [data confirmation](#) to ensure correct emergency contact information
- ❑ **Station #3:** Go to the library, where a staff member will check in any textbooks or library books you still have from the 2019-2020 school year. Exit the library and proceed to the right, taking the stairs. If you do not need to visit Station #4, you will follow the signs and exit through the gate to the parking lot.

Note: Please use the Parent/Student Portal to view your course requests for the 2020-2021 school year. If you need to request a schedule change, you may submit a schedule change request form in the gym and drop it at the library.

- ❑ **Station #4:** Freshmen and new students will exit the library and proceed to the right, taking the stairs down to the College & Career Center (Room 201) to collect Chromebooks. Current students needing Chromebook repair or assistance may also choose to visit the College & Career Center (Room 201) for help. Once finished, exit the College & Career Center and follow the signs to exit through the gate to the parking lot.

## Language Assessments for Enrollment

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Exam of California (ELPAC).

Students who have a language other than English listed on the home language survey will also be assessed in their primary language if the assessment is available. The current assessment in Spanish is the Language Assessment Scales or the LAS. Students' math skills are also assessed using the B.E.S.T.

The results of the assessment are used to determine the most appropriate placement in the ELL Program and in ELD classes.

Assessments are scheduled through the registrar's office at the time of enrollment. Students are assessed on the Fallbrook High School campus in the Parent Welcome Center by a staff member. Virtual assessment is an option for students during the 2020-2021 school year only. **Assessments are untimed**, but students begin the assessments at 8:00am and usually finish by 1:00pm.

### After the Assessment

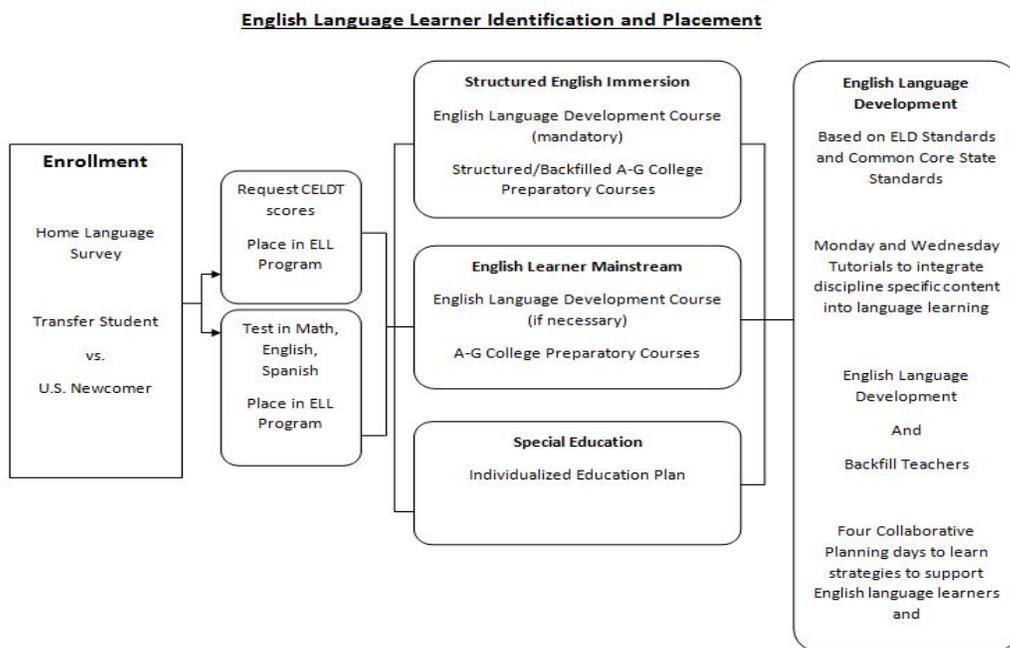
After the test, the results are sent to the counselor and an appointment is scheduled with the student and parent/guardian to discuss the student's program placement and class schedule. **Parents have the option at any time to request that the student be placed into English learner mainstream classes; however, English language instruction and annual assessment until reclassification is required for all English learner students.**

A copy of your students assessment results and program placement will also be mailed home to parents/guardians within 30 days of the assessment.

### Questions

If you have any further questions regarding your student's test results or placement, please call

- Bilingual Parent Liaison Jorge Rojas (760-723-6330 extension 2110)
- English Language Development Department Chair Virgilio Meo (760-723-6300 extension 2110)
- English Language Development Administrator Lauren Jones (760-723-6300 extension 3110)
- Director of English Learner and Language Programs Emily Toone (760-723-6330 extension 6494)



## Program Pathways

All programs include designated and integrated English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects.

- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. Students are placed in college preparatory classes and are taught ELD and other core subjects by authorized teachers trained in the ELD Standards and using district adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English.
- **Newcomer Pathway:** Students who score a 1 on the ELPAC and have been in the U.S. for one year or less are placed into a year long newcomer pathway in which students receive 3 hours of ELD and Literacy instruction, instruction in their primary language (if the primary language is available), and math based on assessment scores. Students have one year to transition to U.S. culture and acquire some language proficiency before they are placed into SEI with primary language support.
- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Students are placed in backfilled college preparatory classes with native English speakers where some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards
- **Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to 11th grade.

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

*Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Emily Toone 760-723-6330 extension 6494 to ask about the process.*

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

## Program Placement Guide

English Language Proficiency Levels		Program Placement
Well Developed (4)	Reasonable Fluency	English Language Mainstream (ELD classes)  Or  Newcomer Pathway  or  Structured English Immersion (ELD and Backfilled Mainstream classes)
Moderately Developed (3)		or  Alternative Program with an approved Parental Exception Waiver
Somewhat Developed (2)	Less than Reasonable Fluency	Structured English Immersion (ELD and Backfilled Mainstream classes)
Minimally Developed (1)		or  Alternative Program with an approved Parental Exception Waiver
		Other Instructional Setting based on IEP

**NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.**

## English Learner Access to Special Education

English learners who have an individualized education plan IEP have a right to a Free and Appropriate Public Education FAPE.

**ELLs whose disability affects their language acquisition and who do not participate in a designated ELD class:**

- Should have language goals explicitly written into their IEP that address both designated English language development to monitor language acquisition and integrated English language development in content area classes to ensure linguistic access to the material.
- The team that determines eligibility should include or consult a certificated staff member to understand the impact of language on the student’s learning.
- The IEP team should consult or include a certificated staff member with ELL certification CLAD or BCLAD to assist in establishing goals for designated ELD instruction and integrated ELD instruction.

### **ELLs whose disability minimally affects their language acquisition:**

- If the student's disability is minimally affecting language acquisition and the student does not have specific designated ELD goals in their IEP, the student should be enrolled in an ELD class or should receive designated ELD instruction until reclassification, and should receive integrated ELD instruction in their content area classes.

### **Language Assessment**

- The student's IEP should include modifications and/or accommodations as necessary for the following assessments
  - California English Language Development Test CELDT
  - English Language Proficiency Assessment of California ELPAC (effective Spring 2018)
  - Smarter Balanced Assessment Consortium SBAC

### **Reclassification**

- Students whose disability affects their language assessment (ELPAC) can be considered for redesignation during an IEP meeting or addendum IEP meeting with ELPAC scores that do not meet the reclassification requirements at parent's or teacher's request. The ELL Coordinator or the student's designated ELD teacher must be present for a reclassification that does not meet the reclassification requirements as set by the district.

## **Reclassification Process**

English learners are given the California English Language Development Test (ELPAC) to assess language proficiency and growth. Based on the student's performance on this test, he/she may be redesignated to fluent English proficient (RFEP) if the student scores an overall of a 4.

In addition to the ELPAC results, criteria used to make this decision include

- an evaluation of your student's academic performance by the teacher
- your opinion as the parent/guardian about his/her proficiency in English
- student's performance on the Interim Assessment Blocks for the Smarter Balanced Assessment Consortium (SBAC) OR the student's performance on the English Language Arts portion of the SBAC OR his or her performance on the English written benchmark.

Students who qualify for redesignation will no longer take the yearly language assessment test, currently the English Language Proficiency Assessment of California (ELPAC).

Reclassified students are monitored for a minimum of four years after reclassification, and should the student require additional English learner services, these services can be provided.

Students are evaluated for reclassification yearly, but an assessment of the student's ability to reclassify can be requested at any time through the AP responsible for ELLs or the English Language Coordinator.

Lauren Jones 760-723-6300 extension 3110

Emily Toone 760-723-6300 extension 6494

## English Learner Assessment Timeline

English learners will take a variety of tests throughout the course of the school year. Below is a table of exams and their purpose.

Exam	Function	Time Frame
Language Assessment Scales	Assess English learner home language ability	At initial enrollment
Basic Elementary Skills Test (BEST)	Assess English learner math skills	At initial enrollment
English Language Proficiency Assessment of California (ELPAC)	Assesses language proficiency and growth. This test will replace the annual CELDT in spring of 2018 and will be fully implemented for initial and annual students 2020-2021.	At initial enrollment Annually beginning February 1st - May 30th
California Assessment of Student Performance and Progress (CAASPP)	Yearly state test(s) to assess a student's proficiency in English Language Arts, math, science and Spanish <ul style="list-style-type: none"> <li>● Smarter Balanced English language arts/literacy and mathematics</li> <li>● California Alternate Assessments for English language arts, mathematics, and science</li> <li>● California Science Tests</li> <li>● Standards-based Tests in Spanish</li> </ul>	TBD
Interim Assessment Blocks	Assessments used to monitor students proficiency in ELA, math, and science. These assessments are given once or twice during the school year and the results are used by teachers and administration to monitor and adjust teaching practices.	TBD

## Translation and Interpretation Services

Free translation and interpretation services are available at the high school with a translation request being made in advance at either the front office, or the house office for your student.

Student interpreters and family children or non-district certified employees may not be used for parent meetings except in emergency situations or situations in which there are no interpreters available for a particular language.

If you have any complaints about translation services, please direct them to the front office or your student's house office. If you feel the complaint has not been adequately addressed, please lodge your complaint with the English Language Learner Director or the District Parent Liaison 760-723-6300 extension 6494 or 2110

## Family Involvement Opportunities

Parents of English Language Learners are welcome to participate in school site Council (SSC) and the English Language Advisory Committee (ELAC) and/or the Parent Teachers Association (PTA).

### School Site Council

School Site Council is a committee that meets to create, monitor, and review the Single Plan for Student Achievement (SPSA). This group is responsible for also providing input on budget and expenses for the site. School Site Council is a requirement for schools that receive Title I funds.

### English Language Advisory Committee

The role of the ELAC is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English learner community.

### Parent Teachers Students Association

A parent-teacher-student association (PTSA) is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.

### Parent Volunteers

Parents can volunteer to work at the school pending livescan fingerprinting and a TB screening. Parents can volunteer in a supervisory role, support in classrooms, chaperone field trips or events, manage parking, make routine phone calls to provide information about events and school activities and run after school childcare for parent workshops and training. For more information about how to become a parent volunteer, please call the district parent liaison at 760-723-6300 extension 2110.

## Contact Information

<b>District Parent Liaison</b>	<b>760-723-6300 ext. 2110</b>
<b>Fallbrook High School Principal</b>	<b>760-723-6300 ext. 3103</b>
<b>Fallbrook High School EL Assistant Principal</b>	<b>760-723-6300 ext. 3110</b>
<b>Ivy High School</b>	<b>760-723-6395</b>
<b>Oasis High School</b>	<b>760-723-1886</b>
<b>District Director of English Language Learner Programs</b>	<b>760-723-6300 ext. 6494</b>