

Vision

All English learners will become fluent in English language proficiency and attain high levels of academic achievement.

ELAC and DELAC Members

will help to provide parents of English learners the opportunity to:

- ◆ Participate in the school's needs assessments of students, parents and teachers.
- ◆ Advise the principal and school staff on the school's program for English Learners.
- ◆ Provide input on the most effective ways to ensure regular school attendance.
- ◆ Advise the school and district on the annual language census.
- ◆ Advise the School Site Council on the development of the School Improvement Plan.

CUSD Demographics

CUSD Total Enrollment	43,477
Languages Served	32
African American	1,382
American Indian or Alaskan Indian	277
Asian	6,316
Filipino	950
Hispanic/Latino	16,755
Pacific Islander	128
White	15,500
English Learners	1,881
Socio Economic Disadvantaged	23,484
Special Education	3,591
Multiple Ethnicities	1,482

Instructional Services and Programs for English Learners and Their Families



Department of Supplemental Services

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www.cusd.com/SupplementalServices.aspx



Opportunity and Equal Access for all Students

CUSD offers all identified English Learners (ELs) appropriate services designed to assist in becoming proficient in the English language. ELs are placed into a program based upon their current proficiency level as it relates to state assessments. The programs are designed to provide English Language Development (ELD) instruction for the development of English.

Upon registration in CUSD, parents or guardians are asked to complete a Home Language Survey indicating the student's primary language. If a language other than English is listed, the school must administer the ELPAC (English Language Proficiency Assessments for California) to determine language proficiency and program placement. Upon initial identification, and subsequently based upon annual ELPAC testing, EL students are placed into classes with one or both of the above mentioned designations. Their placement is determined by their English language proficiency level as measured by the ELPAC combined with their performance on district measures and state standardized tests.

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018.

Structured English Immersion (SEI)

SEI classrooms instruction is provided "overwhelmingly" in English, with curriculum and presentations designed specifically for students who are acquiring English at entry or early proficiency levels based on the ELPAC. Students in this program receive systematic, sequential ELD instruction by an authorized teacher on a daily basis and grade-level content is presented using researched-based support strategies. Students may receive assistance in their primary language support where appropriate.

English Language Mainstream (ELM)

ELM classrooms are designed for students who have reached "reasonable fluency" as demonstrated on ELPAC (Levels 3, or 4) of ELD. Students with overall scores of 3, or 4 should be placed in an ELM classroom with an appropriately authorized teacher. With this placement, instruction still includes a daily ELD component and grade-level content is presented using Specially Designed Academic Instruction in English (SDAIE) strategies. Additional and appropriate services are delivered in an English language mainstream classroom. The goal is to attain English proficiency and be reclassified with continued monitoring for four years.

Reclassification of English Learners

Reclassification is the process used by districts to make a determination if an EL student has acquired sufficient English Skills or fluency to perform successfully in academic subjects without ELD support. It is the responsibility of the district to designate the persons or team responsible for making the decisions about when to reclassify a student from EL to *Reclassified Fluent English Proficient* (RFEP) and to invite the parents to participate in the reclassification process.

When EL Students demonstrate that they are able to compete effectively or are commensurate with English-speaking peers, they are then reclassified as fluent English speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the District.

The reclassification procedures developed by the CDE utilize multiple criteria in determining whether to reclassify a student as being proficient in English. Students are monitored for four years after the reclassification to ensure they remain proficient.

Parental Choices

Parents are informed of the academic goals, objectives, and instructional activities of the EL Program. A parent/guardian may withdraw their student from the Structured English Immersion Process/Program (decline services). Parents must understand that by withdrawing their child, they are withdrawing him/her from the instructional program that the state of California has prescribed, based on educational research, as the most effective way to meet their child's educational needs. The district still remains obligated under state regulations to provide ELD and access to the core curriculum through SDAIE. Services will be provided in the ELM classroom that offers additional and appropriate services.

Transfer of Services

At any time during the school year, a parent/guardian of an EL may request a transfer from the Structured English Immersion Process/Program (decline services). In these cases, the EL student shall be placed in an ELM Classroom and will receive appropriate services based upon his/her needs.

Parent Committees and Involvement

CUSD offers a variety of parent involvement opportunities that improve the overall program. We encourage you to participate and value your input by calling the school.

It is your right.....

.....to know about the services and program choices available to your child.

.....to provide input regarding your child's program placement and services they receive.

For additional information, please call your child's school or the Department of Supplemental Services at 327-0680 or at:
www.cusd.com/EnglishLearnersServices.aspx