



Bonita Unified School District ELD Master Plan 2024-2027

At Bonita Unified School District, we celebrate diversity and embrace the richness English Learners bring to our classrooms. We strive to create a welcoming and inclusive community where all students feel a sense of belonging and are empowered to excel academically, socially, and emotionally.



Our Core Values

EQUITY is ensured through individualized support

MASTERY is evident through the sustained application of skills

FOCUS ON RESULTS is achieved through an intentional process driven by outcomes

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

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Purpose

The primary purpose of the Bonita Unified School District's English Learner (EL) Master Plan is to provide a clear statement of policies related to developing, implementing, and evaluating English learner programs and services. The Master Plan also provides specific procedural guidelines for the following: identification, assessment, placement, reclassification, parent notification, formation and function of English Learner Advisory Committee, District English Learner Advisory Committee, and funding allocations for EL programs and services.

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Acknowledgments

Bonita Unified School District's English Learner (EL) Master Plan was developed through the vision and mission of the California Department of Education's English Learner Roadmap. Guided by the principles outlined in the California EL Roadmap, Bonita Unified School District is committed to ensuring that our English Learners have opportunities to participate in a high-quality education from transitional kindergarten through twelfth grade. Our goal is to ensure our EL students attain high levels of English proficiency and continue to develop proficiency while mastering grade-level standards.

Our EL Master Plan was developed in collaboration between the District Office, school site administrators, English Language Development (ELD) educators, and parent groups in our community.

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Table of Contents

- I. English Learners in Bonita Unified School District
 - About our District
 - District Goals
 - EL Data
- II. Initial Identification and Assessment
 - Home Language Survey
 - Initial & Annual Assessment on ELPAC
 - Proficiency Level Descriptions
 - Parent Notification of Assessment Results
 - Alternative Language Assessments for Students with Disabilities
 - Classifications
 - Progress Monitoring
- III. Reclassification
 - Criteria
 - Reclassification Follow-Up and Monitoring
 - Supporting our Long term English Learners (LTELs)
- IV. Instructional Program Placement and Description
 - English Learner Services
 - Structured English Immersion
 - English Language Mainstream
 - Differentiated Instruction
 - Services for Newcomers and Immigrant Students
- V. Parent Outreach, Involvement, and Advisory Committees
 - ELAC and DELAC
 - Composition Requirements
 - Elections
 - Training
- VI. Staffing & Professional Development
 - Research-based Instructional Practices
 - Data Analysis
 - Special Education
- VII. Authorization of Teachers & Staff
 - Credentialing
- VIII. Funding
 - General Funds
 - Supplemental Funds
 - Title III Funds
- IX. Evaluation of Program
 - Effectiveness of Program & Program Monitoring



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I. English Learners in Bonita Unified School District

About Our District

Bonita Unified School District is located in San Dimas, California. It serves a diverse student body of approximately 10,000 students in the communities of San Dimas and La Verne in grades TK through 12, and an Adult Transition program. Programs are delivered in eight elementary schools, two middle schools, two comprehensive high schools, one continuation high school, and an alternative program serving a variety of needs.

Of the 10,000 students we serve, economically disadvantaged students make up 34.5% of the population, with 5.2% classified as English Learners and 0.7% as foster youth. These demographics underscore the district's focus on equitable education access. Performance indicators highlight success and areas of concern.

- English Language Arts: Students scored 51.4 points above standard, improving by 9.3 points.
- Mathematics: Students scored 12.7 points above standard, with an 8.7 point increase.
- College/Career Readiness: 65.7% of students are well-prepared.
- The district meets all local indicators, demonstrating effective implementation of academic standards, broad course access, and strong community engagement.
- However, English learner progress slightly declined by 0.9%, highlighting an area for targeted intervention.



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District Goals

Bonita Unified School District's goal is to ensure our English learner student population acquire English language proficiency quickly. We will provide English Learners with the necessary tools, resources, and guidance to learn English quickly. We can do this by developing effective language learning programs, offering specialized language instruction, and providing opportunities for English Learners to practice their language skills in real-life situations.

Promote the academic success of English Learners. We will help them achieve academic success by providing them with the necessary academic support and resources. This can be done by providing tutoring services, offering academic counseling, and creating a supportive learning environment that fosters academic success.

Develop cross-cultural awareness and appreciation of one's own culture and language, encourage bilingualism, and enhance the positive self-esteem of English Learners. We will help English Learners develop a sense of pride in their culture and language while encouraging them to learn and appreciate other cultures. We can do this by providing opportunities for cultural exchange, offering bilingual education programs, and creating a supportive learning environment that fosters positive self-esteem. We will also promote and enhance the understanding of diverse cultural perspectives among instructional personnel.

Train instructional personnel to implement effective curricula and teaching strategies for English Learners. The District will provide educational resources and technology access to our instructional staff while promoting collaboration and sharing of best practices among instructional personnel.

Increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English Learners. We will engage parents and the community in supporting the educational needs of English Learners. This can be done by providing opportunities for parent and community involvement in school activities, offering resources and support to parents of English Learners, and promoting community outreach and education programs.



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Local Control Accountability Plan Goals

Our Local Control Accountability Plan (LCAP) outlines the ongoing need to support our ELs. Goal #1 states:

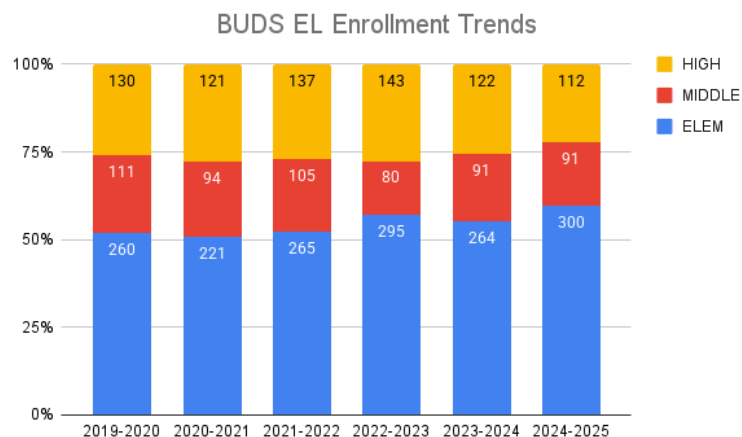
STUDENT ACHIEVEMENT- All students will prepare to live their purpose through high-quality learning environments and programs that support high student achievement. Specific attention will be paid to the needs of students who are identified as English Learners (EL), students with disabilities (SWD), socio-economically disadvantaged (SED), foster youth, and homeless students.

Specifically, LCAP Goal #1 (Goals 1.8, 1.9, 1.10) outlines the metrics used to measure the success of EL achievement overall, with a focus on EL progress towards proficiency, EL reclassification, and progress of our long-term ELs (LTELs).

EL Data: Enrollment

EL enrollment data shows an overall increase in our number of ELs over a five-year period. We had a slight decrease in EL enrollment in 2020-21, possibly due to the COVID pandemic.

Year	ELEM K-5	ELEM K-5	MIDDLE 6-8	MIDDLE 6-8	HIGH 9-12	HIGH 9-12	TOTAL
2019-2020	260	52%	111	22%	130	26%	501
2020-2021	221	50%	94	22%	121	28%	436
2021-2022	265	52%	105	21%	137	27%	507
2022-2023	295	57%	80	15%	143	28%	518
2023-2024	264	55%	91	19%	122	26%	477
2024-2025	300	60%	91	18%	112	22%	503
2025-2026	266	58%	99	22%	93	20%	458



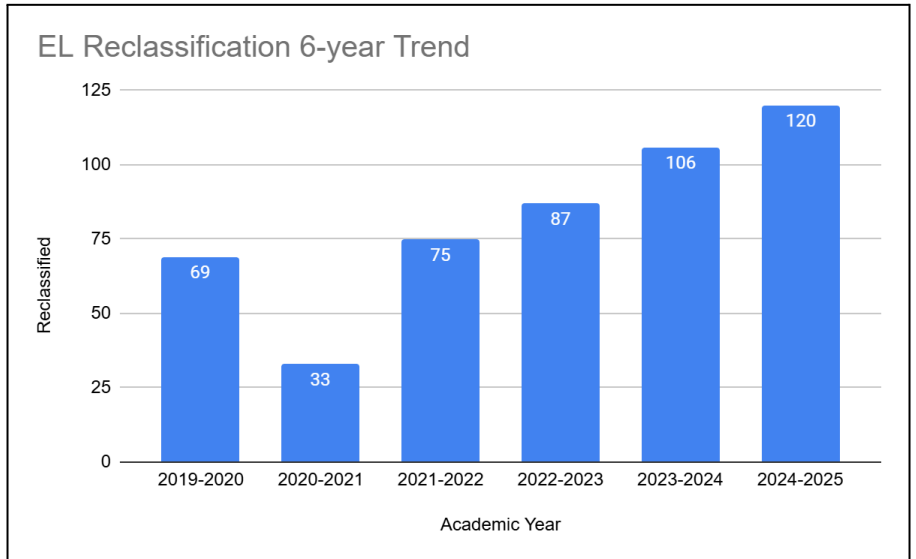
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EL Data: Reclassification

EL reclassification data shows an overall increase in our number of ELs who have been reclassified over a five-year period. Similar to enrollment trends, we had a huge decrease in EL reclassification in 2020-21, and this can be due to the COVID pandemic. However, as enrollment increased, so did our reclassification numbers.

Academic Year	Reclassified
2019-2020	69 (14.7%)
2020-2021	33 (7.6%)
2021-2022	75 (16.6%)
2022-2023	87 (16.7%)
2023-2024	106 (21.2%)
2024-2025	120 (24.1%)



II. Initial Identification and Assessment

Home Language Survey

For all students in TK - 12, upon first enrollment in a California public school, districts are required to determine a student's primary language. This process begins with the parent or guardian completing the Home Language Survey or HLS as state law requires. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained after that in the district's student information system and the child's cumulative record (CUME).

- If the answers to questions 1, 2, and 3 on the HLS are "English," the child is classified as English Only or EO.
- If the answers to questions 1, 2, or 3 on the Home Language Survey are answered in a language other than the student will be classified and tested for English proficiency with the Initial ELPAC Assessment.
- If *only* question 4 on the Home Language Survey is answered in a language other than English, the student will be considered "EO."

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ENGLISH LANGUAGE DEVELOPMENT PROGRAM

HOME LANGUAGE SURVEY

Name of Student: _____ Date of Birth: _____
(Last Name) (First Name) (Middle Name)

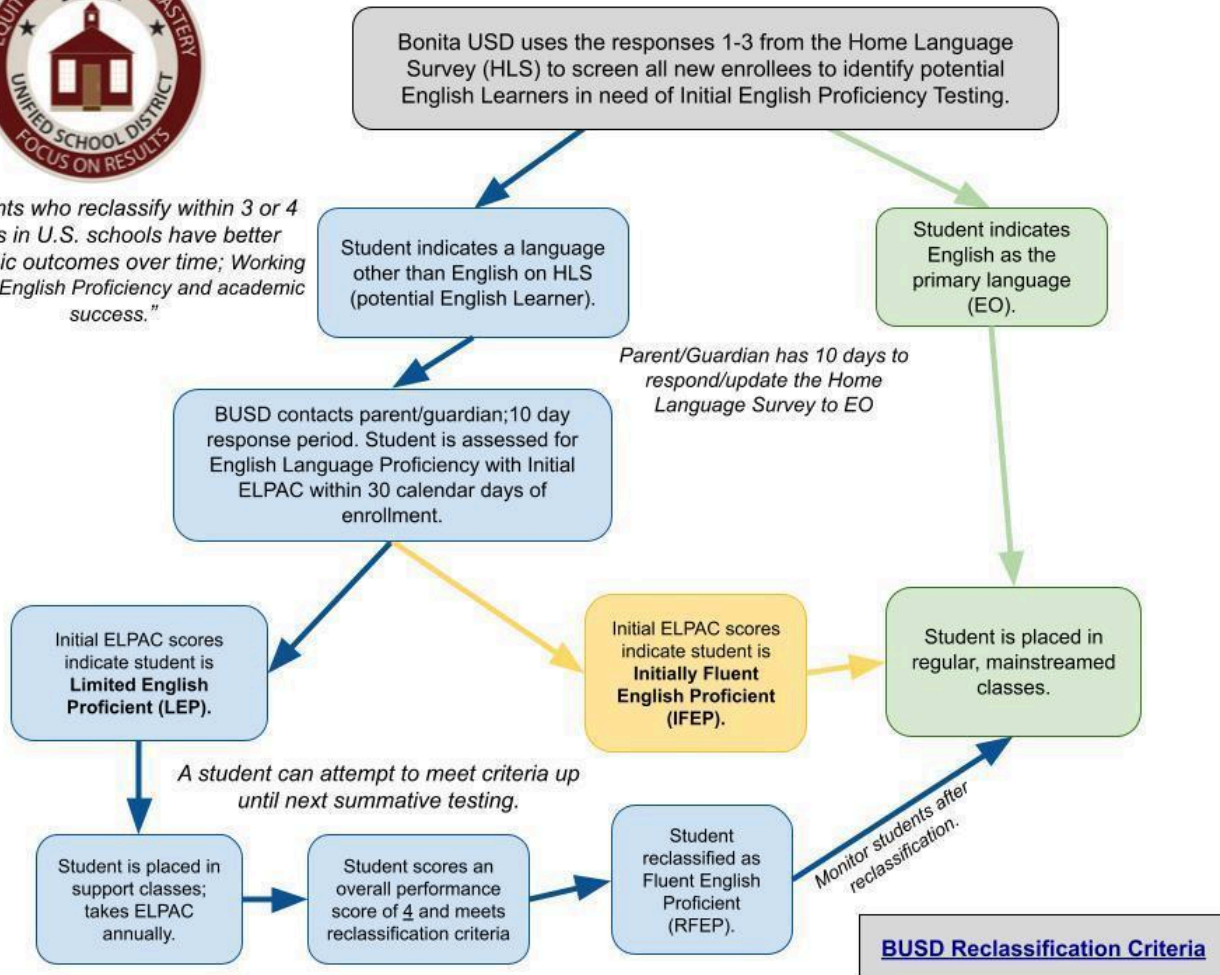
Age: _____ Grade Level: _____ School Name: _____

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) _____

Supporting Multilingual Learners: Flowchart to Determine Language Program Placement in Secondary Schools



"Students who reclassify within 3 or 4 years in U.S. schools have better academic outcomes over time; Working towards English Proficiency and academic success."



Initial Assessment and Parent Notification of Language Status

The initial ELPAC is California's assessment to determine a student's English language proficiency. The Initial ELPAC is only administered once during a student's time in the *California public school system*. The initial ELPAC assessment is administered by our PLAs (primary language assistants), who receive yearly training at the CAASPP-ELPAC Moodle Training Site. The Initial ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test that is taken, as well as an overall score. Students will score in one of three categories: Novice, Intermediate, or Initial Fluent English Proficient (I-FEP).

Students who identify as IFEP will be placed in the school's mainstream English setting. Students not meeting I-FEP criteria will be classified as English Learners (EL). The results of the Initial ELPAC, including proficiency level results, will be communicated to the parent no later than 30 days after the student's initial enrollment through the Initial Family Notification Letter. Within 30 days of receiving the official ELPAC scores from the Educational Testing Service, the EL Coordinator will send families a copy of their child's ELPAC score.

Level Descriptions for Initial ELPAC

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.

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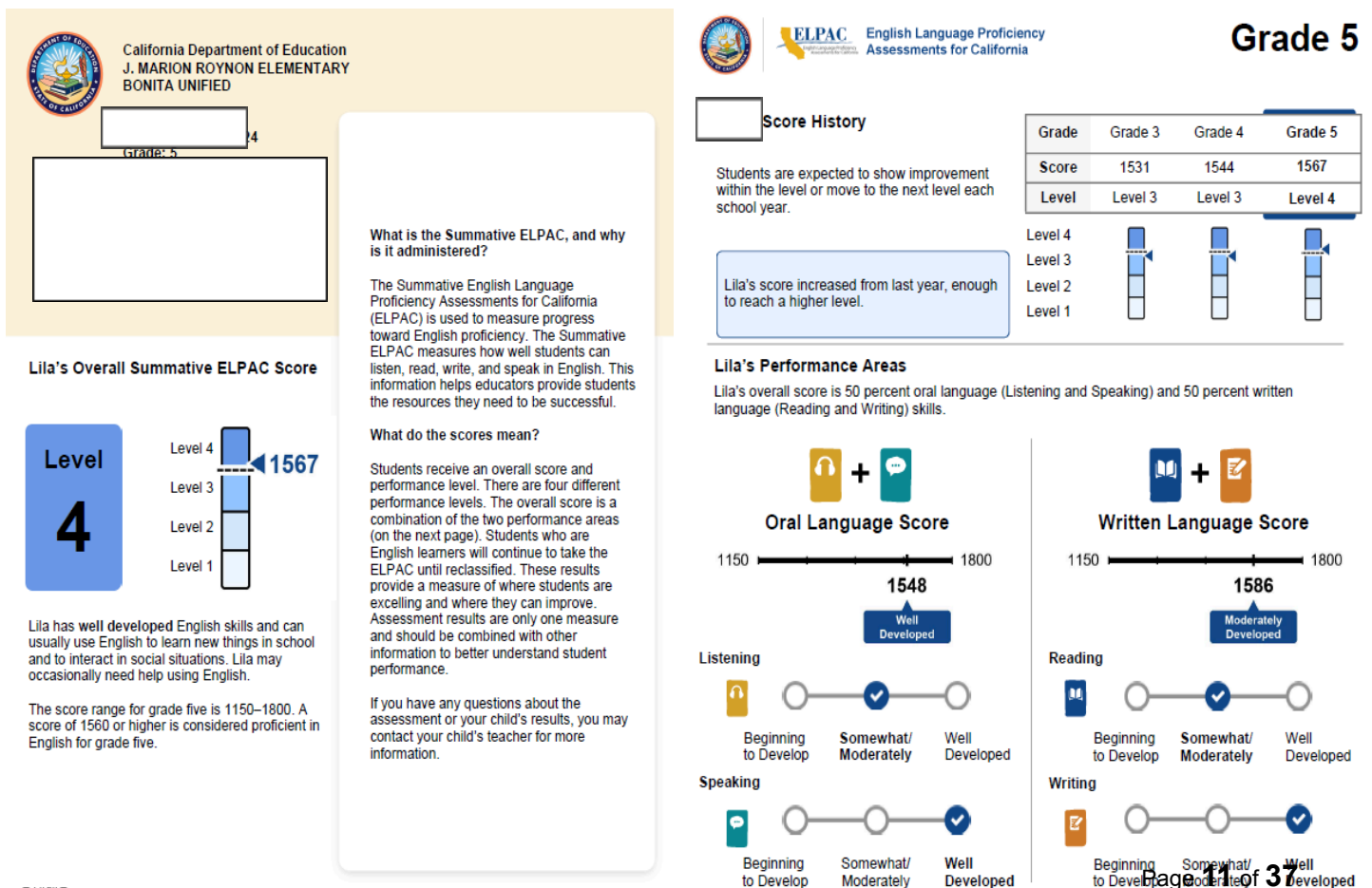
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Summative Assessment

The Summative ELPAC is given only to students who have previously been identified as English Learners based on the Initial ELPAC results. The Summative ELPAC measures how well a student is progressing with English development in the four domains: Reading, Writing, Listening, and Speaking. The assessment data help inform proper educational placement and identification when a student is ready to be reclassified. The Summative ELPAC ensures that students receive the support they need to do well in school. Students identified as EL based upon the Initial ELPAC results will take the Summative Assessment every year until they are reclassified as fluent English proficient. The summative assessment is taken by students sometime between February and May. The summative ELPAC assessment is administered by our PLAs and BIAs (Bilingual Instructional Aids), who receive yearly training from the CAASPP-ELPAC Moodle training site.

Parent Notification of Assessment Results

Annual Notification of ELPAC Progress for EL Students if the test results indicate that the child is an English Learner. Annual Notification of ELPAC proficiency for I-FEP if the ELPAC data indicates that the child scored fluent in English proficiency on their initial ELPAC Assessment. ELPAC results are maintained in the student's pink English Learner folder inside the CUME folder and in the district's student information system for future use in monitoring student progress and program evaluation. Copies of all family notifications should be placed in the PINK EL folder in a student's cume file.



Alternative Language Assessments for Students with Disabilities

The Alternate ELPAC is California's statewide assessment for students with the most significant cognitive disabilities. The purpose of the Alternate ELPAC is the same as that of the ELPAC. The initial Alternate ELPAC determines a student's initial classification as an English learner (EL) or initial fluent English proficiency (IFEP). The Alternate Summative ELPAC will provide annual progress toward becoming proficient in English and support students towards being reclassified as fluent English proficient. The Alternate ELPAC is aligned with English language development connectors and is linked to the English Language Development Standards. The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of English Language Progress (ELP) across the state for students with the most significant cognitive disabilities.

The Education Department (ED) guidance issued in July 2014 requires that all ELs with disabilities participate in the state's ELP assessments. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- By taking the regular ELPAC assessment without universal tools, designated supports, and accommodations.
- By taking the regular ELPAC assessment with universal tools, designated supports, and Accommodations.
- By taking the Alternate ELPAC assessment, the IEP team determines that the student cannot participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

Students with disabilities can participate effectively in the ELPAC.



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Progress Monitoring

Throughout the school year, we will track the progress of English Learners to ensure they achieve language and academic proficiency at their grade level and become eligible for reclassification. Throughout the year, teachers conduct formative and summative evaluations in language and literacy to assess English Learners. Aeries and Illuminate store data for each English learner, including annual ELPAC and CAASPP scores, tri-annual STAR/CommonLit assessments, 6-week grades (for secondary students), as well as records of interventions and supplemental instruction. Additionally, we monitor and document the academic progress of students reclassified as Fluent English Proficient on an annual basis.

Annual Growth Expectancies on ELPAC

Level of Proficiency at the Time of Enrollment in ELD Program						
ELPAC Levels	Level 1	Level 2 Low	Level 2 High	Level 3 Low	Level 4 High	Level 4
	Beginning	Somewhat Developed		Moderately Developed		Well Developed
Smarter Balanced (SBAC) Levels	N/A	Standard Not Met		Standard Nearly Met		Met
Time in ELD Program	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Year 1	Year 2	Year 3	Year 4	Year 5
			Year 1	Year 2	Year 3	Year 4
				Year 1	Year 2	Year 3

Students who are learning English (EL) and do not meet specific standards will need an intervention plan. This typically applies to EL students who are 1) more than one year behind the expected English proficiency level and/or 2) whose test scores do not meet the expected proficiency benchmarks in English as assessed by the ELPAC. These intervention plans will assign targeted interventions to address both the student's language and academic needs.

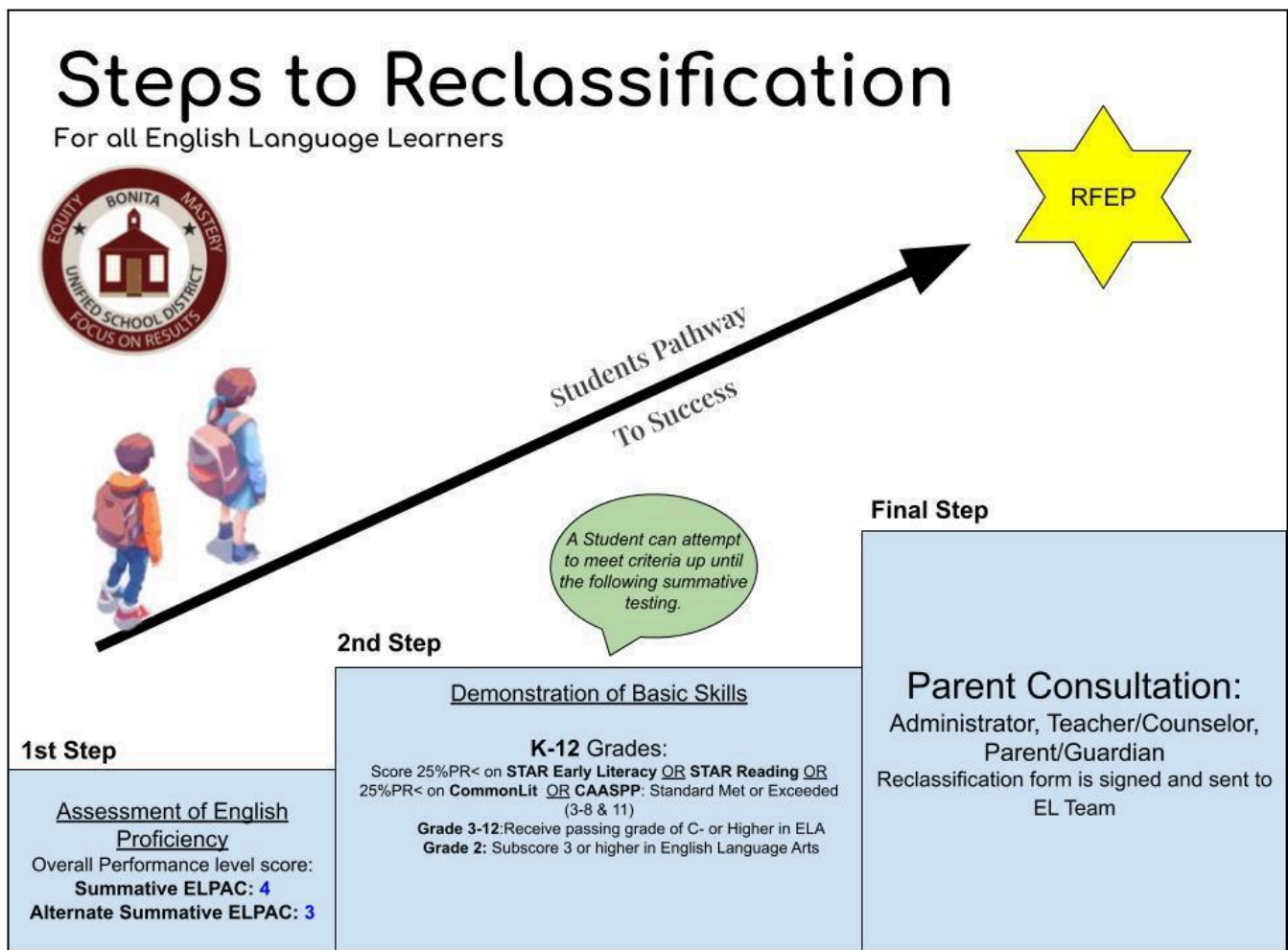
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III. Reclassification

Criteria

Reclassification is the process when a student is reclassified from EL status to Fluent English Proficient (R-FEP) status. Reclassification can occur any time during the academic year, immediately upon the student meeting all the criteria. The State Board of Education has set forth four reclassification criteria. The State Board of Education approved the ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion (1). The other three criteria, Teacher Evaluation, Parent Consultation, and Basic Skill Performance, are all determined by Bonita Unified School District:



Reclassification Follow-Up & Monitoring

We will monitor the academic progress of RFEP students in grades K-12 over four years to assess their English language proficiency. This helps us identify their specific educational needs, set action plans, and establish goals for improvement. Ongoing monitoring also helps teachers identify students who may need additional support. The EL team will analyze the student data collected, and appropriate interventions will be implemented. We utilize reclassification criteria as a benchmark to track their academic progress. This involves state testing (SBAC), English Language Arts grades, CommonLit, DIBELS, and STAR reading. We assess K-5 students on a trimester basis and 6-12 students on a semester basis. School sites will have to access these reports.

Supporting our Long-term English Learners (LTELs) and At-Risk

Support for Long-Term English Learners (LTELs) in our school district is crucial for fostering an equitable education system. It is not just a matter of academic success but of creating a supportive network that benefits everyone. What we do to help us achieve this goal:

Targeted Language Support Programs: Create specialized language support programs tailored to the needs of LTELs. These programs could include intensive English language instruction, vocabulary development activities, and culturally relevant materials to enhance language acquisition.

Culturally Responsive Curriculum: Develop and implement a culturally responsive curriculum that reflects the diverse backgrounds and experiences of LTELs. Incorporate literature, history, art, and other content areas relevant to students' cultural identities to enhance engagement and academic achievement.

Utilize data to make informed decisions: Gather and assess Long-Term English Learners' academic progress and ELPAC results to guide instructional choices and allocate resources effectively. This information will pinpoint areas requiring attention and assess the impact of support interventions over time.



IV. Instructional Program Placement and Description

Bonita Unified School District establishes and implements instructional programs that enable English Learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum.

To ensure receipt of appropriate instructional services in any instructional setting, students will be placed in the following programs:

- **Structured English Immersion (SEI)** is designed to promote the rapid and effective acquisition of English for students who have not yet developed “reasonable fluency” and lack the foundational skills to succeed in an English Language Mainstream Classroom. Teachers utilize specialized curriculum and instructional practices appropriate to each student’s level of English language proficiency to promote access to the core.

- **English Language Mainstream (ELM)** classrooms are appropriate for students who meet the “reasonable fluency” requirement. They will continue demonstrating significant progress in developing academic English language and literacy skills. ELD services are provided as needed for classroom success.

Currently, programs at elementary and secondary schools include ELD instruction and teaching strategies differentiated for each student’s level of English proficiency. At our elementary schools, our EL students are provided with 30 minutes of designated ELD instruction per day and use curriculum materials from core content areas and Imagine Learning. At our secondary schools, EL students who are Levels 1 and 2 are provided with ELD instruction within a period of class with designated ELD instruction. Throughout the day, they are mainstreamed into core content classes with integrated ELD instruction until they meet reclassification criteria. For EL students who are Levels 3 and 4, other criteria are taken into consideration which will determine if students receive both designated and integrated ELD instruction or just integrated ELD instruction throughout the day. The current secondary curriculum materials used is English 3D from Houghton Mifflin Harcourt.



Differentiated Instruction

Various researchers in the field of differentiated instruction collectively define it as the most equitable approach to teaching a diverse range of learners. Dr. Carol Ann Tomlinson, a leader and researcher in differentiation, defines it as, “shaking up what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learned.” There are four areas, or four curriculum-related elements, in which differentiation can occur: *content*, *process*, *product*, and *affect*. *Content* refers to the knowledge, understanding, and skills we want students to learn. *Process* refers to how students come to understand or make sense of the content. *Product* refers to how students demonstrate what they have come to know, understand, and are able to do after an extended period of learning. Finally, *affect* refers to how students’ emotions and feelings impact their learning. (Tomlinson, 2010)

At Bonita Unified School District, our teachers have collaborated and engaged in professional development to strengthen their knowledge on differentiating for their diverse multilingual learners. Prior to differentiating, our educators get to know our students and their levels, which involves looking at data and ELPAC levels. From there, strategic grouping of students is important. Differentiation of *content* is not so much changing content but differentiating ways in which students access the content. Some of these strategies include Universal Design for Learning, independent reading, partner reading, small group instruction, text on audiotape, scaffolded instruction, blended learning, peer teaching, and/or learning centers.

Our teachers have also shared best practices on differentiating *process* and how students make sense of the content they have learned. This involves leveraging students’ funds of knowledge and pre-loading their prior knowledge. Our English learners are encouraged to think-pair-share or engage in similar activities to encourage student reflection. To demonstrate their learning, teachers also differentiate *product* or assessment. Students are given choice and voice on how they demonstrate their learning when it comes to less formal performance-based assessments, such as a project or performance. Our educators are well aware that all of these strategies are not effective in the classroom if the culture and environment is not inviting for our English learners. So it is important that building positive relationships with students and families is key in making our students feel welcomed.

To ensure that differentiation for English learners is happening beyond the ELD classroom, our ELD teachers have developed “guides” for content-area colleagues who have English learners in their classrooms. Below is an example of what is shared with teachers throughout the campus to continue to support English learners in core classes.

ELD Description of Levels

Level 4 Upper Bridging

English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. However, they may still need some linguistic support in areas such as vocabulary and sentence structure/conveying ideas at a proficient level.

Level 3 Upper Expanding & Lower Bridging

English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They need some linguistic support which can include visuals, and study guides highlighting key points or key vocabulary. In addition they may need some extra time on quizzes/tests.

Level 2 Low to Mid Expanding

English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They need lots of linguistic support which includes: visuals, the use of Google translate, extended time on quizzes/tests, study guides highlighting key points, vocabulary, and frequent checks for understanding.

Level 1 Emerging

English learners at this level have **minimally developed** oral and written skills and need **substantial** linguistic support. Students at this level will have a hard time communicating in English and need support which includes: Use of translation, visuals, samples of expectations, extended time on quizzes/tests, study guides/notes provided on a Google doc (Google Docs has a translation feature), and frequent checks for understanding. These students may also benefit by sitting next to someone that speaks their native language, if possible.

***An EL student will most likely have trouble with reading cursive on the board; writing in print is preferred. It takes them longer to write down notes and this process is amplified by trying to read cursive.**

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Student Name: [REDACTED] Grade: 10 Language: Mandarin

Oral Level: 1 Reading/Writing Level: 1

Oral Accommodations (Listening and Speaking)

- ☐ Seat near instructions to optimize listening and focus during instruction
- ☐ Seat next to student that speaks their language if possible
- ☐ Allow use of device for Google Translate
- ☐ Frequent checks for understanding: Level 1 EL's most likely will not ask for help or have trouble advocating for themselves.
- ☐ Use visuals in presentations to optimize understanding of lesson

Written Accommodations (Reading and Writing)

- ☐ Provide hard copy of notes, vocabulary, key points
- ☐ Extended time on quizzes/tests
- ☐ Extended time on assignments as needed
- ☐ Allow classwork to be finished for homework if needed
- ☐ No trick questions or high level bloom's taxonomy - modify existing tests and cross out higher level thinking questions
- ☐ Modify writing assignments (this can simply be requiring 3 paragraphs instead of 5).

***Google Docs are ideal for assignment and instruction use, since there is a translation feature built in.**

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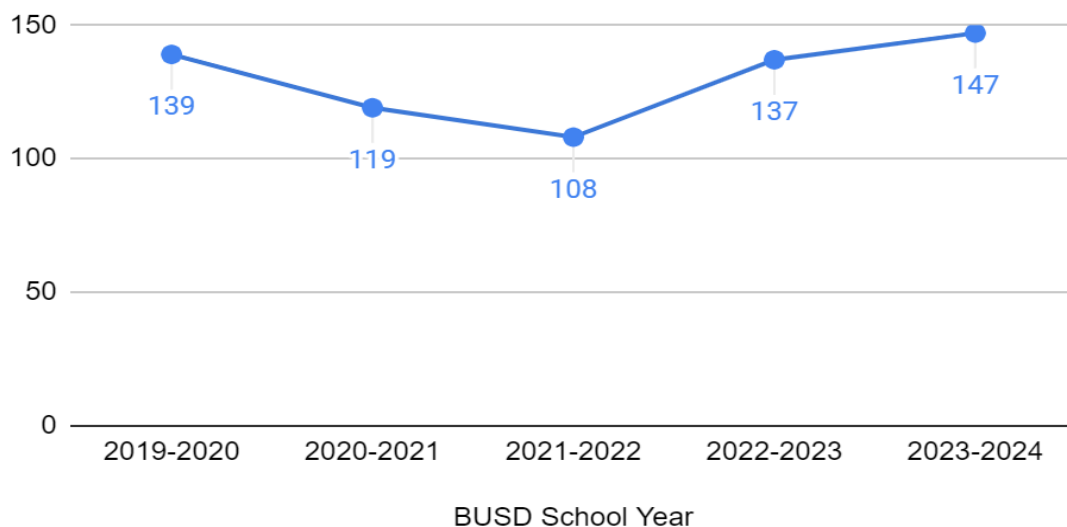
Services for Newcomers and Immigrant Students

Per California Department of Education and Assembly Bill 714, “newcomer pupils” are defined the same as “immigrant children and youth.” Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years. (*Section 7011(5) of Title 20 of the United States Codes*)

For the 2024-25 school year, Bonita Unified School District has a projected enrollment of 127 newcomer students. With that, our ELD Committee, in collaboration with our DELAC and Los Angeles County Office of Education will continue to develop a system of support for our newcomers that can be built into our existing ELD programs. As newcomers enroll into our schools, part of the onboarding process will involve notifying schools and sites so that our ELD instructors can evaluate the unique needs of each newcomer/immigrant student. Our goal is to address the four basic needs of newcomers and their families:

- a welcoming environment
- high-quality academic program designed to meet their academic and language development needs
- social emotional support and skills development to be successful
- encouragement and support to engage in the educational process and this includes students and families

5 Year Newcomer/Migrant Enrollment Trend



V. Parent Outreach, Involvement, and Advisory Committees

Bonita Unified School District will ensure that parents and families of English Learners are actively and meaningfully involved in their children's education. BUSD will communicate effectively with the parents and families of English Learners in ongoing, meaningful, and understandable ways and will ensure that they are full partners in the decisions that affect their children.

Parents of English learners are encouraged to access resources to support their child at home. California Department of Education has curated a Parent Engagement Modules Series which presents information and strategies for parents to build their capacity to support their child with their English language development at both school and home. Parents can access these modules at <https://www.cde.ca.gov/sp/me/mt/pem.asp>.

District English Learner Advisory Committee (DELAC)

A District English Learner Advisory Committee (DELAC) is a group of parents, staff members, and community representatives who advise district officials on English learner programs and services. According to California law, any public school district with 51 or more English Learners must establish a DELAC committee. The DELAC committee has various duties, including developing a district master plan for EL educational programs and services, conducting a district-wide needs assessment, setting district programs, goals, objectives, and services of EL students, developing a plan to ensure compliance with any applicable teacher and/or instructional aid, reviewing and commenting on school district reclassification procedures, and reviewing and commenting on the written notification required to be sent to parents and guardians. Additionally, if the DELAC acts as the English learner parent advisory committee under California Education Code Sections (b)(1) and (a)(2), it shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements:

Every school site administrator is responsible for selecting at least one parent representative to serve as a liaison for their school site. The school administration is responsible for the selection process and must inform the chosen parent representative about their duties and responsibilities. It is important that the selected parent representative is aware of their duties and is committed to fulfilling them effectively.

Elections:

Each year, the school holds elections in which all parents/guardians of English Learners can vote and elect the parent members of the ELAC. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

Training for ELAC Members:

Each year, the school and/or district provides training for ELAC members to assist them in carrying out their legal responsibilities. This training includes a description of the opportunities and limitations of actions members may take. ELAC members provide input into the selection of training content. The site principal and ELD Coordinator give an overview of roles and responsibilities, and the district offers further appropriate training, including information about the relationship between ELACs and the DELAC and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

2025-26 DAC DELAC Meetings: Proposed Agendas

- **October 15, 2025 (1st Meeting):**

- Committee Training: Members will be trained and oriented to their roles within the DAC DELAC Committee.
- Review of ELD Master Plan (updates to the plan)
- Initial ELPAC Testing: Reviewed testing outcomes and statistics.
- Summative ELPAC Scores (24-25): Analyze the results from the previous year.
- LCAP and Title Funds Updates

- **January 21, 2026 (2nd Meeting):**

- Summative ELPAC Testing: Discuss upcoming testing
- Program Updates/LCAP Updates
- EL Reclassification Celebration for Fall Semester 2025

- **March 18, 2026 (3rd Meeting):**

- Summative ELPAC Testing updates
- Program Updates/LCAP Updates

- **May 20, 2026 (4th Meeting):**

- Summative ELPAC Testing: Discuss participation rates and preliminary scores for the 25-26 assessments.
- Reclassification
- Title III Funding: Preliminary allocation for Title III was discussed for immigrants/newcomers and non-newcomers/immigrants.
- LCAP Goals: Anne reviewed district goals for the upcoming 3-year LCAP plan.
- EL Reclassification Celebration

Meeting agenda and minutes can be found here:

<https://do.bonita.k12.ca.us/District/Educational-Services/English-Language-Learners/index.html>

VI. Staffing & Professional Development

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices, department and grade-level meetings, and continuous collaboration.

Bonita Unified School District currently is staffed with two (2) primary language assistants serving all thirteen (13) campuses. We are also staffed with nine (9) bilingual instructional aide shared between all campuses, although 5 are primarily at the elementary schools.

Research-based Instructional Practices

On-going professional learning:

- * Build a broader repertoire of effective EL instructional strategies.
- * Provide teachers and administrators with professional development focused on research-based instructional strategies for improving the achievement of ELs
- * Provide ongoing professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs.
- * Identify early, appropriate interventions to help EL students achieve English Proficiency and academic achievement
- * Improve student engagement strategies
- * Involve parents of EL students in their children's education
- * Understand and use assessments to improve classroom practice and student learning

Bonita Unified School District will continue working with Los Angeles County Office of Education's Multilingual Academic Support Unit and Houghton Mifflin Harcourt (HMH) to maximize the resources available in our adopted curriculum English 3D. For the 2024-25 school year, we will contract with HMH to provide professional development and coaching for our ELD teachers. We will continue to be involved with California Association for Bilingual Education (CABE) and send our staff to conferences, workshops, and trainings hosted by CABE.

Data Analysis

Staff will:

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan adequate re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

Special Education

Around 20% of the EL (English Learner) population at Bonita Unified School District receive Special Education. Special Education staff collaborate to support English Learners with disabilities. The key features of ELD instruction for Special Education ELs mirror those of their general education peers. Depending on a student's IEP goals, ELD is provided by either the Special Education or general education teacher. Instructional materials used to support ELD for Special Education students are research-based, standards-aligned, rigorous, and reflective of strategies promoted in the California English Language Arts and English Language Development Framework. Progress monitoring and evaluation of EL students with disabilities is consistent with district progress monitoring expectations for EL students in general education. Support for EL students with disabilities also includes the following:

1. Individual Education Plans (IEPs): In developing IEPs, educators consider the language development of English language learners. Educators ensure that IEPs reflect culturally and linguistically inclusive practices and include goals that address integrated and designated ELD as needed to ensure EL students' linguistic success. Goals are aligned with California English Language Development Standards.
2. Testing Accommodations: English Learners with disabilities receive testing accommodations as needed on state and district language assessments such as the ELPAC. Testing accommodations for ELPAC are documented in each student's IEP. EL support team communicates with the special education team to ensure students receive accommodations documented on IEPs for state and district language testing. Suppose a student's qualifying disability requires an alternate assessment to the ELPAC (such as for students who qualify for the CAA). In that case, EL staff will collaborate with the Specialized teacher to facilitate the student's alternate assessment.



VII. Authorization of Teachers & Staff

All teaching personnel whose assignments include English Language Learner students will hold appropriate authorization to provide necessary instructional services to English Learners.

Credentialing

Teachers must hold a valid California teaching credential and one of the following authorizations:

- * Crosscultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- * Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- * Bilingual Crosscultural Specialist Credential
- * Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- * Single Subject – World Language: English Language Development (ELD)
- *AB1059

VIII. Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and district policies and procedures.

Currently, the state uses the Local Control Funding Formula (LCFF). This is a state-level redistribution of funds, which include supplemental and concentration funds to provide additional services for English Learners, low-income, and foster youth students. In addition, Title I and Title III funds may be used. Allowable funds are to be utilized to promote English Learners' academic achievement, support the involvement of English learner parents, and strengthen compliance with state and federal mandates.

For more detailed information, see respective Local Control Accountability Plans posted on <https://do.bonita.k12.ca.us/>

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

Title III English Learner and Title III Immigrant Expenditures

For the 2023-24 fiscal year, Title III funds were used to support our ELD Program. The total allocation for 2023-24 English Learner funds was \$63,907.00. The expenditures for this allocation are outlined in the table below.

Object Code: Activity	Expenditure
1000-1999 Certificated Personnel: EL Summer Program	\$29,000.00
2000-2999 Classified Personnel: EL Summer Program	\$8,330.00
3000-3999 Employee Benefits: EL Summer Program	\$8,232.00
4000-4999 Books and Supplies: Assessment Tool	\$1,032.00
5000-5999 Services and Other Operating Expenditures: Teacher Professional Development	\$12,840.00
Direct Administrative Costs	\$759.00
Indirect Costs	\$3,714.00
Total 2023-24 Year-To-Date Expenditures	\$63,907

The 2023-24 Title III Immigrant fund total was \$17,167.00. The expenditures for this allocation are outlined in the table below.

Object Code: Activity	Expenditure
4000-4999 Books and Supplies: Instructional Materials and Curriculum	\$8,019.00
5000-5999 Services and Other Operating Expenditures	\$2,197.00
Indirect Costs	\$630.00
Total 2023-24 Year-To-Date Expenditures:	\$10,846.00
2023-24 Unspent Funds:	\$6,321.00

LCAP Supplemental Funds

In addition to the 2024-25 Title III funds of \$69,287 (English Learner) and \$15,989 (Immigrant Student), we planned to allocate \$12,840 of our LCAP Supplemental Funds to our ELD Program with a total budget of \$96,429.00. With those funds, we provided additional support (supplemental) for our English learners at the sites by hiring additional 3.5 hour bilingual instructional aides to support our newcomer students and families. We also used funds to renew instructional materials/licenses and purchase supplemental materials for TK-5 ELD and language instruction.

IX. Evaluation of Program

BUSD has implemented a process and criteria to determine the effectiveness of its programs for English Learners and conducts yearly evaluations to provide information about their efficacy to school stakeholders. Decisions to continue, modify, or discontinue programs and program elements are based on analyzing results. Program evaluations examine student outcomes and progress toward BUSD-identified Goals and Objectives (p.6-7).

Beginning with the 2025-26 school year, BUSD will transition to Ellevation for ELD Program monitoring. Ellevation is a web-based software platform to manage student data for English learners within the district. The software program will allow us to monitor student progress, design instructional plans specific to individual student needs, and generate reports and parent letters in multiple languages. Ellevation will integrate with district systems to view ELPAC and state assessment scores, district assessment scores, course grades, and additional data that meets criteria needed for reclassification. We also plan to use Ellevation to monitor English learners after their reclassification for at least four years.

Effectiveness of Program & Program Monitoring

At each DELAC meeting, current program data will be presented for analysis and discussion. This data may include enrollment, student achievement, test scores, reclassification, and student discipline. Program data will also be shared with site administrators and ELD educators. Through data analysis, we will gather input and feedback to make the necessary adjustments to the curriculum and instruction to best meet the needs of our EL students. Annually, our LEA will look at overall dashboard data to determine the effectiveness of our overall program and where we need to revise and refine our district-wide goals for supporting our English Learners.

APPENDIX: Parent/Guardian Forms



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BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

HOME LANGUAGE SURVEY

Name of Student:

(Surname / Family Name) (First Given Name) (Second Given Name)

Age of Student: _____ Grade Level: _____ Teacher/School Name: _____

Directions to Parents and Guardians:

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

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

1. Which language did your child learn when he/she first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____

4. Which language is most often spoken by adults in the home? _____
(parents, guardians, grandparents, or any other adults)

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

California Department of Education Form HLS, Revised July 2020

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

English Language Proficiency Testing Notice

Welcome to Bonita Unified School District! You are receiving this notice because when you first enrolled your student in our District, you indicated that a language other than English was spoken in the home on the Home Language Survey (blank form attached). *Every year, California students take several statewide tests. These tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.*

Your child will be taking the English Language Proficiency Assessments for California (ELPAC) assessment or the Alternate English Language Proficiency Assessments for California assessment.

English Language Proficiency Assessment for California -

- **Who takes the test?** *Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.*
- **What is the test format?** *Both the Initial and Summative ELPAC are computer-based.*
- **Which standards are tested?** *The 2012 California English Language Development Standards. Alternate English Language Proficiency Assessments for California –*
- **Who takes the test?** *Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.*
- **What is the test format?** *Both the Alternate Initial and Alternate Summative ELPAC are computer-based.*
- **Which standards are tested?** *Alternate achievement standards derived from the 2012 California English Language Development Standards.*

If you believe this form was completed incorrectly and your child is fluent in English, please contact me. **If we do not hear from you, your student will be assessed to determine his/her language proficiency.**

Please contact me with any questions.

Marlyn Casillas
State and Federal Programs Clerk
(909) 971-8330 x5326

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

To the parent(s)/guardian(s) of: Student Name
149 Disneyland St
San Dimas, CA 91773

INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

School: Oak Mesa
Date of Birth: 10/04/2017

Date: 09/11/2023
Grade: 1

Student ID #: 7049246411
Primary Language: Chinese

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. The Initial English Language Proficiency Assessments for California (ELPAC) identifies students as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. We are required to inform you of the language acquisition program options available. This letter also explains the criteria for a student to exit the EL status. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

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

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Status: Initial Fluent English Proficient Score: 507
Oral Language (Listening and Speaking)	Well developed
Written Language (Reading and Writing)	Well developed

Based on results of the English language proficiency assessment, your child has been identified as an *Initial Fluent English Proficient* student

Your child is participating in an Individualized Education Program (IEP), which is on file:

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria

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

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Bonita Unified Criteria
English Language Proficiency Assessment	ELPAC Overall Score 4
Teacher Evaluation	Report Card Grades C or Above
Parental Opinion and Consultation	Parent Approval
Comparison of Performance in Basic Skills	Grades K-1: DIBELS; Grades 2-12: Star Reading or Local Benchmark

Graduation Rate for English Learners

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

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

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. **Structured English Immersion (SEI) Program:** A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. Although schools have an obligation to serve all EL students, parents or guardians of EL students 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 EL students and will be assessed annually with the Summative ELPAC. 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 Educational 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]).

If you have any questions, please feel free to call 909-971-8300, ext. 5326.

Sincerely,
Reuben Jones Ed.D

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

To the parents(s)/guardian(s) of:

Address:

State ID#:

City: CA

Zip:

Date of Birth:

School:

Grade:

Primary Language:

Annual Parent Notification Letter

Date: September 2023

Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's English language proficiency level. We must inform you of the language acquisition program offered in Bonita USD. This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i][vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall		
Oral Language		
Written Language		

Domain	ELPAC Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file:

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

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Bonita USD exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Bonita Unified Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

Required Criteria (EC Section 313[f])	Bonita Unified Criteria
Teacher Evaluation	<i>Report Card Grades – C or above</i>
Parental Opinion and Consultation	<i>Parent Approval</i>
Comparison of Performance in Basic Skills	Grades - K-1: DIBELS; Grades 2-12: Star Reading or CAASP

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

Skill Area	ELA Basic Skills Assessment / STAR Reading Percentile Rank
English Language Arts /ELA	

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

District graduation rate displayed on the graduate data report, available on the California Department of Education Data Quest web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Program:

We are required to provide a **Structured English Immersion (SEI)** program.

Structured English Immersion Program: A language acquisition program for English Learners in which nearly all classroom instruction is provided in English but with a curriculum and a presentation designed for students who are learning English. At a minimum, students are offered Designated ELD and provided access to grade-level academic subject matter content with Integrated ELD.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062).

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 and will be assessed annually with the Summative ELPAC. 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]).

If you have any questions, please feel free to call (909) 971-8300, ext. 5326.

Sincerely, ELPAC Coordinator

California Department of Education July 2023

English Learner Reclassification Criteria Grades K-12

BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

A. Student Information

Name: Primary Language: Grade:
School: Teacher: Home #:

B. Assessment of English Language Proficiency

English Language Proficiency Assessment California (ELPAC)

Date of Test: Overall Score 4:

C. Demonstration of Basic Skills:

Kinder –

- DIBELS Phoneme Segmentation Fluency (PSF) Score > or = 20:
- DIBELS Correct Letter Sounds (NWF) Score > or = 17:

Grade 1 –

- DIBELS Correct Letter Sounds (NWF) Score > or = 43:
- DIBELS Oral Reading Fluency (ORF) Score > or = 23:

Grade 2-12

- STAR Reading Assessment Percentile Ranking (PR) (Grades 2-12) Score = or > 25%:
OR

- CAASPP ELA (Grades 3-8 & 11) = Standards Met or Exceeded

OR

- CommonLit ELA Assessment Percentile Ranking (PR) (Grades 6-12) Score = or > 25%:

D. Student Report Card Grades English Language Arts:

Kindergarten - High Frequency Words: Score > or = 35:

1 st Grade - BPST Score > or = 65:

Grade 2: Report Card ELA Subscores of 3 or greater:

Grades 3-12 - Passing grade (C- or higher) in English Language Arts:

E. Parent Consultation achieved by:

- a. Consent (see parent signature below)
- b. Parent conference:
- c. Telephone conference:
- d. No response from parent:

Approval and Signatures: The student has met all criteria for reclassification as Fluent English Proficient

RECLASSIFICATION DATE:

Site Administrator: _____ Date: _____

Teacher/Counselor: _____ Date: _____

Parent: _____ Date: _____

District Coordinator: _____ Date: _____

Updated Oct 2023

BONITA UNIFIED SCHOOL DISTRICT
Educational Services



BONITA UNIFIED SCHOOL DISTRICT

115 West Allen Avenue San Dimas, California 91773 (909) 971-8200 Fax (909) 971-8329

English Learner Development Program Waiver

Dear Parent,

We understand you would like to decline the English Learner (EL) program or particular EL services proposed for your child. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you initial next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year with the Summative ELPAC until he/she meets the criteria for reclassification to fluent English proficiency (RFEP). (*ED CODE SECTION 310-311*)

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and I understand why he/she was recommended for additional English language instruction.

_____ I am familiar with the EL programs and services the school has available for my child.

_____ I have had the opportunity to discuss the available EL programs and services with the school.

_____ I understand that I have the right to cancel this request at any time and re-enroll my child in EL programs.

_____ All of this information has been presented to me in a language I fully understand.

As the parent/guardian, with a full understanding of the above information, I wish to:

_____ **Decline ALL** of the EL programs and EL services offered to my child.

_____ **Decline SOME** of the EL programs and/or particular EL services offered to my child.

In particular, I wish to DECLINE (list program/services):

Student's Name (Print Full Name)

Student's ID Number

School

**Parent/Guardian Name (Print)
Signed**

Parent/Guardian Signature

Date

Received by Administration on _____ by

(date)

(School/District Administrator-Print and Sign)

BONITA UNIFIED SCHOOL DISTRICT

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Acronym	Stands for	Definitions
DEI	Data Entry Interface	A secure website that allows LEA test examiners to enter scores for the Speaking domain and K–2 Writing domain
DFA	Directions for Administration	The document, located in TOMS, issued to administer the computer-based ELPAC, which can be printed locally or used digitally
DIA	Designated Interface Assistant	A designated support that assists students who are technology novices with test navigation and typing during an ELPAC administration
EL	English Learner	The English Language Acquisition Status (ELAS) assigned to a student who is not fluent English proficient on the Initial ELPAC
ELD	English Language Development	Instruction required for English Learners until being reclassified as fluent English proficient
ELPAC	English Language Proficiency Assessments for California	The English Language Proficiency assessments for the state of California
EO	English Only	The ELAS assigned to a student whose initial home language survey indicates English as the student's primary language
IFEP	Initial Fluent English Proficient	The ELAS assigned to a student who is fluent English proficient on the Initial ELPAC
LEA	Local Educational Agency	An elementary, high school, and unified school district, county office of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the State Board of Education
OTAM	Online Test Administration Manual	The online document which includes important instructions for LEA ELPAC coordinators
PFA	Preparing for Administration	The document, located in TOMS, issued to prepare to administer the computer-based ELPAC. It can be printed locally or used digitally.
RFEP	Reclassified Fluent English Proficient	The ELAS assigned to a student who has been reclassified