

CENTRAL UNION HIGH SCHOOL DISTRICT ENGLISH LEARNER PROGRAM PROGRESS REPORT 2024-2025 SY

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Central Union High School District English Learner Program Progress Report for the 2024-2025 SY

The Central Union High School District (CUHSD) is located in El Centro, California, the county seat of the Imperial Valley and is less than 20 miles away from the US/Mexico International Border at Calexico, California. According to the US Census Bureau, El Centro has an estimated population of 43,994 citizens and the average household income of families in our community in 2020 was \$65,899 with a poverty rate of 32.59%. Our population demographics include 87.29% Hispanic, 7.92% White alone, 2.73% Black or African American alone, and 1.9% Asian alone.

Our district is made up of two comprehensive high schools, one alternative education school, one alternative schools of choice, one virtual learning academy, and one adult education school. Enrollment information for the 2024-2025 school year was approximately 4,070 students and of those students approximately 1,006 or 24.3% were English learner students. This number continues fluctuating over time at between 24-28% English learners making up our overall student population.

EL Population and RFEP Information for 2021-2025

Program	School	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EL	CUHS	560	559	479	446	449
	DOHS	56	54	64	73	50
	PRHS/MSVA	11	9	33	29	24
	SHS	540	562	445	396	463
RFEP	CUHS	706	651	690	686	712
	DOHS	41	41	31	41	47
	PRHS/MSVA	9	8	43	30	29
	SHS	835	710	861	635	844

Over the previous 5 years, students entering the Central Union High School District have been successful in actively acquiring their English language skills and have been re-designated out of the English Learner (EL) program. In the last year the number of students who redesignated out of the program increased slightly. During the 2023-2024 School Year, 18.43% of students were redesignated and in the 2024-2025 School Year 18.6% of students achieved redesignation out of the English learner program. Significant changes during the 2022-2023 SY included a more streamlined approach to redesignating our students with special needs and the use of multiple measures as well as monitoring of our incoming 9th grade students to determine readiness for English courses. Feeder schools continued to bypass redesignation of 8th graders at the end of the 2024 School Year, but efforts were made during the Summer of 2024 to identify and redesignated as many students as qualified by reaching out to their sites or determining if they had scored an L-4 for two or more years to redesignate at the beginning of the school year.



Overall ELPAC Summative Testing Outcomes- Spring 2024

	Total # w/ Scores		L-4 #	L-4 %	L-3 #	L-3 %	L-2 #	L-2 %	L-1 #	L-1 %
CUHSD	923		129	13.98	326	35.3	276	30	192	20.8
CUHS	416		68	16.3	168	40.1	104	25	77	18.5
DOHS	53		3	5.7	16	30.2	20	37.7	14	26.4
PRHS	8		0	0	3	37.5	3	37.5	2	25
SHS	434		56	12.9	135	31.1	146	33.6	97	22.4
MSVA	12		2	16.7	5	41.7	3	25	2	16.7

Summative ELPAC was done in-person at each of the comprehensive sites and at our continuation school, school of choice, and virtual academy from February 1-April 30, 2025. Scores appear to have stayed stable for our district for our L-4 students. One of our school sites saw an increase to their L-4 scores while the other showed a decrease. We have also seen an increase in the number of newcomer students to enroll in our schools over the last three years. The majority of students who have entered in the 2024-2025 school year arrived with the LT1 or novice level of English when tested with their new enrollment and many continuing to score in the level of L-1 in the Spring. Newcomer enrollment takes place throughout the school year as students move fluidly between Mexico and the U.S. in our community.

Redesignation Information- 2021 through 2025

	CUHS	DOHS	PR/MS	SHS	Total #	CUHS	DOHS	PR/MS	SHS
2020-21	48	1	0	35	84	8.57%	1.79%	0	6.48%
2021-22	67	1	4	44	116	12.9%	2.4%	44.4%	8.9%
2022-23	99	9	0	113	221	20.5%	13.8%	0	25.5%
2023-24	78	4	5	76	163	18.43%	5.5%	12.5%	19.39%
2024-25	92	3	3	73	171	18.6%	5.17%		15.6%

Of our current number of English Learners districtwide, many qualify as long-term English learners (LTEL's). An LTEL is a student who has been in US schools for six years or more and is still classified as an English learner. As of Sept 30, 2025, of 986 EL students there are 762 or 77.2% who qualify as LTEL's. This number remains similar to previous school years with little significant change. Many of these students are scoring at level 3 or 4 on the ELPAC, but have not yet successfully met the criteria for redesignation that has been established in the Central Union High School District. During the May 2024 DELAC, parents voted to remove the local GPA requirement of 2.0 from the redesignation criteria, so it is our hope that this state guidance will lead to greater levels of redesignation. Many of our LTEL population are also designated as Special Education students with IEP's and other educational challenges that may be keeping them from redesignating from the EL Program. As redesignation criteria was directly addressed



during our Differentiated Assistance meetings, we are looking forward to also having more clear guidance about how students can be exempted from assessment items that would be impacted by their specific learning disabilities.

2024-2025 LTEL Data

School	LTEs	Sp Ed LTEs	% of LTEs Sp Ed
CUHS	347	125	36%
DOHS/PRHS/MSVA	72	9	8%
SHS	343	114	33.2%
District	762	248	32.5%

Approximately 77.2% of our EL students are long term English Learners (LTEs). There are a variety of factors that play into this phenomenon, and research has shown that providing our teachers, administrators, and counselors with training and reviewing data for students who continue to fall into the LTE category are needed in order to close this gap for students and to produce results in moving students along in their acquisition of English- especially academic English.

2024-202 CUHSD EL Course Offerings:

Course Title	CUHS # of Sections	SHS # of Sections
ELD A/B	1	1
ELD C/D	1	1
English 9 TSA/SAIL Support	1	2
English 9/ALAS Support	2	2
English10 TSA/SAIL Support	1	2
English 10/ALAS Support	1	1
English11 TSA/SAIL Support	1	1
English 11/ALAS Support	1	1
ERWC/Alas Support	1	1
Algebra 1 Bilingual	1	1
Geometry Bilingual	1	1
Biology Bilingual	1	1
World History Bilingual	1	1

As a district, we currently have a variety of class offerings that assist our students who are English learners with either bilingual support, structured English immersion, or other designated or integrated English language development strategies in place.



In addition to the courses listed above, Desert Oasis High School also provides a SAIL section for our L-1 and L-2 students attending that school site.

Courses labeled as ELD provide designated ELD support to students using the EDGE curriculum, Rosetta Stone (supplement), and English 3D (supplement). Courses that are labeled “bilingual” are taught in Spanish predominantly in the first semester with increasing use of English as the school year progresses with the expectation that the students will gain content area knowledge as well as develop content area literacy in both Spanish and English by the end of the school year. All courses offered are required to use integrated ELD strategies including SDAIE strategies and use structured English immersion to help students to transition to courses taught exclusively in English with differentiated support provided by the teachers. For students taking the TSA English course, there is a second support period provided to students based on their areas of need. The Supporting Academic Instruction and Language (SAIL) course is a designated ELD period where students use Pearson’s ELD Companion to help students with skills that will support their work in the regular English curriculum within Pearson’s myPerspectives curriculum from grades 9-11. The Academic Language and Support (ALAS) course is designed to continue to provide students with integrated ELD instruction in order to help them to be successful in the mainstream English course through the use of Pearson’s myPerspectives curriculum.

During the 2024-2025 SY, a teacher from CUHS travelled to SHS to provide the Bilingual Biology course for students and Bilingual Geometry was offered at CUHS for the first time to provide equitable course access for students throughout the district. All EL students are now involved in courses where designated ELD instruction is used to make content comprehensible. This goal to improve EL Student ability to take any and all courses offered as well as to work with non-EL peers in their courses while continuing to receive support for language acquisition continues into the 2024-2025 school year.

Also during the 2024-2025 SY, our EL Team adopted the LIFT curriculum to support our ELD students. This will replace the EDGE curriculum. We also adopted the use of the Summit K12 platform for our designated ELD component for our ELD, SAIL, and ALAS classes. This program provides a personalized learning plan (PLP) for each student to complete that focuses on the four domains of English and supporting growth and achievement on the Summative ELPAC exam to be taken in the Spring of 2026. Both programs were started in August 2025 for the 2025-26 SY.

California State Seal of Biliteracy Recipients- 2021 through 2025:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CUHS	81	39	40	47	53
DOHS	0	0	0	0	0
SHS	81	22	71	66	43



Recipients of the California State Seal of Bi-Literacy have fluctuated with the onset of COVID. New requirements were established by the State of California in January 2024 that required only one criterion to be met to show proficiency in English and one criterion to be met to show proficiency in a second language. Students were also able to come in after graduation to share their AP/IB results to be awarded the State Seal of Biliteracy after graduation took place. Lack of AP Spanish courses being offered at one of our two comprehensive sites also contributed to a decline in the number of students achieving the State Seal of Biliteracy during the 2024-2025 SY.

Reflections on Program Effectiveness:

Areas of Perceived Strength:

We believe that we're doing well with identifying our EL students and providing services, but we need to continue improving in our efforts to gain timely access to information for student placement for our incoming 9th graders. We continued to work diligently with counselors and feeder districts to correct this during the Spring semester of 2025 and will also do so in the first week of school. This developing and continuing communication is something that we consider to be a strength that we have as a department. We also continue to struggle with parent attendance at DELAC/ELAC meetings. We will continue to try to improve in these areas in the upcoming school year.

Areas of Needed Growth:

We would like to continue providing teachers with professional development and training that will better prepare them to teach English Learners in their classrooms. Teachers continue to need support in understanding how to implement the ELD standards alongside their core content as well as how to use strategies to promote more student engagement and language supportive instruction for ALL students. During all three PD days during the 2024-2025 SY, the Instructional Support Team highlighted strategies to work with our English learners in the classroom. Training efforts are continuing during the 2025-26 SY in order to ensure that students are receiving scaffolded and/or differentiated instructional opportunities to support their English language development.

Parent Feedback on Program Effectiveness:

Parents shared through the May 2025 survey that they would like more information about the Summative ELPAC assessment that is offered in the Spring to students in order to support testing efforts. They would like to also receive more information and communication regarding the LCAP plan and how it impacts their students.

All parents surveyed were their students' academic program and opportunities through their school sites and were happy with the overall communication that happens between the school and their homes. They report that their children are having a good experience or better at their



schools and 88% are aware of the graduation requirements that their students must achieve in order to graduate.