



Orland Unified School District

**MASTER PLAN
FOR
ENGLISH LEARNERS**

APPROVED BY THE BOARD OF EDUCATION ON May 20, 2021

BOARD OF EDUCATION 2021-22

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The following individuals, district staff, parents, and other community members, provided input into the Master Plan for English Learners:

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This document is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights) the requirements of Coordinated Compliance Review and the mandates of the new federal legislation as outlined in Every Student Succeeds Act (ESSA). The District English Learner Advisory Committee (DELAC) have reviewed the revisions to this Master Plan for English Learners and the superintendent and board of trustees have approved it.

OUSD's Vision for English Learners

English Learners, connected by strong family and school partnerships, are held to high academic standards, guided by rigorous and culturally rich instruction, with clear vertically aligned goals and a commitment to ensuring equitable access to 21st Century skills.

OUSD's Guiding Principles for Educating English Learners

Principle 1: Find and utilize innovative ways to connect and build on strong family and school partnerships

Principle 2: Ensure all ELs are held to high academic standards and are provided with engaging, interactive, and intellectually rich instruction

Principle 3: Establish goals and commitments to ELs by providing access to academic, engagement, and achievement

Principle 4: Create a coherent system across grade levels and school sites that fosters skills, languages, and literacy necessary for success in the 21st century

OUSD's LCAP Goals

Goal 1 Conditions of Learning: Orland Unified School District is committed to providing all the essential services required for a high-quality instruction and education for the students of the Orland Community. This includes, but is not limited to, recruiting and retaining educators that are appropriately assigned and credentialed, providing current, standards- aligned instructional materials for students, and providing facilities that are safe and well maintained. Orland Unified School District is committed to fully implementing the Common Core State Standards as adopted by the state of California. OUSD will deepen the implementation of the CCSS and state frameworks of core content areas, with a focused writing initiative across all content areas and grade levels K-12. State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)

Goal 2 Student Outcomes: Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements. State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 3 Engagement: Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and foster and cultivate meaningful parent engagement and parent supports to advance their child's education. Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school. State Priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School

Climate (Engagement)

Orland Unified School District recognizes the importance of the California English Learner Roadmap for English Learners’ development and achievement. The ability to connect the Roadmap to LCFF priorities allows OUSD staff to focus efforts on establishing strategies, procedures, protocols that are research based, and practical are essential for a continuous improvement.

As a guide, the table below demonstrates the correlation between the OUSD EL Master Plan, the LCFF Priorities, and the CAEL Roadmap within the context for OUSD.

Crosswalk: EL Master Plan, LCFF Priorities, CA EL Roadmap, and OUSD Context

EL Master Plan	LCFF Priorities/ OUSD’s LCAP Goals	EL Roadmap Principle	Context for Orland Unified School District
I -Involvement	Priority 3: Parental Involvement OUSD’s LCAP Goal: 3	Principle 1:Assets-Oriented and Needs-Responsive Schools Principle 3: System Conditions that Support Effectiveness	OUSD is committed to finding and utilizing innovative approaches to connect and build on strong family and school partnerships. We want parents and teachers to be supported by reliable and adequate professional development
II- Governance and Administration	Priority 1: Basic Services Priority 7: Course Access OUSD’s LCAP Goal: 1	Principle 2:. Intellectual Quality of Instruction and Meaningful Access	OUSD has a process to ensure that all students are placed in the correct programs with clear expectations and goals so students get the support they need.
III – Funding	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Student Achievement Priority OUSD’s LCAP Goals: 1 and 2	Principle 3: System Conditions that Support Effectiveness	OUSD focuses its funding on how to best support students and teachers in providing the best education for our students. We are establishing explicit goals and commitments to ELs by providing access to academic engagement, and achievement .

EL Master Plan	LCFF Priorities/ OUSD's LCAP Goals	EL Roadmap Principle	Context for Orland Unified School District
<p>IV– Standards, Assessment, and Accountability</p>	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 4: Student Achievement Priority</p> <p>Priority 8: Other Pupil Outcomes</p> <p>OUSD's LCAP Goals: 1 and 2</p>	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principles 2: Intellectual Quality of Instruction and Meaningful Access</p> <p>Principles 3: System Conditions that Support Effectiveness</p>	<p>OUSD values the student diverse background and seeks to foster the cultural and linguistic assets students bring. Whenever possible, the use of L1 is used to support the student's academic achievement.</p> <p>OUSD wants to ensure that all EL students' needs are being met by monitoring student growth and evaluating the programs students are placed in.</p>
<p>V– Staffing and Professional Development</p>	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 4: Student Achievement Priority</p> <p>Priority 8: Other Pupil Outcomes</p> <p>OUSD's LCAP Goals: 1 and 2</p>	<p>Principle 2: . Intellectual Quality of Instruction and Meaningful Access</p> <p>Principles 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>OUSD actively seeks teachers who have language acquisition teaching skills along with the correct credentials to teach the various programs we offer and continues to give professional development so teachers continually learn with the most up-to-date best practices.</p>

EL Master Plan	LCFF Priorities/ OUSD's LCAP Goals	EL Roadmap Principle	Context for Orland Unified School District
VI– Opportunity and Equal Educational Access	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 4: Student Achievement</p> <p>Priority 7: Course Access</p> <p>Priority 8: Other Pupil Outcomes</p> <p>OUSD's LCAP Goals: 1 and 2</p>	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principle 3: System Conditions that Support Effectiveness</p> <p>Principle 4: Alignment and Articulation Within and Across Systems</p>	<p>OUSD offers a variety of programs and opportunities for our EL students to participate in. Our EL students have access to programs that support their academic needs as well as student interest with CTE courses. We strive to articulate across grade levels and school sites to create a coherent system that fosters skills, languages, and literacy needed to be successful in the 21st century (college and career ready and bilingual)</p>
VII– Teaching and Learning	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of State Standards</p> <p>Priority 4: Student Achievement</p> <p>Priority 8: Other Pupil Outcomes</p> <p>OUSD's LCAP Goals: 1 and 2</p>	<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p> <p>Principles 2: Intellectual Quality of Instruction and Meaningful Access</p>	<p>OUSD wants to ensure all ELs are held to high academic standards and are provided with engaging, interactive, and intellectually rich instruction. We want our EL students to gain English as rapidly as possible by providing them with classes/programs/supports that they need. We will monitor student growth and adjust supports as needed.</p>

See page 51 for more details on the EL Roadmap

Table of Contents

The OUSD Master Plan for English Learners is organized in nine sections

I) Involvement: Roadmap Principles #1 and #3(page 9)

I- A- Parent Outreach

Parents receive notifications and information in English and in one of the five major languages of the district, when appropriate.

I- B- English Language Advisory Committee (ELAC)

Parents are encouraged to participate in their child's education at the school site level through the English Language Advisory Committee.

I- C- District Language Advisory Committee (DELAC)

Parents are encouraged to participate in development of English Learner programs and services at the district level through the District English Learner Advisory Committee.

II) Governance and Administration: Roadmap Principles #1 and #2(page 14)

Identification and Assessment of English Learners and Immigrant Students

Students whose primary language is not English are identified, assessed, and reported. (See flowchart, Assessment for Initial Identification and Placement, page 15.)

II-A- Home Language Survey (HLS)

The HLS is used to determine a student's primary language.

II-B- Initial English Proficiency Assessment

The California English Language Development Test (ELPAC), or Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS, if the student has a moderate to severe disability), is used to determine a student's initial English proficiency. (See chart, Composite ELPAC Cut-scores for Fluency Levels, page 12.)

II-C- Description of Program Options

The options offered in OUSD for English Learners.

II-D- Annual Assessment

The ELPAC or the VCCALPS is administered annually to determine a student's current English language proficiency.

II-E- Initial Parent Notification of Placement

Parents of English Learners and fluent-English proficient students are notified of their child's initial assessment results and program placement.

II-F- Annual Parent Notification of Assessment and Placement

Parents of English Learners are notified annually of their child's assessment results and program placement.

II-G- Dually Identified Students as English Learners with Special Needs

For students identified as having a Moderate to Severe Disability in Special Education, their initial assessment will follow the same timelines and communication as students without disabilities.

III) Funding: Roadmap Principle #3(page 24)

III-A- General Funds: Local Control Funding Formula (LCFF)

District funds are used to purchase all core-adopted curricular materials for all students including English Learners.

III-B- Supplemental Funds: Title III English Learners and Immigrant Students

Supplemental funds are used to provide for supplemental services to English Learners and do not replace general funds or categorical funds.

IV) Standards, Assessment, and Accountability: Roadmap Principles #1, #2 and #3(page 26)

IV-A- Effectiveness of English Learner Programs

Program effectiveness is determined by monitoring changes in students' English language proficiency and their grade-level academic success, and by monitoring program implementation.

IV-B- Reclassification of English Learners (including students with 504 and IEP Plans)

English Learners are reclassified when they meet state ELPAC and CAASPP criteria. Teacher participation and parental consultation are part of the reclassification process. (See Reclassification Summary Chart, page 34/35.)

IV-C- Four-year Monitoring Period

Reclassified Fluent-English Proficient (RFEP) students are monitored for four years to ensure correct course placement, academic success, and academic support when needed.

IV-D- Required Documentation

Documentation of language and academic performance assessments (ELPAC and CAASPP) and documents pertaining to reclassification are kept in the English Learner Cumulative (blue) Folder.

V) Staffing and Professional Development: Roadmap Principles #2 and #4(page 37)

V-A- Appropriate Authorizations for Teachers

Teachers authorized to teach English Learners hold, or are in-training, for one of the following: BCC, BCLAD, CLAD, SB 1969, IDS, SB 395, AB 2913, or CTEL.

V-B- High-quality Professional Development

Ongoing professional development and support are provided for teachers of English Learners through the Language Development Office's professional development courses, outside consultants and presenters, and local and regional conferences.

VI) Opportunity and Equal Educational Access: Roadmap Principles #1, #3 and #4(page 39)

VI-A- Placement in Classes

English Learners are placed in classrooms where they receive Integrated and Designated ELD in a Structured English Immersion program.

VI-B- Structured English Immersion (SEI)

Students with less than reasonable fluency in English are placed in SEI classes and take one class of ELD daily.

VI-C- Parental Notification of Program Placement

Parents are notified at the beginning of the school year of their child's program placement.

VI-D- Seal of Biliteracy Information

OUSD in conjunction with the California Department of Education award graduating seniors, who can demonstrate proficiency in English and one or more languages, the State Seal of Biliteracy as an endorsement on a student's diploma.

VII) Teaching and Learning: Roadmap Principles #1 and #2(page 44)

VII-A- Rapidly and Effectively Developing English Language Proficiency

Programs for English Learners are designed to develop proficiency in English as rapidly as possible through daily ELD and core content instruction, regular monitoring of student achievement, and instructional decision-making based on assessment data.

VII-B- Academic Instruction and Grade-Level Content and Performance Standards

Academic instruction for English Learners through Structured English Immersion classes are designed to ensure students meet grade-level content and performance standards within a reasonable period of time.

VII-C- Plan for Monitoring and Overcoming Academic Deficits

The plan for monitoring students and overcoming any academic deficits English Learners may incur, includes a "catch-up" plan, intervention classes, and supplemental programs.

VIII- Glossary(page 51)

IX- CA EL Road Map(page 54)

PART I: PARENT INVOLVEMENT

I. OUTREACH TO PARENTS: Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Roadmap Principle #1

I-A- The Local Education Agency (LEA) outreach to parents of English Learners includes the following actions

- a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations *(20 USC 7012[e][2])*
- b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - Attain English proficiency.
 - Achieve at high levels in core academic subjects.
 - Meet challenging state academic standards expected of all students. *(20 USC 7012[e][1])*

When fifteen percent or more of the student population at the school site speak a single primary language other than English: all notices, reports, statements, or records sent to parents or guardians are written in English and translated into the primary language. (EC48985) The Orland Unified School District provides parents with written information in English as well as Spanish, which is the second major language spoken by families of English Learners in the district. (20 USC 7012[e][2])

Parents are provided with information regarding how a child is identified as an English Learner and assessment and placement within programs such as: information about programs offered for English fluent students, programs for English Learners, information about supplemental programs, annual notification of English Language proficiency and placement, and the criteria for reclassification.

Parents of English Learners are encouraged to participate in their child's education and be active in assisting their children to attain English [proficiency, achieve academically at high levels, and meet state standards. Parents of English Learners receive information about how to help their child achieve these goals from the district and the school site in written communications sent to the home. (20 USC 7012[e][1]) Parents are given information about the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committees (DELAC) and encouraged to participate.

I-B- A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of English Learners. *(5 CCR 11308[b]; EC 62002.5)*
- b) Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body. *(EC62002.5, 52176[b])*
- c) The ELAC had advised the school site council (SSC) on the development of the Single School Plan for Student Achievement *(EC 64001 [a])*
- d) The ELAC has advised the principal and staff on the school's program for English Learners. *(EC 52176[c], 62002.5)*

- e) The ELAC has assisted in the development of the school's:
- Needs assessment
 - Local Control Accountability Plan (LCAP)
 - Efforts to make parents aware of the importance of regular school attendance (*EC 62002.5, 52176[c]*)

f) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (*EC 35147[c]; 5CCR 11308[d]*) g) The ELAC has the opportunity to elect at least one member to the DELAC. (*5CCR 11308[b]*) (*EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4]*).

Parents form an integral part of the educational process that results from the partnership among school, family, and community. In order for parents of English Learners and reclassified fluent English proficient (RFEP) students to participate, they must be well informed of all school site and district activities, procedures, and policies that directly affect their children. Parents are encouraged to participate in all committees to advise at the school, district and board levels on services for English Learners and RFEP children.

Whenever twenty-one or more English Learners are enrolled at a school site, the site has a functioning EL advisory committee (ELAC) that advises the school on programs and services for English Learners. The committee is comprised of parents, with parents of English Learners making the majority of members. Parents of English Learners are represented in at least the same percentage as the English Learner enrollment at the site. (*EC 62002.5, 52176[b]*)

Person Responsible	Duties for ELAC
Principal	Facilitates formation of the ELAC, monitors, records, and completes the ELAC information form, membership form, submits agendas, minutes and sign-in sheets for ELAC meetings.
ELD Site Coordinator	Assists with the ELAC activities.
Parents	Participate on committees, review procedures, policies, advise administrator, school site council, and encourage student attendance.
Bilingual Services Aide	Calls parents informing them about ELAC meetings, translates all correspondence, translates at the ELAC meeting, and translates minutes from the meeting.

I-C- An LEA with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

- a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:
- Development of a district master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement (*5 CCR 11308[c][2]*)
 - Conducting of a district-wide needs assessment on a school-by-school basis (*5 CCR 11308[c][2]*)
 - Establishment of district programs, goals, and objectives for programs and services for

English Learners (5 CCR 11308[c][3])

- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
- Advise on the Local Control Accountability Plan (LCAP)
- Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
- Review of and comment on the written notifications required to be sent to parents and guardians (EC 11308[c][7])

b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[dJ) (EC 62002.5, 52176[a], 35147; 5 CCR 11308[dJ; 20 USC 63 12 [g] [4])

District staff and DELAC members develop the annual training schedule to meet the parents' desire to be involved in the planning process. District staff meet with the DELAC Board members to determine meeting and discuss pertinent committee issues. Meetings are announced at least 72 hours in advance. Notices and handouts are translated into Spanish.

There is district-wide parent participation in the development of the Local Control Accountability Plan (LCAP) . Meetings are held in which parents are given opportunity to provide input into the plan. At such meetings there are translators to assist into Spanish.

Person Responsible	Duties for DELAC
Principal	AT the ELAC meeting vote on 2 Representatives for DELAC
ELD Site Coordinator	Send in form with DELAC representatives names and contract information
Parents	Participate on committees, review procedures, policies, advise administrator, school site council, and encourage student attendance.
Bilingual Services Aide	Calls parents informing them about DELAC meetings,

CELDT/ELPAC

The California English Language Development Test (CELDT) was an important standardized test for English Learners (ELs) aligned to the 1999 ELD Standards. The new English Language Proficiency Assessments for California (ELPAC) are aligned to the California English Language Development Standards (2012) replaced the CELDT in the spring of 2018. The two exams, as established, are not officially comparable. The table below is meant to provide assistance in understanding terminology and levels.

There are two types of ELPAC Assessments:

Initial Assessment: Administered within thirty days of new enrollment. Identifies English Learners and assesses their English language proficiency level so that students may receive appropriate instruction in English. The administration window is from July 1 to June 30.

Annual Assessment: Administered between February to May each year. Assesses progress of English Learners and is one of the criteria used for reclassifying students. Students who are not reclassified as fluent English proficient must receive English Language Development until they are reclassified.

The following table shows the correlating proficiency levels for each assessment:

OLD - CELDT	Beginning - Early Intermediate (Levels 1-2)	Early Intermediate - Intermediate (Levels 2-3)	Intermediate - Early Advanced & Advanced (Levels 3 - 4 & 5)
NEW- Summative ELPAC (sELPAC)	Emerging Level 1	Expanding Level 2-3	Bridging Level 3-4
New Initial ELPAC (iELPAC)	Beginning	Intermediate	Fluent English Proficient

A student is classified as an English Learner (EL) if:

The parent/guardian filled out the "Home Language Survey" included in the OUSD Enrollment Application, and answered at least one of the following questions with, a language other than English:

1. What language did your child first learn when he/she began to talk? What language do you use most frequently to speak with your child? What language does your child use most frequently at home?
2. **And**
 - a. At Transitional Kindergarten (TK), Kindergarten or first grade, the student **did not** receive an overall score of Bridging on the English Language Proficiency Assessment for California (ELPAC) the first time they took the test or received an overall score of Bridging but had a sub-score that was Emerging in either the oral or written section.
 - b. At grades two and above, the student did not receive an overall score of Bridging on the English Language Proficiency Assessment for California (ELPAC) or received an overall score of Bridging, but had one or more sub-scores that was Emerging.
3. **Or** the student has not yet been reclassified as an English proficient student by OUSD. If the Home Language Survey indicates that only English is spoken in the home, a teacher may request that a student be assessed using the ELPAC if the teacher is concerned that the student may have English language acquisition challenges. In such cases, parents are to be notified 10 days prior to assessing the student, If the student **does not** score Bridging on the ELPAC, he/she will be classified as an English EL Master Plan Revised 5-9-21

Learner.

As English Learners, students must receive services and are eligible for programs until they are reclassified as English proficient students.

Students who score at the Bridging level in the initial ELPAC are considered Initial Fluent English Proficient, and will not be placed in an English Development class.

PART II: GOVERNANCE AND ADMINISTRATION

II. Governance and Administration: Policies, plans, and administration of categorical programs meet statutory requirements.

Roadmap Principle #2

II-A- The district has properly identified, assessed, and reported all students who have a primary language other than English. (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)

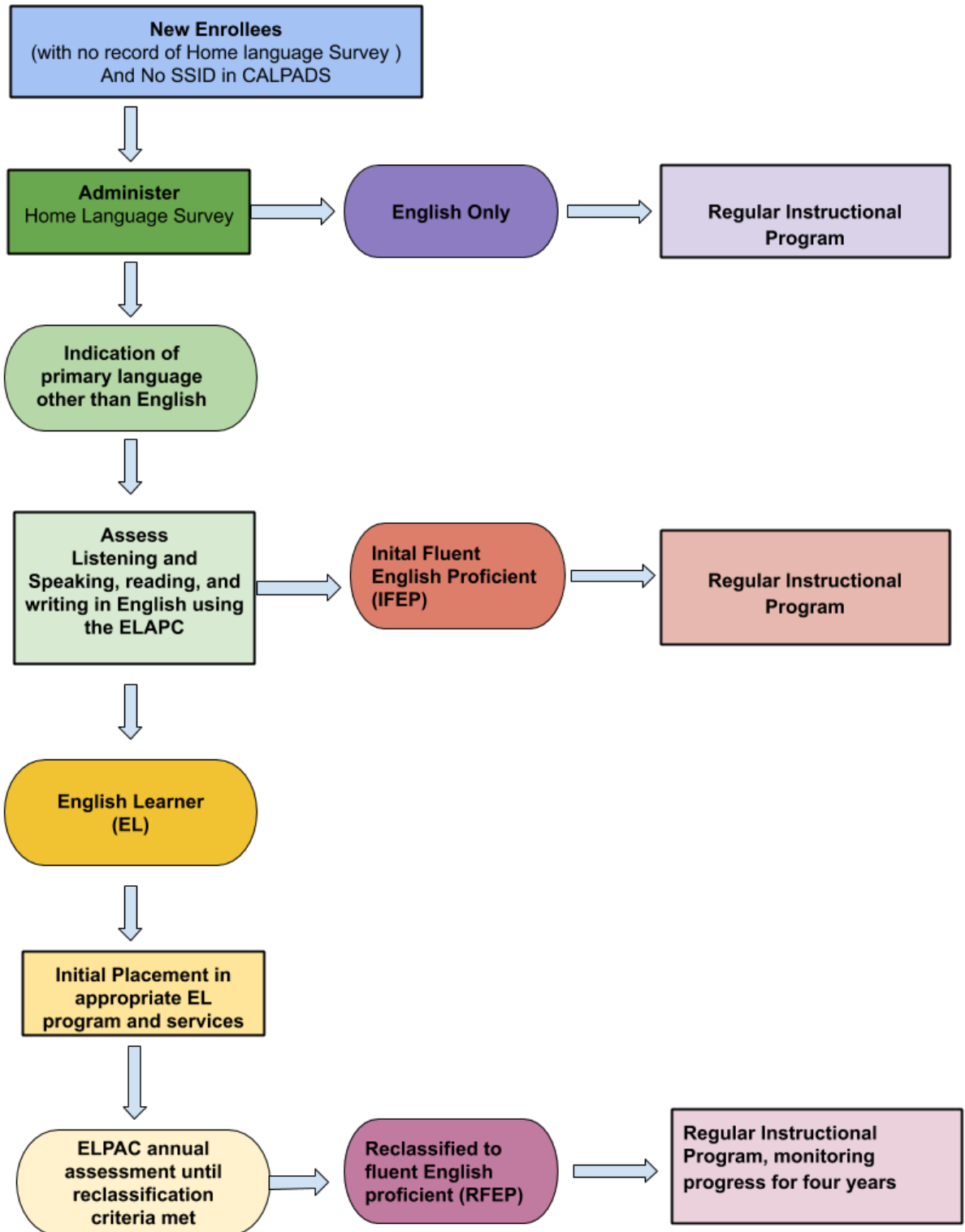
INITIAL IDENTIFICATION AND ASSESSMENT

The principal at each site is responsible for ensuring that the policies and procedures in the Master Plan for English Learners are carried out and may assign some of these responsibilities to the EL Site Coordinator.

A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164[a])

Upon enrollment, the Home Language Survey (HLS) must be completed by a parent or legal guardian of all K-12 students new to the school district if one has not been completed before and there is no SSDI # in CALPADS (see Appendix M). If at least one of the first three questions on the HLS is answered "other than English," the assessment process to determine language fluency begins. This process includes ELPAC or VCCALPS (for students who qualify through their IEP) testing within the first 30 school days of enrollment (EC 52164. l[b]; 5 CCR 11307[a], 11511). Parents will be given a letter explaining that their child will be tested. The HLS is available in the primary language of the parent or guardian at the school site. To the extent possible, oral translations are provided for parents or guardians who need assistance with the forms.

Decision Guide for Initial Identification of English Learners
(complete within 30 calendar days of enrollment)



II-B- Within 30 school days of initial enrollment, each student whose home language is other than English, as determined by the HLS, will be assessed for English proficiency by means of the state designated instrument ELPAC (or VCCALPS). (EC 52164.1 [b]; 5 CCR 11307[a], 11511)

The Correction of Classification Process:

A. Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if: • The LEA has an indication that the student has a language other than English. • The student is unable to perform ordinary classwork in English. The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC. Please see California Code of Regulations, Title 5, Section 11518.20(a) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

B. Correction Process B

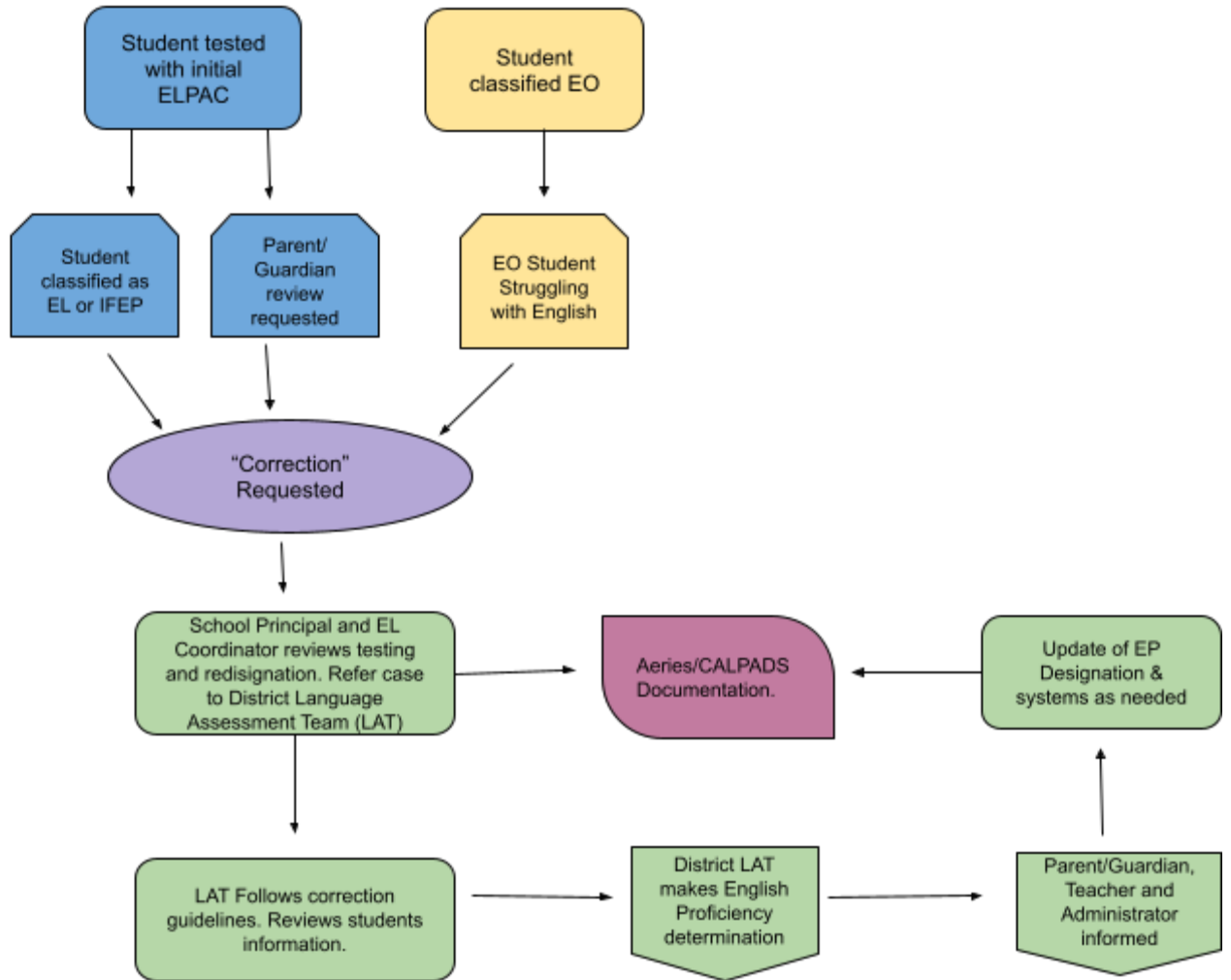
Process B is used if an LEA administers the Initial—or Summative—ELPAC to a student who is not eligible to be assessed. Please see California Code of Regulations, Title 5, Section 11518.20(b) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

C. Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC. Please see California Code of Regulations, Title 5, Section 11518.20(c) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>

See flow chart on next page.

The Correction of Classification Process



Person Responsible	Duties for Initial Assessment
Principal	Responsible for the process at school. Oversees collection of information and placement decisions based on HLS results Upon enrollment, check on SSID in CALPADS for English Language Acquisition Status (ELAS)
Bilingual Services Aide	Assists parents in completing HLS, provides parent with placement options and protocol for program placement; assists in determining need for ELPAC testing
Site Secretary	Orders HLS, requests parent/guardian to complete, collects and forwards to ELD coordinator
ELD Coordinator	Research, Evaluation and Assessment. Collects data from site, determines need for ELPAC testing and determines need for primary language assessment. Places results in Blue Bilingual folder
OUSD District Responsibilities	
Testing Coordinator	Training ELD Coordinators in administering ELPAC and responsible for sending in ELPAC test upon receiving them from site ELD coordinator

DESIGNATION OF ENGLISH FLUENCY

All students who have not been tested previously with a state approved assessment for English language proficiency must be assessed with the Initial ELPAC (or VCCALPS) within the first thirty calendar days after enrollment in order to determine English Language fluency status. Parents will be notified that their child will be given the ELPAC prior to administration. The following table outlines cut-scores approved by the State Board of Education.

Cut-scores are the dividing line between fluency levels. They are used for three purposes:

- Initial identification
- Program placement
- Reclassification

The California Department of Education (CDE) adopted cut-scores with the recommendation from a proficiency-level-setting panel and refinement by technical experts from West Ed and CDE staff.

The initial identification assessment must be scored and the results maintained by school site personnel. This will enable newly enrolled students to be placed in an appropriate program as quickly as possible. An inventory of the ELPAC **must** be maintained in the blue bilingual folder at school sites for initial identification of students to fulfill the 30 school day requirement.

The Initial English Language Proficiency Assessments for California (ELPAC) assess students in four domains: Listening, Speaking, Reading, and Writing. Scores are reported as Oral and Written Language.

Students will receive an Overall score that falls into one of three levels, as shown in the table below. The scale score ranges for the Initial ELPAC are the same for all grade levels.

Initial ELPAC Overall Scale Score Ranges:

Levels	Level 1	Level 2	Level 3
Level Designation	Novice	Intermediate	Initially Fluent English Proficient (IFEP)
Scale Score	150–369	370–449	450–600

The Overall score consists of the student’s Oral Language score and Written Language score. The Oral Language score consists of the student’s scores from the Speaking and Listening domains. The Written Language score consists of the student’s scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student’s grade level.

In kindergarten, the weighting of the Initial ELPAC Overall score is 90 percent Oral Language and 10 percent Written Language.

In first grade, the weighting of the Initial ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades two through twelve, the weighting of the Initial ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Site Responsibilities	
Person Responsible	Duties for iELPAC
Principal	Responsible for the process at school, oversees ELPAC testing.
ELD Coordinator	Coordinates initial ELPAC testing at school per designated schedule. Keeps and maintains an adequate supply of ELPAC materials. Recommends program placement according to ELPAC scores.
OUSD District Responsibilities	
Testing/Data Collection Coordinator with support from the Director of Educational Services	Oversees procedures for support personnel. Orders testing material, manages data collection, training of test personnel, and maintains data files of results.

Language Fluency and Classifications

Initial ELPAC

The following criteria are used in determining Initial Fluent English Proficient students. They are not a determination for reclassification but are meant to help ascertain Initial Identification of students by grade level.

1. **Grades K- 12:** Overall Initial ELPAC score of 3 ([iELPAC](#) Performance Level Descriptors)

Students who meet the criteria for IFEP classification are scheduled into Mainstream English classes and are **not** classified as English Learners.

Summative ELPAC

2. **Grades K- 12:** Overall Summative ELPAC score 4 ([sELPAC](#) Performance Level Descriptors)

Students meet the ELPAC proficient level and may reclassify fluent English proficient pending meeting all four criteria. See Part IV on the reclassification process for more details.

Dually Identified Students as English Learners with Special Needs

EL Students with IEPs

For students identified as having a Moderate to Severe Disability in Special Education, their initial assessment will follow the same timelines and communication as students without disabilities. However, the IEP team may determine that an individual student, on a case-by-case basis, will not be able to access the ELPAC to measure their fluency with the English Language. IEP teams will utilize the “Worksheet English Language Proficiency Assessment Participation Consideration” to determine which assessment is most appropriate. If selected, the VCCALPS will be used in a similar manner as the ELPAC, assessing language proficiency of students in listening, speaking, reading and writing. The VCCALPS is administered in the student’s primary language and in English, by the Special Education Case Manager with support from other school staff (i.e., bilingual support staff as appropriate).

The VCCALPS ([Appendix M](#)) provides levels of fluency in English similar to the ELPAC. Any student reaching a Bridging Level on the VCCALPS can be considered initially fluent or Reclassify Fluent English Proficient.

II-C Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided are listed below.

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

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program 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 sixth grade.

II-D Each English Learner is annually assessed for English proficiency (i.e., through sELPAC) and academic progress. (5 CCR 11306, 11511)

Each year the Summative ELPAC is administered to all EL students in the district. The annual assessment results are used for program placement and assignment as well as for identification of students eligible for reclassification. It also informs teachers and principals on student progress and effectiveness of the ELD instructional program. Summative ELPAC results are sent to the parents as soon as they are received from the publisher, (30 calendar days after scores are received) usually between May and August.

Summative ELPAC

The Overall score consists of the student’s Oral Language score and Written Language score. The Oral Language score consists of the student’s scores from the Listening and Speaking domains. The Written Language score consists of the student’s scores from the Reading and Writing domains.

The weighting of the Oral and Written Language scores is based on the student’s grade level.

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

2018-2019 ELPAC SUMMATIVE OVERALL PERFORMANCE LEVEL TABLE

	English Learner			Fluent English
	Emerging	Expanding	Bridging	
Test Level	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1373	1374–1421	1422–1473	1474–1700
First Grade	1150–1410	1411–1454	1455–1506	1507–1700
Second Grade	1150–1423	1424–1470	1471–1531	1532–1700
Third Grade	1150–1447	1448–1487	1488–1534	1535–1800

Fourth Grade	1150–1458	1459–1498	1499–1548	1549–1800
Fifth Grade	1150–1466	1467–1513	1514–1559	1560–1800
Sixth Grade	1150–1474	1475–1516	1517–1566	1567–1900
Seventh Grade	1150–1480	1481–1526	1527–1575	1576–1900
Eighth Grade	1150–1485	1486–1533	1534–1589	1590–1900
Ninth Grade	1150–1492	1493–1544	1545–1605	1606–1950
Tenth Grade	1150–1492	1493–1544	1545–1605	1606–1950
Eleventh Grade	1150–1499	1500–1554	1555–1614	1615–1950
Twelfth Grade	1150–1499	1500–1554	1555–1614	1615–1950

II-E Parents/guardians of English Learners and fluent English-proficient students have been notified of their child's initial English-language results and program placement. (EC 52164.1[c], 5 CCR 11511.5)

All parents of newly enrolled English Learners (EL) and initial Fluent English Proficient (FEP) students will be notified in writing of their child's English language and primary language proficiency results. The notification also indicates the program placement for the student that is recommended by the school. The site is responsible for completing the **Initial Placement Notice** and sending it to parents for their review and signature within the first 30 days of school. The notification also indicates the program placement for the student that is recommended by the school. Written notification is provided in English and in all languages that are spoken by 15% or more of the students in the school. The Parent Notification of Initial Assessment Results and Program Placement Recommendations Form should be signed and placed in the student's blue cumulative folder. Although parent signature is preferred, documentation of oral communication with parents is acceptable. (See Appendix C and D)

II-F- Parents/guardians of English Learners have been notified annually of their child's English-language proficiency assessment results and program placement.

Parents of English Learners are notified annually of the English Language Proficiency Assessment results and program placement of their child. (EC 52164.1[c], 5 CCR 11511.5) Notifications contain full descriptions of the educational opportunities available to them within the district and the opportunity to opt their child out of services. The District provides the site with notification forms at the beginning of each school year. The site is responsible for sending them to the parents within 30 days of the start of school either through the mail or sending them home with students. Parents sign the form and return one copy to the school. (See Appendix E, F and G)

The parent notification will also inform parents if their child is a Long-Term English Learner (LTEL) or “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)

- Long-Term English Learner: An English learner (EL) student to which all of the following apply:
 - (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six

years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

- “At-Risk of Becoming a Longer-Term English Learner: English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1
- All English Learners are in a Designated ELD course that is based on their academic needs. This does not preclude the students from other intervention courses that may meet their needs.

II -G For students with IEP’s Students with IEP follow the recommendation of the IEP team based on appropriate data.

If the student’s overall proficiency level fell below level 4, the IEP team will review other informal measures of proficiency to determine that it is likely the student is proficient in English compared to other English Only students with their identified disability. The team will explain what measures were used and document the measures on the reclassification form. A copy of the documentation will be added to the IEP Addendum to show this information was shared with the team.

ELs who also have an IEP, who do not meet reclassification requirements, will have linguistically appropriate goals identified in their IEP. In addition, the special education teacher will collaborate with the ELD teacher in providing appropriate services, supports and accommodations to ensure growth in fluency in English.

Site Responsibilities	
Person Responsible	Duties for sELPAC
Principal	Responsible for the process at school, oversees sELPAC testing
ELD Coordinator	Coordinates summative ELPAC testing at school per designated schedule. Keeps and maintains an adequate supply of ELPAC materials. Recommends program placement according to ELPAC scores Sends notices home to parents
OUSD District Responsibilities	
Testing/Data Collection Coordinator with support from the Director of Educational Services	Oversees procedures for support personnel. Orders testing material, manages data collection, training of test personnel, and maintains data files of results

PART III: Funding

III. Funding: Allocation and use of funds meet statutory requirements for allowable expenditures.

Roadmap Principle #3

III-A- General fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English Language Development and core curriculum programs. The district utilizes state adopted materials for all subject matter. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703[fj; Casañeda v. Pickard 648 F.2d 989, 1010, 1012-1013)

District funds provide for the basic educational needs for all students. All district Core adopted curriculum materials are purchased through the general fund/ Local Control Funding Formula meet state requirements and are available for all students including English Learners.

III-B- Funds provided by Title III for English Learners and Immigrant students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a])

Supplemental monies such as Local Control Funding Formula and Title III may supplement the basic program. Allowable expenses include, but are not limited to: trainings for bilingual paraprofessionals, staff, and parents, additional time for teachers to work with EL students outside of regular school hours, and supplemental instructional materials. These funds may also be used for extended day, summer school, and intersession classes. All supplemental funds are allocated for grades TK-12. Site funds are utilized to support site based program needs.

Parents of English Learners provide input, through a needs assessment, on how to use the available funds for the identified needs.

A list of ELD adopted curriculum is below:

ELD- English Language Development -Core materials: (In TK-5 , ELD and ELA curriculums directly align with one another- Tier III)

Grade Level/ELD level	Publisher	Title
TK- 5	Benchmark Education Company	Benchmark Advance
6-8	National Geographic Publishing	Inside
9-12/ ELs 1	Hampton-Brown	<u>Edge: Fundamentals</u>
9-12/ELs 2-3 and 3-4	Hampton-Brown	<u>Edge: Level A, B, C</u>

Language Arts/Reading – Core Content

Grade Level	Publisher	Title
K-5	Benchmark Education Company	Benchmark Advance
6- 8	Holt McDougal,	<i>Literature and Language Arts,</i>
9-12	McDougal-Littell	The Language of Literature

Language Art/Reading- Interventions for Title I Students

Grade Level	Publisher	Title
K - 5	Benchmark Education Company	Benchmark Advance
K-5	Curriculum Associates	iReady
6 -8	Scholastic/Houghton Mifflin Harcourt	Read 180
9-12	Kelly Gallagher-Educator and Reading Specialist	http://www.kellygallagher.org/article-of-the-week

**Title I/ELD K-5 students may have access to the following reading programs: SIPPS, LIPS, Sights for Sounds, Read Naturally, Be GLAD strategies, and Read 180.

PART IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV. Standards, Assessment, and Accountability: State and Federal programs meet state standards and are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Roadmap Principles #1, #2 and #3

IV-A- The LEA has implemented a process and criteria to determine the effectiveness of programs for English Learners including:

- 1) A way to demonstrate that the programs for English Learners produce, within a reasonable period of time:
 - English language proficiency comparable to that of average native English speakers.
 - Academic results indicating that English Learners are achieving and sustaining parity and academic achievement with students who entered the district school system already proficient in English.
- 2) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English Learner achieves full proficiency in English and academic achievement at grade level.

Process and Criteria to Determine the Effectiveness of EL Programs

The District's Administration with the Site Principal and the Director of Educational Services conducts evaluations of EL programs and provides information about their effectiveness to school sites, the Board of Education and district staff. Decisions of continuing, modifying, or discontinuing programs and/or program elements are made on the basis of evaluation results. Parent input on needs assessment is also considered in the evaluation process.

Person Responsible	Duties for Program Evaluation
Assistant Superintendent/ Director of Educational Services	Oversees the program evaluation of EL students. Identifies evaluation needs and make recommendations, responsible for process outlined in Accountability Part IV. Design, implement and report on program evaluation
Principal	Oversees the assessment process at sites and monitors, implements and evaluated the English Learner Program
EL Coordinator	Coordinates assessment process at site
Testing/Data Collection Coordinator/ Director of Educational Services	Assists in district-wide data collection and assessment procedures

Evaluations of programs examine both student outcomes and program implementation goals and objectives.

Student Outcome Goals and Monitoring

The evaluation questions and standards used to determine effectiveness for each of the two student outcome goals are discussed below.

- a) **EL students will achieve English proficiency as rapidly and effectively as possible.**

Expected Growth for English Learners by Time in Program

Key ELPAC: Em=Emerging, EX= Expanding, B=Bridging
Key SBAC- ELA (Smarter Balanced Assessment- English Language Arts) Level 1 = Standard not met, Level 2= Standard Nearly Met, Level 3= Standard Met, Level 4= Standard Exceeded.
 Assessment applies to Grades 3-8 and 11

ELPAC Level : EM = Emerging (Level 1)

Years in US schools	1 year	2 years	3 years	4 years	5 years	6 years Should be reclassified
ELPAC	EM/ Level 1	EM/Level 1-2	EX/Level 2-3	Ex/Level 3	B/Level 3-4	B/Level 4
SBAC- ELA or equivalent	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3 & 4

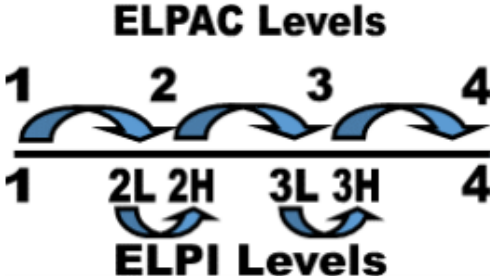
ELPAC Level : Ex = Expanding

Years in US schools	1 years	2 years	3 years	4 years	5 years Should be reclassified
ELPAC	Ex/Level 2	EX/Level 3	B/Level 3	B/Level 3-4	B/Level 4
SBAC- ELA or equivalent	Level 2	Level 2	Level 2	Level 3	Level 3 & 4

ELPAC Level : B= Bridging

Years in US schools	1 year	2 years	3 years	4 years Should be reclassified
ELPAC	B/Level 3	B/Level 3	B/Level 3-4	B/Level 4
SBAC- ELA or equivalent	Level 2	Level 2	Level 3	Level 3 & 4

English learners take the ELPAC to measure progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI. Students need to move one ELPI level each year.



All EL students who do not meet this progress will need supplemental services or an intervention program. In addition, they will need to be monitored for academic deficiencies via the Catch Up Plan. In general, the students who will need to be monitored are EL students: 1) who are more two or more year below the level of English proficiency expected according to time in program; and/or 2) whose CAASPP scores fall outside the expected benchmarks for proficiency in English as assessed by the ELPAC. (See Appendix Q)

Dual Immersion Expected Growth

OUSD curriculum is aligned with California Common Core State Standards in all subjects. Research shows that dual language immersion students have generally achieved the same results or better than their mainstream peers on the English Language Arts California Standards Test by 6th grade.

The goals of the program are:

- 1- Promote Bilingualism and Bi-literacy:** Students develop a high level of thinking, listening, speaking, reading, writing proficiency in the English and the partner language.
- 2-Academic Excellence:** Students strive for academic excellence in all subject areas, meeting or exceeding District and Common Core State Standards.
- 3- Multicultural Understanding:** Students develop positive attitudes and appreciation toward world languages and cultures in our global society, promoting their involvement in world issues.

For more information about the Dual Immersion program, contact Mill Street School.

Program Implementation Goals and Monitoring

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of ELD standards-based instruction as well as grade level content standards-based instruction.

b) EL students will receive instruction that is appropriate to their language needs.

- Teachers who serve English Learners implement SDAIE, BE GLAD, explicit oral discourse strategies and the [District Language Instructional Strategies](#) effectively in a rigorous standards-based academic course.
- Teachers utilize primary language support when it is available and appropriate.
- Teachers implement strategies that enhance English Language Development when teaching

standards-based subject area content.

c) EL students will receive Integrated and Designated English Language Development that has a sound theory base and is supported by valid research findings.

Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science, and Science.

Designated ELD, on the other hand, is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. In school settings, ELD instruction focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English.

Standards-based English Language Development programs for English Learners should be based upon a sound theoretical foundation and their effectiveness should be supported by valid research findings.

- Teachers demonstrate the knowledge to implement these programs effectively.
- Teachers demonstrate the skills to implement these programs effectively.
- Teachers have sufficient materials and resources to implement these programs effectively.
- Teachers demonstrate effective use of adopted curriculum.

Regular classroom observations are conducted to monitor the above stated criteria.

Ongoing Mechanism to Improve Program Implementation

- Findings from site reviews are discussed with principal and pertinent staff and are used for site-specific plan development.
- Monitoring forms are left at the site with the teachers and principals with recommendations for improvement if needed.
- Site Principal will meet with to discuss possible alternative strategies.
- Principal conducts ongoing reviews to assure appropriate implementation.
- EL Task Force members and possibly other site teachers will participate in EL Shadowing 2 times per year. Data from this will be collected and reviewed by site principals as well as the EL Task Force team. We will use the tools provided in section III and IV of *ELL Shadowing as a Catalyst for Change*
- Site/district teams will use the data to discuss student progress and instructional practices, and decide on next steps: what to modify, toss or continue implementing.

Evaluation Design

The district will conduct an annual evaluation of programs and services for English Learners. The programs described in earlier sections are structured around 3 goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Evaluation Design- Goals and Evaluation Questions

Process Goals	Evaluation Questions
1. EL Programs are fully implemented as described in this plan	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of the state and federal law? 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff? 1.3 To what extent is the EL Master Plan implementation evident in the classroom, school, district practices?
Outcome Goals	Evaluation Questions
2. All ELs will master the English language as efficiently and effectively as possible.	2.1 Do ELs meet the state’s English Learner Progress Indicator with regard to the EL gains on the ELPAC Test? 2.2 Are 75% or more of ELs reaching reasonable fluency (bridging) on the ELPAC in 5 years or less? 2.3 Are 75% or more of ELs reclassified within 6 years? 2.4 What is the percent of students performing at Standards Met in the CAASPP?
3. ELs will achieve academic success comparable to English Only students (EOs).	3.1 Do ELs/ RFEPs score comparatively to other subgroups in in English Language Arts? 3.2 Do ELs/ RFEPs score comparatively to other subgroups in mathematics? 3.3 Are EL’s/RFEPs in high school making expected progress toward graduation? 3.4 Are ELs proportionally represented in special education and GATE referrals?

IV-B- The LEA reclassifies a pupil from English Learner to proficient in English by using a process and criteria that include but are not limited to a) Assessment of English-language (ELPAC of 4) (5 CCR 11303 [a]), b) Assessment of performance in basic skills (ELA- SBAC/ CAASPP)(5 CCR 11303 [d]) or using District Assessment that show the student meets grade level standards (see chart below),

Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5CCR 11303[b]), d) Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c]).

Reclassification Summary Chart

Areas	Criteria: English Learners	Alternate Criteria: English Learners with an IEP
(a) Assessment of English-language proficiency	On the ELPAC, overall scores of 4 or above and 3 or above on the sub-skills	On the ELPAC, overall score of 4 or above and 3 or above on the sub-skills or level of “Bridging” on VCCALPS
(b) Assessment of performance in basic skills	Grades 3-12 -CAASPP- ELA, scaled score of mid to upper scores falling within the “standard nearly met” - K-2 (prior to Grade 3 testing) and grades 9-10 and 12 - Meets grade level standard on OUSD English/ Language Arts Benchmarks Assessments	Grades 3-12 -CAA scores in the “Standard Nearly Met” range in ELA -Progress toward Goals and Objectives in ELA
(c) Participation of the classroom teacher and other certificated staff	Kindergarten - 5 th grade a 3 or better or in 6 th -12 th grade of a “C” or better in all classes and/or teacher/counselor recommendation	Kindergarten - 5 th grade a 3 or better or in 6 th -12 th grade a “C” or better in all classes -and/or teacher note of explanation as to how the students grade is not a reflection of language ability
(d) Parent opinion/consultation	Parent Opinion/consultation	Parent opinion/consultation

The process and guidelines for reclassification are:

1. The reclassification process should be initiated twice a year upon the receipt of new ELPAC and CAASPP English Language Arts (ELA) test results. EL students who meet the criteria for reclassification on ELPAC and CAASPP- ELA are identified as potential candidates for reclassification by the ELD Coordinator.
 - The criterion for ELPAC is an overall proficiency level of 4 (Bridging). In addition, ELPAC sub-skill areas must be at the level (3) or above.
 - For CAASPP-ELA, OUSD uses the score of Nearly Met standard (*mid to upper scores falling within the “standard nearly met”*)

2. The principal or designee reviews the reclassification candidate list and meets with students' teacher(s) and counselors (secondary) to ascertain students' academic performance and make recommendations for reclassification.
 - The academic performance criterion set by the district is that students should have C's or better in all classes.
3. The ELD coordinator prepares and reviews the "OUSD English Language Proficiency Reclassification Form K-12," hereafter the reclassification form.
4. Parents are invited to attend the reclassification meeting. (Appendix H) Parents are consulted on the reclassification of their child. The parent comments, signs and dates the reclassification form. (Appendix I) Translation services are made available if required. If the parent is unable to come to the school, personnel speaking the parent's primary language may obtain authorization and comments from the parent by telephone. (See Appendix J) This must be documented on the reclassification form. If the parent does not attend a school consultation, then the reclassification form may be sent home for parent signature. (See Appendix K) The parent keeps one copy of the form, returns a copy to the school to be filed the EL Blue Bilingual Folder. The school sends a copy of the signed reclassification form to the Categorical Program Office.

Reclassification of special education students:

NOTE: *Reclassification of EL/SPED students is a part IEP Team function; it is the role of special education staff members to consult with the EL reclassification team.*

Students with IEPs follow the recommendation of the IEP team based on appropriate data.

If the student's overall proficiency level fell below level 4, the IEP team will review other informal measures of proficiency to determine that it is likely the student is proficient in English compared to other English Only students with their identified disability. The team will explain what measures were used and document that on the reclassification form. Also, a copy of the documentation will be added to the IEP Addendum to show this information was shared with the team.

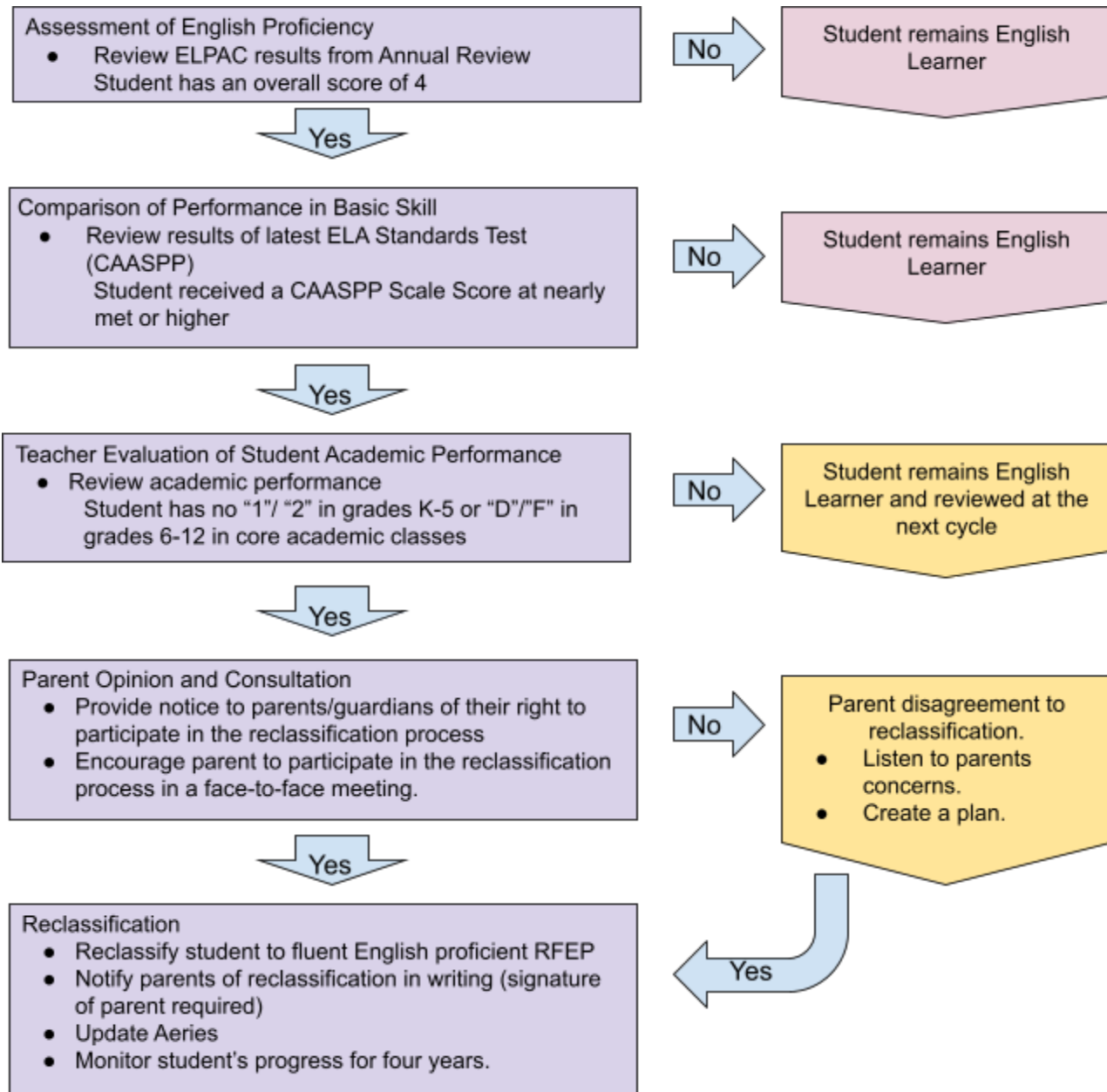
Special education EL students follow the same guidelines as above, with the following exceptions:

1. **Language Proficiency:** The student must meet the proficiency standard in all four domains (Listening, Speaking, Reading and Writing) but the reclassification team may use additional measures of language proficiency other than the ELPAC including, but not limited to, the VCCALPS or the Woodcock Munoz.
2. **Basic Skills Assessment:** The student's basic skills may be measured using the CAASPP or CAA. For pupils scoring below the cut point, the reclassification team will determine whether "factors other than English language proficiency are responsible for low performance in ELA and it is reasonable to reclassify the student." (CDE ELPAC)
 - a. Note: For students not meeting the Grade Level Standards on ELA Assessments, attempt to determine whether factors other than English Language Proficiency are responsible for low performance – such as student motivation. ****If the student has passed the ELA portion of the CAASPP/SBAC, it would be reasonable to consider the student for reclassification.***

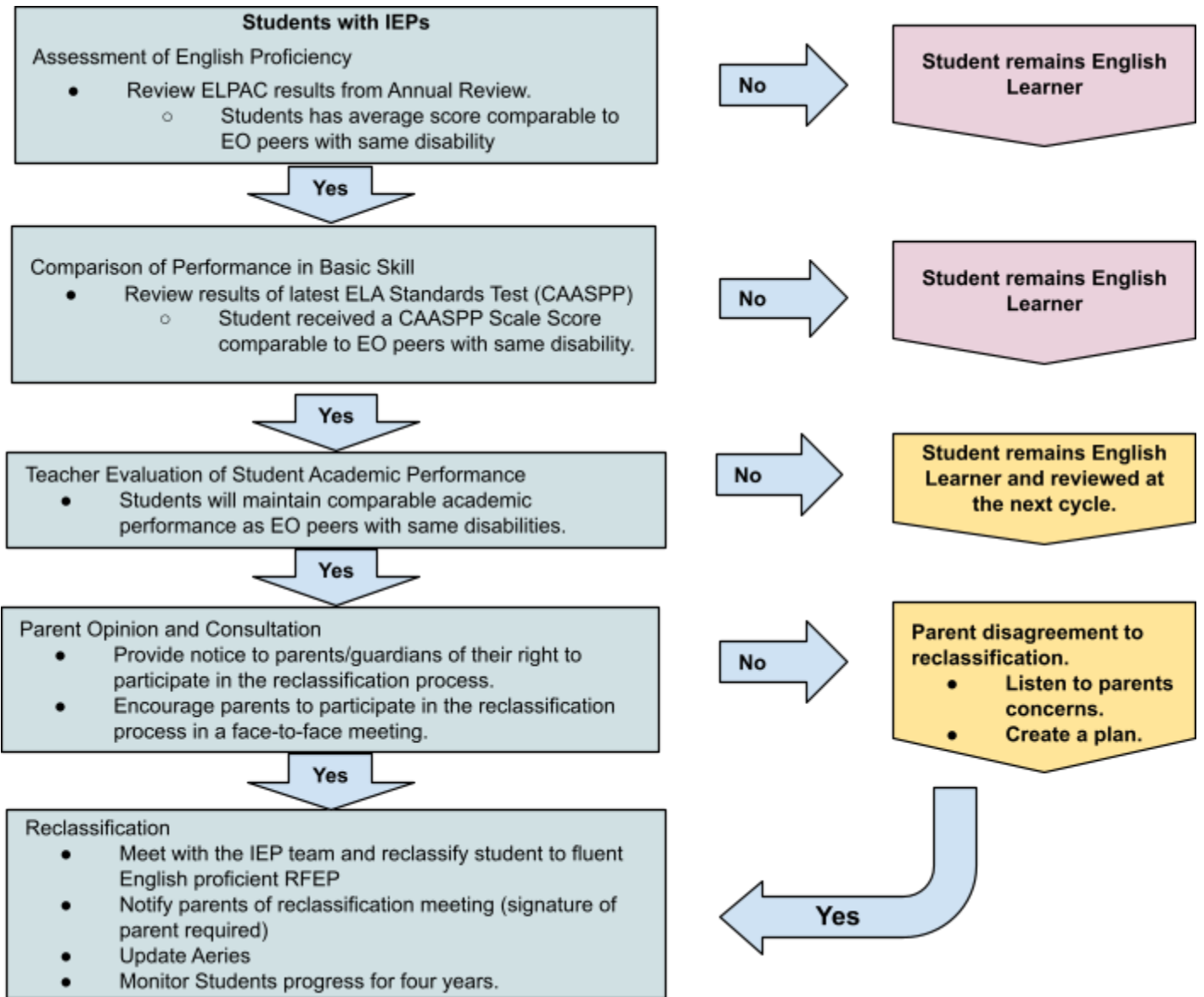
- b. If performance in basic skills LEA/district criteria based on CAASPP/CAA or other assessment was not met, answer the following questions to help determine if “factors other than English language proficiency are responsible for limited achievement in ELA”
 - i. Student’s Basic Skills assessment scores appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,
 - ii. Error patterns noted mirror the patterns of errors made by students with a particular disability versus a peers with language differences and student has manifests language proficiency in all other areas.
- 3. **Teacher Evaluation:** Sample Teacher Criteria: Evidence of student’s academic performance (in class) or student progress toward IEP linguistically appropriate goals.
- 4. **Parent Opinion and Consultation:** Parents sign the “Reclassification Worksheet for Students in Special Education” (**Appendix I**)

Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education Code Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student's readiness for reclassification from English Learner (EL) to fluent English proficient (RFEP).



Decision Guide: Reclassifying Student with IEPs from English Learner to Fluent English Proficient*



IV-C- The LEA monitors for a minimum of four years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed (20 USC 6841, 5 CCR11304)

Students reclassified to RFEP status receive follow-up monitoring for four (4) academic school years. ELD coordinators with the assistance of the site secretary will create a list of RFEP students who need to be reviewed. The ELD coordinator or classroom teacher fills out the Reclassification Follow-up form. If any student’s grades fall below a C or 3 in any academic class the LRT is convened to evaluate the student’s progress and intervention measures are recommended. The ELD coordinator sends a copy to the Director of Educational Services and files the original in the student’s Blue Bilingual Folder. (See Appendix L).

IV-D- The LEA maintains in the pupil's permanent record documentation of the following a) Language and academic performance assessments, b) Participation in the reclassification process, c) Decision regarding reclassification. (5 CCR 11305)

The permanent cumulative folder has a special blue bilingual folder for EL documentation that includes all of the above information and several other items for program placement and ongoing recording of EL student performance in acquiring English and in attaining academic proficiency.

Person Responsible	Duties for Reclassification
Principal/Designee	Oversees process at school. Participates in the reclassification meeting.
ELD Coordinator	Identifies students for reclassification and updates lists of RFEP students when standardized tests scores are available. Initiates, monitors, and completes the reclassification process, contacts parents, secures parent signature, files signed copy into Blue Bilingual cum folder, requests translators, and convenes a meeting with Core Teachers, ELD coordinator, Principal and Parent or Student Study Team (SST) as needed, monitors academic progress of RFEP students for four academic school years, and provides RFEP lists to teachers.
Teacher	Reviews and provides input for reclassification. Provides instructional support and assists with monitoring RFEP students
Assistant Superintendent/ Categorical Coordinator	Oversees the entire process at the district.

PART V: STAFFING AND PROFESSIONAL DEVELOPMENT

V. Staffing and Professional Development: Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Roadmap Principle #2 and #4

V-A- Teachers assigned to provide English-Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

All teachers of EL students hold, or are in training to receive, the appropriate credentials and authorizations to teach EL students.

V-B- The LEA provides high quality professional development to classroom teachers, principals, administrators and other school or community-based personnel that is:

- a) Designed to improve the instruction and assessment of English Learners 20 USC 6825
- b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners (20 USC 6825 [c][2][B])
- c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills, (20 USC 6825[c][2][C])
- d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. (20 USC 6825[c][2][D])

Staffing/Training

The district is committed to ensuring that English Learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language development and/or core curriculum to English Learners (ELs) must be appropriately authorized and trained to work with ELs or be actively in training. In order to teach in the Dual Immersion Program teachers must hold a BCLAD certification.

District and Site Training

OUSD is committed to serving English Learners by providing opportunities for staff development. Throughout the year, personnel who work with English Learners, including classroom teachers, intervention teachers, site administrators, counselors, and bilingual paraprofessionals, are offered staff development.

Professional Development Opportunities are based on the integration and designation of ELD and may include but are not limited to:

ELD Standards

Assessment of ELs

SDAIE Strategies

Primary Language Support

Literacy Strategies

EL Master Plan Revised 5-9-21

ELD Strategies

Using ELPAC to inform instruction

Access to Core

Preview-Review

EL Program Compliance

EL Master Plan Review
 EL Intervention Program
 Differentiated Instruction in EL groupings
 BE GLAD

EL Intervention Programs
 Supplemental Materials Training for ELs
 Train Site Principals and Coordinators on Duties
 ELPAC Task Types and Results Deconstruction

Paraprofessionals

Bilingual Services Aides are vital to the academic success of English Learners. Their assistance is particularly important for emergent (Level 1) English Learners to gain equal access to the core curriculum. The district supports attendance to the State Paraprofessional Conference when possible.

Person Responsible	Duties for Teachers Assignment
Principal	Determines staffing and training needs with staff, evaluates teachers, and makes requests for teachers and paraprofessionals.
Superintendent/Assistant Superintendent	Recruits/hires/places staff, facilitates contract issues, monitors training.
Assistant Superintendent/ Director of Educational Services	Coordinates district training and monitors the EL staffing plan, determines paraprofessional need.
Director of Educational Services/Data Coordinator/ EL Site Coordinator	Coordinates district trainings, provides district/site training and maintains records.

PART VI OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI. Opportunity and Equal Educational Access: Participants have equitable access to all programs provided by the LEA as required by law.

Roadmap Principles #1, #3 and #4

PLACEMENT OF ENGLISH LEARNERS IN ENGLISH-LANGUAGE CLASSROOMS

VI-A- All EIs are placed in English-language classrooms unless a parental opt out form has been submitted.

English Learners will be placed in a Structured English Immersion Classroom in which the language of instruction used is overwhelmingly in English, and in which teaching personnel possess a good knowledge of the English language. If the student has not achieved a reasonable level of English proficiency at the end of the transitional period, they may be re-enrolled unless the parents/guardians object. English Learners who have not been reclassified require English instruction provided by appropriately credentialed teachers.

VI-B- The LEA has designed and implemented an SEI English Language acquisition program in which the curriculum and instruction are designed for children who are learning the language. (EC 306)

Structured English Immersion (SEI)

SEI is an instructional approach which provides for nearly all of the instruction and curriculum to be provided in ELA with research-based curriculum. The instruction in English is presented and designed for students learning English. Teachers assist the students in learning English and the core curriculum. Adjustments and assistance include ELD intensive instruction and utilizing strategies outlined on page: 43 and 44 for the purpose of language acquisition and limited primary language instruction and support when available and possible.

VI-C- Parents and guardians of English Learners are informed of the placement of their children in an English language classroom and are notified they have the right to opt out of services. (20 USC 6312[g][1][A]' EC 48985; 5 CCR 11309[a])

Parental Information and Notification

Parents are notified by mail at the start of each school year as to the program placement of their students. The notification includes a description of the program placement and supplemental services available for EL students in the district. [Appendix G](#)

EL Students have the option to be taught in an English-only environment, or a bilingual environment (if the students enrolls into the Dual Immersion Spanish program at Mill Street or meets the requirements in grades 2 and above) This also allows English speaking students to learn in another language as well.

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Description of Program Options and Goals for English Learners

A description of the language acquisition programs is provided below.

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

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program 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 sixth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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. (*EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Tracy Sailsbery at 530-865-1200 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Pathway to Biliteracy

Language Pathway	Students Served	Language Instruction
Dual Language learner Pre-Kinder	<ul style="list-style-type: none"> English Learner Bilingual Students English Proficient students 	90% in Spanish and 10% in English
K-5 Elementary Dual Immersion (DI)	<ul style="list-style-type: none"> English Learner Bilingual Students English proficient students 	K-1: 90% in Spanish and 10% in English 2: 80% in Spanish and 20% in English 3: 70% in Spanish and 30% in English 4-5: 50% in Spanish and 50% in English
6-12 Spanish Classes	<ul style="list-style-type: none"> English Learner Bilingual Students English proficient students 	Spanish *The 9-12 course is A-G

Orland Unified School District adopted a system of “pathway” awards from Kindergarten through eighth grade, recognizing benchmarks towards biliteracy (the ability to fluently read, write, speak and understand two languages).

These pathway awards are designed to recognize students and encourage the pursuit of skills in two or more languages. Further, the Pathways to Biliteracy Awards affirm positive attitudes towards multilingualism, and validate the use of multiple languages for all students. These awards provide a pathway to the State Seal of Biliteracy in high school, which makes them more competitive for careers, scholarships and college admissions.

- ★ Pathways to Biliteracy: Medal of Recognition and certificate will be awarded for completion in Kindergarten, 2nd-grade, 5th-grade and 8th-grade

For more details look at the [Pathway to Biliteracy](#) pamphlet



VI-D- The California High School State Seal of Biliteracy:

In order to encourage and recognize linguistic proficiency and cultural literacy, OUSD in conjunction with the California Department of Education award graduating seniors, who can demonstrate proficiency in English and one or more languages, the Seal of Biliteracy as an endorsement on a student's diploma. Students attending Orland High School who meet the following requirements are eligible to earn the Seal of Biliteracy.

(Orland Joint Unified is currently developing a “Pathway to Biliteracy” program for elementary and middle school students which will be used in conjunction with the Dual Immersion Program).

Criteria I: Eligibility Criteria for English

To be eligible to receive the State Seal of Biliteracy applicants must meet the following English Language Proficiency Criteria:

1. Meet all English Language Arts requirements for graduation with an overall grade point average of 2.0, or above in those classes
2. Obtain a score of proficient or above on a standardized test in English Language Arts, by meeting **one** of the following criteria:
 - Pass the *California Assessment of Student Performance and Progress (CAASPP)* exam, administered in the 11th grade, at the proficient or above level (an overall score of 3 or above)
3. Submit a minimum one to two page personal essay on, *The Importance of Bilingualism in Our Society*.

The criteria for demonstrating proficiency in a language other than English is one of the following:

4. Students must demonstrate proficiency in one or more languages other than English through **one** of the following methods:
 - a) Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
 - b) Pass an International Baccalaureate (IB) examination with a score of four or higher.
 - c) Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - d) Pass the Scholastic Assessment Test (SAT) II foreign language exam with speaking at a score of 600 or higher.

Criteria II: Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a pupil is other than English, the student shall also meet the following academic requirements:

1. The student may be RFEP or attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten or kindergarten through grade twelve, inclusive.
2. Meet the academic requirements 1, 2, 3 and 4 as stated above in Criteria I.

PART VII: Teaching and Learning

VII. Teaching and Learning: Participants receive core and categorical program services that meet their assessed needs.

Roadmap Principles #1 and #2

VII-A- Each English Learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013)

English Language Development (ELD) K-12

ELD instruction is targeted to the student's English proficiency level, and time is set aside daily for ELD. All EL students will receive appropriate instruction in ELD (a minimum of 30 minutes a day). EL students will be assessed annually with the ELPAC. ELD instruction will be provided by appropriately credentialed teachers in the state-adopted curriculum. A district benchmark will be given in January and May each year to assess growth during the year once the benchmark is created.

English Language Development refers to the integrated and coordinated program that is designed to ensure that English language skills are learned by EL students in an educationally appropriate setting within the legal guidelines of the education code. ELD is a course of daily instruction using adopted ELD curriculum and taught by a teacher who has been trained and certified in the appropriate theory, methodology, and instructional strategies for English language development. ELD instruction is required daily. ELD includes the instructional materials and methods that are used to ensure that EL students gain proficiency in oral language, reading and writing. Differentiated instruction and appropriate grouping based on the student's level of language development is a key component of ELD implementation. The content of the ELD lessons reflects the State English Language Development Standards. The curriculum that supports ELD instruction is based on state approved programs that have been demonstrated to be effective in promoting EL students' proficiency in English.

Integrated ELD:

These effective instructional experiences for ELs throughout the day and across the disciplines.

- 1. Are interactive and engaging, meaningful and relevant, and intellectually rich in challenging**
- 2. are appropriately scaffolded in order to provide strategic support that moves Learners toward word independence**
- 3. develop both content knowledge in academic English**
- 4. value and build on primary language and culture and other forms of prior knowledge**

Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging and purposeful task, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELA Standards, the CA CCSS for ELA Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interactions:** Extended language interactions between students, including ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning connecting to the language demands of ELA and other content areas and identifies the language of text and tasks critical for understanding meaning
5. **Focus on Form :** Congruent with the focus on meaning instruction explicitly focuses on learning about how English works based upon purpose, audience, topic and text type. This includes attention to the discourse practices text organization, grammar structures and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequence of Events:** Lessons and units are carefully planned and sequence to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD standards as the primary standards and are grounded in appropriate context standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is a voided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observation and ongoing formative assessment practices they analyze student work writing work samples and oral language production to prioritize student instructional needs.

Refer to the [ELA/ELD Framework](#) chapter 2 pages 114 and 117-18 for further description.

ELD program includes other various strategies that are utilized by OUSD teachers. Following are some of them:

- Teaching units that are meaningful and relevant to students' background/environment
- Use of Total Physical Response (TPR)
- A low anxiety learning environment
- Use of comprehensible input and reliance on student prior knowledge
- Use of audio-visual, technology, gestures, cognates, realia, role playing, language-oriented games and context clues
- Modification of input when necessary, e.g., slower speech, clear enunciation, amplified vocabulary, controlled sentence length
- Use of cooperative learning groups, cross-age tutoring and peer tutoring
- Use of a variety of questioning strategies to confirm, clarify, and expand interaction opportunities among students
- Opportunities for successful classroom experiences
- Using the ELPAC scores and task types to inform and provide differentiated instruction in Listening/Speaking, Reading, and Writing areas

Levels 1-4: These students are grouped separately, as best as possible, to get ELD instruction at their level.


VII-B- Academic Instruction and Grade-Level Content and Performance Standards

Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; *EC* §§ 305[a][2], 310; 5 *CCR* § 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013)

Effectiveness of the ELD Program

Effectiveness of the ELD program is determined by using multiple measures. Classroom visitation, teacher mentoring, training, in class support, coaching, monitoring of classroom instruction are critical parts of assessing program effectiveness. Additionally, the district and teachers have access to group and disaggregated data from the ELPAC, curriculum-embedded assessments, and district benchmarks through Aeries and Illuminate. These data provide information as to how rapidly English language proficiency is acquired. Data is analyzed for the purposes of helping to inform instruction and improve student learning. These multiple indicators are measures of program effectiveness providing data for sites to use to monitor and alter instruction and assure program effectiveness.

Required level of support for instruction:

Category	English Learner Related Levels, Expected Growth and Required Program Designation						Exited from EL Designation
Level of Linguistic Development	Minimally developed	Somewhat developed		Moderately developed		Well developed	Monitor for 4 years
ELD Proficiency Level Descriptors	Emerging	Expanding			Bridging		Lifelong language learner
ELPAC Levels	1	2		3		4	RFEP
ELPI Levels	1	2 Low	2 High	3 Low	3 High	4	RFEP
Level of Linguistic support needed to fully participate in the instructional program	Substantial support	Moderate support			Light support		Occasional support
Required ELD program <i>EC Section 306</i>	SEI iELD/ dELD	Structured English Immersion Integrated ELD and Designated ELD			SEI iELD / dELD		General Program
Timeline toward reclassification (RFEP) ELPI expected growth based on first year of summative ELPAC overall score *LTEL ** At-Risk of LTEL DataQuest 	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	LTEL
		1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year*
			1 st year	2 nd year	3 rd year	4 th year	5 th year**
				1 st year	2 nd year	3 rd year	4 th year **
					1 st year	2 nd year	3 rd year
						1 st year	2 nd year

See [chapter 9 Access and Equity and MTSS/ ELD](#) page 913 for more information regarding Tiered support.

Level and Definition	Who are they? (Write names for planning)	Things to Do to Support Students	Things to Avoid	Cross Curricular Strategies
Emerging (Newcomer ELPAC 1) <ul style="list-style-type: none"> Progress very quickly: Beginning stage of developing English skills Use English for immediate needs Beginning academic vocabulary; may know 		<ul style="list-style-type: none"> Provide substantial help using English to learn new things at school and to interact in social situations. Show visual and real objects that give clues. Provide short, targeted instruction followed by 	<ul style="list-style-type: none"> Provide lengthy explanations without visual clues or relia. Call on this individual to share out in front of class. Provide only one way to respond to questions (sentence stem) 	<ul style="list-style-type: none"> Readings in Spanish, Leveled, Audio NewsELA CommonLit or Listenwise Word Sort/Stepping Stones Question Creation Chart Think →

<p>some English words and phrases (memorized)</p> <ul style="list-style-type: none"> • Simple face to face conversations with short phrases 		<p>active responses.</p> <ul style="list-style-type: none"> • Use small group sharing to rehearse answers before addressing whole class. • Read simple sentences with supporting images and charts. 	<ul style="list-style-type: none"> • Assume this student reads/writes in their home language. 	<p>Write (Draw) → Pair/Share</p> <ul style="list-style-type: none"> • Total Physical Response • Create a Headline • Starburst Identity Chart
<p>Expanding (Intermediate ELPAC 2-3)</p> <ul style="list-style-type: none"> • Refashioned learned phrases and sentences • Challenged to increase their English skills in more contexts and learn a greater variety of vocabulary/linguistic structures • Self monitor and adjust oral and written language • Frequent errors in grammar/writing that may/may not impede meaning. 		<ul style="list-style-type: none"> • Provide help using English to learn new things at school, interact in some social situations, and less familiar topics. • Demonstrate how to take notes and explicitly support what to write down during lectures/discussion. • Provide a purpose for reading. • Use sentence stems and provide opportunities to use academic vocabulary in context. 	<ul style="list-style-type: none"> • Fail to allow wait time for ELLs • Assign copying of definitions. • Exclude cultural connections and family participation 	<ul style="list-style-type: none"> • Readings in Spanish, Leveled Readings, Audio Reading - NewsELA CommonLit or Listenwise • Text Reconstruction • Talking Chips • CCSS Standards Sentence Frames • Say Means Matter • Save the Last Word for Me • Sketch and Tell
<p>Bridging (Almost reclassified ELPAC 3-4)</p> <ul style="list-style-type: none"> • Wide variety of contexts • Comprehension and production of highly technical texts • "Bridging" into full 		<ul style="list-style-type: none"> • Place a strong emphasis on refining writing skills. • Invite humor in the forms of jokes and plays on words. • Ask these students to synthesize what the group is 	<ul style="list-style-type: none"> • Lower expectations (ie. not allowing these students to research) • Falsely assume they no longer need support • Provide too 	<ul style="list-style-type: none"> • Readings in Spanish, Leveled Readings, Audio Reading - NewsELA CommonLit or Listenwise • Color Symbol

<p>integration, having no specialized ELD instruction, but scaffolding still provided</p> <ul style="list-style-type: none"> Recognize language subtleties in a variety of communication settings. 		<p>saying.</p>	<p>much support</p>	<ul style="list-style-type: none"> Image Matter - Mean - Say Text Reconstruction CCSS Standards Sentence Frames Shadow Reading
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OUSD wants to ensure that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady - and even accelerated- progress in their English language development.

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal school, proficiency in their primary language and in English, migrant statuses, and socioeconomic statuses, as well as interaction in the home, school, and community. All of these factors inform how we will support ELs in achieving school success through the implementation of our state standards along with the CCSS. Link to our [Language Instructional Guide](#)

OUSD also has Gifted and Talented program (GATE) in grades 4-12. Beginning in Spring of 3rd grade, teachers use the GATE referral form to identify all potential students including ELs. Students may be referred in the upcoming grades each Spring. All students who qualify have the opportunity to participate in the program. Contact your site principal to refer students to the GATE program.

VII-C- Plan for Monitoring and Overcoming Academic Deficits

Site principals along with the site EL coordinator use the Catch-Up Plans Appendix Q to create individual plans for students not showing adequate growth per the Expected Growth for English Learners found on pages 26 and 27 or who are 2 or more years behind. These plans are implemented and monitored throughout the year. Students are moved in and out of intervention as needed. As needed, additional courses will be created to support student achievement.

<i>Site Responsibilities</i>	
Person Responsible	Duties for Teaching and Learning
Principal	Responsible for EL program oversight (both Integrated and Designated ELD) at school: directs implementation of all phases of EL program; reviews and monitors EL program and student growth.
Teacher	Responsible for implementing district's EL program and administering state and district tests.
EL Coordinator	Coordinates EL program: orders instructional and supplemental materials, keeps records/ documentation, and assists in program monitoring. Works with Principal and staff to create and monitor Catch-Up Plans
ELD and Testing Coordinator	Coordinates testing which includes ELPAC, content area benchmark and curriculum embedded tests
District Responsibilities	
Categorical Coordinator	Oversees implementation of the District EL program.
Categorical Coordinator and Assistant Superintendent	Provides compliance information, training and support services to schools; reviews and monitors implementation of EL program and services to EL students.

VIII- Glossary

Glossary of Educational Terms for English Learners

Term	Definition
A - G Requirements	The University of California requires that entering freshman have completed college-preparatory courses in each of these subjects (which the UC system labels with letters "A - G"): math, lab science, history/social science, a language other than English, visual or performing arts, and qualifying electives.
Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Authorization	State authorization permitting teachers to provide Specially Designed Academic Instruction in English, English Language Development, primary language development in the target language and content instruction delivered in the target language.
California English Language Development Test (CELDT)	State exam administered to classify English fluency level and to annually assess English proficiency level until reclassification . The English Language Proficiency Assessments for California (ELPAC) will replace the CELDT in the spring of 2018. CELDT scores from 2016-17 can still be used for reclassification until new ELPAC results are received in the summer of 2018.
Common Core State Standards (CCSS)	The Common Core State Standards are a set of English Language Arts and Math standards that have been adopted by most states in the U.S. to provide clarity about what children are expected to know and be able to do as a result of their K - 12 education.
Cross-cultural, Language and Academic Development (CLAD) or English Learner Authorization	State authorizations permitting teachers to provide Specially Designed Academic Instruction in English and English Language Development.
Deferred Action for Childhood Arrivals (DACA) Program	Students who arrived without documentation to the United States as children may be free from deportation for two years (renewable) and eligible for work permits. Eligible students include those who came to the United States before reaching their 16th birthday and are under the age of 31 as of June 15, 2012 and who have continuously resided in the United States since June 15, 2007.
English Language Proficiency Assessment for California (ELPAC)	State exam administered to classify English fluency level and to annually assess English proficiency level until reclassification. The first statewide administration for current Els will be in the spring of 2018.

Glossary of Educational Terms for English Learners

Term	Definition
<u>English Language Development (ELD): Designated and Integrated</u>	<p>Designated ELD instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time (at least 30 minutes leveled by English proficiency) during the regular school day where teachers use ELD standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.</p> <p>Integrated ELD is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the California ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.</p>
CA Ed CODE	<p>“Designated English Language Development” means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learners to develop critical English language skills necessary for academic content learning in English.</p> <p>“Integrated English Language Development” means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.</p>
English Learner (EL)	Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient (FEP) status.
English Learner Typology	Descriptors indicating the number of years a student has been classified as an English Learner: 1) New - classified as an EL for 1-2 years (Newcomers who are recently arrived immigrants are a subset of New Els); 2) Developing - classified as an EL for 2-5 years; and 3) Long-Term English Learner - classified as an EL for more than 5 years.
Fluent English Proficient (FEP)	There are two categories of FEP students: 1) Initial Fluent English Proficient (IFEP) who have a home language other than English, but qualify as FEP when they first enter school, generally by their score on the ELPAC assessment; and 2) Redesignated Fluent English Proficient (RFEP), who were initially designated as ELs, and have been redesignated by meeting the reclassification criteria set by state and district.

Glossary of Educational Terms for English Learners

Term	Definition
Home Language	Language that is most frequently used at home. Usually, it is the language in which the student is most proficient. Term is used interchangeably with primary, native and first language.
Individualized Education Plan (IEP)	An Educational Plan developed to meet the specific needs of a student who has been identified as eligible to receive Special Education services.
Next Generation Science Standards (NGSS)	Current K-12 science standards that are rich in content and practice, across disciplines and grades. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship.
Primary Language	Language in which the student is most proficient. Typically, it is the language the student learned first. The term is used interchangeably with home, native and first language . At times primary language is referred to as "L1".
Primary Language Assistance Request (PLAR)	A request form for parents to receive translation and/or interpretation services.
Program Learning Pathways	Refers to the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation, (from elementary school through high school).
RTF : Response to Instruction and Intervention	A systematic, data-driven approach to instruction that benefits every student. RTI2 integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions.
Smarter Balanced Assessments (SBA)	A computer based state assessment of English Language Arts and Math administered to students in grades 3-8 and 11; measures mastery of the Common Core State Standards.
Unaccompanied Immigrant Children	A minor under 18 who has no parent or legal guardian in the United States to provide care or physical custody. Many Unaccompanied Immigrant Children are Students with Interrupted Formal Education (SIFE) in need of resources and referrals to physical and mental health, housing and legal services.

IX- EL Road Map

The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners At a Glance

The English Learner Roadmap Project:

The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* is the product of the English Learner (EL) Roadmap Project, a collaboration between the California Department of Education (CDE), the Sobrato Family Foundation, researcher Dr. Laurie Olsen, Professor Emeritus Dr. Kenji Hakuta, and the EL Roadmap Workgroup. The EL Roadmap Workgroup consisted of teachers, administrators, county offices of education representatives, educational non-profit representatives, and integrated partners. The project was designed to assist local educational agencies (LEAs) as they implement California's 21st century college- and career-ready standards, curriculum, instructional programs, and assessments for English learners. It is also intended to provide resources and information to students, parents, and community members about EL education and effective research-based practices. The information and resources available assist LEAs to engage in continuous improvement and to advance outcomes for English learners, their families, and their communities.

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners:

The *CA EL Roadmap* is a collection of resources and information that includes a published document and accompanying online resources. The *CA EL Roadmap* includes:

- The Published Document
 - This document includes the history of EL education, the interrelated principles and their corresponding elements, the policy, and illustrative examples from the field that demonstrate the principles in action.
- The Policy
 - The policy is titled *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*.
 - The policy was approved by the State Board of Education July 12, 2017.
- The Web-based Resources
 - The resources are a dynamic collection of illustrative examples from the field and other resources.

The published document, policy, and Web-based resources are housed on the CDE EL Roadmap Web page (<https://www.cde.ca.gov/sp/el/rm/>)

A Common Vision for Educating English Learners:

The Vision:

English learners fully and meaningfully access and participate in a 21st 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.

The Mission:

California schools affirm, welcome, and respond to a diverse range of 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.

The Principles:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

The principles are further broken down into elements that make up each principle. These elements are the concrete actions that need to be taken in order to enact each principle.

Connection to the Local Control and Accountability Plan:

The *CA EL Roadmap* helps LEAs update their Local Control and Accountability Plan (LCAP) and Title III plans to ensure that their goals are aligned with the State Board policy. The resource “*From Principles to Practice: Crosswalk to LCAP State Priorities*,” available on the CDE EL Roadmap Web page (<https://www.cde.ca.gov/sp/el/rm/>), demonstrates the connections between the principles in the EL Roadmap Policy and the LCAP.

California [English Learner Roadmap](#) Principles and Elements

Four Interrelated Principles support the vision and provide the foundation of the CA EL Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for the state’s English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

The principles address the following themes:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

These principles, and the elements delineated for each, are research and values based, and build upon California's academic content and ELD standards, the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents. It is important to stress that these principles and elements are not meant to serve as a checklist. Rather, they might be thought of as the strings of an instrument from which music is created. Extending this metaphor, district and school educators are musicians who ultimately must take up these resources and strive together to attain their harmonious implementation.

Principle One: Assets-Oriented and Needs-Responsive Schools: Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Elements:

A. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

B. Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

C. School climates and campuses are affirming, inclusive, and safe.

D. Schools value and build strong family and school partnerships.

E. Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.^{29, 30, 31}

Principle Two: Intellectual Quality of Instruction and Meaningful Access: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the

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opportunity to develop proficiency in English and other languages.

Elements:

A. Language development occurs in and through subject matter learning and is integrated across the curriculum, in including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891–892).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

D. English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

E. Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

F. Rigorous instructional materials support high levels of intellectual engagement. Explicit English learners engage in intellectually rich, developmentally appropriate learning experiences California English Learner Roadmap Four Interrelated Principles 15 scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

G. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

Principle Three: System Conditions That Support Effectiveness: Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Elements:

A. Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and English Learner Advisory Committee 32 Castañeda v. Pickard, U.S. Court of Appeals, Fifth Circuit. 781 F2d 456. 33 School and District English Learner

Advisory Committees (ELAC/DELAC). Letter from Tom Torlakson and Michael Kirst. November, 6, 2016. Retrieved from the California Department of Education Web site at <https://www.cde.ca.gov/nr/el/le/yr16ltr1107.asp>. (ELAC) and District English Learner Advisory Committee (DELAC) regulations.33

B. The school system invests adequate resources to support the conditions required to address EL needs.

C. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

Principle Four: Alignment and Articulation Within and Across Systems: English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Elements

A. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/ mastering all academic subject matter.

C. EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

These principles and elements provide a set of research, evidence, and practice based considerations that districts can use as they develop strategies and modify local action plans in the process of continuous improvement.