Palo Alto Unified School District

Master Plan
for
English Learners

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Palo Alto Unified School District Demographics

PAUSD serves approximately 10,300 students who live in the City of Palo Alto, certain areas of Los Altos Hills, as well as the Stanford University campus. PAUSD also is part of the Tinsley Desegregation court settlement that buses in approximately 600 students from East Palo Alto. The District consists of twelve K - 5 elementary schools, three middle schools (grades 6 - 8) and two high schools (grades 9 - 12). In addition, the District currently operates a pre-school, a Young Fives program, a self-supporting Adult School, the Hospital School at Stanford's Lucile Packard Children's Hospital, Summer School, and plans to open a new high school, Palo Alto Middle College, in the 2024-25 school year. The district's English language learner population is approximately 1,100 students.

	English Learner Enrollment Percentage
District	%
Palo Alto Unified School District	10.7%

Position Statement

Palo Alto Unified School District (PAUSD) contains 10,318 students. Of that population, approximately 1,068 are identified as English Learners, representing over 35 different languages. Spanish, Mandarin, Korean, Hebrew and Russian are the most identified languages. PAUSD's core mission is to ensure that all students succeed at high levels. We believe all students can and will succeed with appropriate support and time, and we are committed to assisting all students in achieving success. High standards, continual review of assessment data, school intervention programs, parent engagement, quality tutorial programs, and ongoing reflective dialogue with staff, students, and parents/guardians will help the District achieve this mission.

We are dedicated to graduating students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.

GOALS FOR ENGLISH LEARNERS (ELs)

PAUSD's EL Program seeks to enable EL students to succeed academically and socially through the provision of necessary resources and support. The program promotes a welcoming environment with an appreciation of the diversity of all languages and cultures. It provides English language acquisition, access to core curriculum, and primary language support.

The following goals were developed to guide program implementation and effectiveness:

- All ELs will master the English language as efficiently and effectively as possible and master the core curriculum.
- ELs will achieve academic success comparable to EOs, including participation in Advanced Placement classes, participation in college entrance exams, and/or graduation.
- Mainstream teachers will deliver evidence-based instruction in core curriculum areas and provide equitable access to English Learners.
- Parents of EL students and R-FEP students will be engaged in their children's education.

Section I
Overview of Program Services

Section I: Overview of Program Services

The Educational Services Department oversees the English Language Learner program Transitional Kindergarten (TK) - 12th. Each site is allocated an English Learner Specialist according to the percentage of English learners at the site. Current information about the PAUSD English Learner Program can be found at: https://www.pausd.org/student-supports/english-learner-program.

Roles and Responsibilities of the Site Principal and School Staff

- **Site Principal** - Develop and Monitor English Learner Single Plan for Student Achievement, evaluate teachers using the California Standards for the Teaching Profession to ensure equitable access to instruction
- **EL Specialist** - provide EL Services (teach Designated and/or Integrated ELD, team teach, provide small group instruction, use district approved curriculum such as the Academic Toolkit, assess for Initial and Summative ELPAC, progress monitor), reclassify EL students as they become eligible (RFEP process), provide oversight of primary language tutors, participate in site, district, and when needed, IEP team meetings, collaborate with Special Education case managers to ensure EL students with an Individualized Education Program (IEP) make progress on English language development goals along with being assessed through the appropriate English language proficiency assessment and ensuring the appropriate ELPAC accommodations are in place
- **Classroom Teachers** - provide instruction through scaffolded ELD such as pre-teaching vocabulary, modeling language supports, guided reading, GLAD and SDAIE strategies while using district approved curriculum, assess students using state and district assessments, provide EL students with multiple opportunities to use language while engaged in grade level activities
- **Special Education Teachers of English Learners -** provide Special Education services, collaborate with EL Specialist to ensure EL students with an IEP have a designated EL goal and are making progress on their language goals, work alongside the EL Specialist to ensure EL students with an IEP have the appropriate English language proficiency assessment and the appropriate ELPAC accommodations are in place, participate with the EL Specialists in the reclassification process.

Advisory Groups

District English Language Acquisition Committee:

- Formation: Each school site elects one or two ELAC members to serve on the District EL Advisory Committee (DELAC). The elected members' names are sent to the EL Directors and the members are invited to the fall DELAC meeting.

Training

- Members receive training materials and meet with other DELAC members and the EL Director for information.

Responsibilities

- Review of the PAUSD Master Plan for EL education
- Review and support with a District-wide needs assessment on a school-by-school basis
- Review and monitor the District's programs, goals and objectives for programs and services for ELs

- Review of written notifications sent to parents/guardians
- Review of related waiver requests
- Review of District reclassification procedures
- Review of the plan for compliance with teacher or aide requirements

Educational Services Department

District and site staff will periodically monitor the implementation of EL Master Plan programs. The monitoring will be implemented in three ways:

1. Document reviews- All schools will conduct monitoring by means of review of key files and documents. Principals and other staff, as necessary, will assist EL teachers. Compiled information will be sent to the District Director in charge of EL Programs.
2. In-depth reviews- These will be conducted to include a documentation check, teacher and parent interviews, and visits to selected classrooms. Teams that include District staff, the Principal and EL staff will conduct the reviews.
3. Ongoing coaching and staff development support. All new staff (general education and EL) will be informed of the EL Master Plan services and strategies to be used in the classroom. New teacher support will include ELPAC training and other teaching strategies designed to assist EL and RFEP students.

Section II
Identification, Assessment, and Initial Placement

Governance and Administration
The LEA identifies and assesses students and notifies their parents of language assessment results and program placement.

Purpose

To identify English Learners and determine appropriate placement.

Home Language Survey

There are 4 questions on the Home Language Survey. Families fill out the survey when enrolling in a California public school for the first time. It is part of the Online Registration process.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

Assessment Criteria

If a family answers another language other than English for at least one of the questions in 1-3, the student will be assessed using the Initial English Language Proficiency Assessment of California (ELPAC) to determine English language proficiency. If question 4 is answered with another language other than English, but the responses to questions 1-3 are all English, the student is not assessed.

Assessment for English Language Proficiency

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal laws require that local educational agencies administer a state test of ELP to eligible students in transitional kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. The ELPAC measures proficiency in 4 domains: listening, speaking, reading, and writing (Information from California Department of Education website). Students, whose English language acquisition status (ELAS) is to be determined (TBD), are administered the Initial ELPAC to determine whether they are English learners or Initial Fluent English Proficient (IFEP) students (See Appendix A). There is no parent opt out or medical exemption for this assessment.

Students who are unable to access ELPAC and have a current Individualized Education Program (IEP) may be eligible for an alternate assessment. The California Department of Education developed the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC is twofold: (1) the Initial Alternate

ELPAC provides information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and (2) the Summative Alternate ELPAC provides information on student annual progress toward ELP and support decisions for students to be reclassified fluent English proficient (RFEP). The Alternate ELPAC is aligned with 2012 California English Language Development Standards via the English Language Development Connectors (previously linked) which are reduced in depth, breadth, and complexity for this population (Information from California Department of Education website). The Initial Alternate English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students with the most significant cognitive disabilities whose primary language is a language other than English. State and federal law requires that local educational agencies (LEAs) administer a state test for ELP to eligible students in transitional kindergarten through grade twelve. A student with significant cognitive disabilities and whose English language acquisition status (ELAS) is TBD is administered the Initial Alternate ELPAC to determine whether the student has a status of EL or IFEP (See Appendix A.1). There is no parent/guardian opt out or medical exemption for this assessment.

To be eligible for the Initial Alternate ELPAC, a student must have: an individualized education program (IEP) that indicates the student has significant cognitive disabilities and should take alternate assessments; and a home language survey that indicates the student has a primary language other than English, which results in an ELAS of TBD. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the IEP Team must use the "Alternate Assessment Decision-Making Tool"(Appendix B). This tool is part of the IEP and should be completed by the IEP team.The Initial Alternate ELPAC provides initial classification. A student classified as IFEP does not need to take the Summative Alternate ELPAC. A student classified as EL must take the Summative Alternate ELPAC. Please see Appendix A.1 for EL students with an IEP.

Students with Reasonable Fluency

Initial ELPAC:

Students who receive a scaled score between 450-600 on the Initial ELPAC are designated Initial Fluent English Proficient. Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).

Initial Alternate ELPAC:

The Initial Alternate ELPAC assesses English learner students in an integrated manner: Expressive (Speaking and Writing) and Receptive (Listening and Reading) skills. Students who receive a scaled score between 160-199 on the Initial Alternate ELPAC are designated Initial Fluent English Proficient. Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English in order to

learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Students with Less Than Reasonable Fluency

Initial ELPAC:

There are two levels of less than reasonable fluency: Intermediate English Learner (370-449) and Novice English Learner (150-369). Students at these levels have minimally to moderately developed oral (listening and speaking) and written (reading and writing) skills. These levels capture a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need substantial-to-moderate support to communicate or engage in familiar social and academic contexts or less familiar tasks and topics. These test performance levels correspond to the entire "Emerging" to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.

Initial Alternate ELPAC:

There are two levels of less than reasonable fluency: Intermediate English Learner (144-159) and Novice English Learner (101-143). Students at the Intermediate English Learner level can sometimes use English to communicate and learn in school. They may need frequent help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities. Students at the Novice English Learner level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Table II-1: Initial ELPAC Levels

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) **450-600**	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner **370-449**	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner **150-369**	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Table II-2: Initial Alternate ELPAC Levels

Initial Levels	Initial Descriptors
Fluent English Proficient (FEP) **160-199**	Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
Intermediate English Learner **144-159**	Students at this level can sometimes use English to communicate and learn in school. They may need frequent help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
Novice English Learner **101-143**	Students at this level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English in order to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Transfer students from other districts, private schools, or out of the country

Initial placement for transfer students from other districts within California who have already been designated EL are placed based on previous transcripts and ELPAC scores. Students transferring from private schools that do not administer the ELPAC and students transferring from outside California are given the Initial ELPAC (if they answered yes to any of the HLS questions 1-3) to determine initial placement. These students follow the same assessment procedure as previously mentioned.

Parent Notification

Parents are notified within the first 30 days of enrollment of their child's designation: English Learner or Initial Fluent English Proficient. Federal and State Law require each school using funds under Titles I or III to inform parents of an English learner identified for participation or participating in such a program (See Appendix C). Parents have the right to appeal the designation up until the Summative ELPAC test is administered. The Director of Student Services will review student's test scores and school progress to determine if the designation was correct and meet with parents to determine final designation.

Initial Program Placement

Elementary (TK-5): All students (IFEP or EL) are placed in English-Language Mainstream classes and the classroom teacher provides the English learner support. For students designated as EL, EL Specialists provide additional push in and,or pull out support services as needed for English language development instruction.

Secondary (6-12): English learners with minimally developed to moderately developed English skills (Novice English Learner and Intermediate English Learner) are placed in structured English Immersion classes for English and Social Studies. Students who have well developed English skills are placed in mainstream classes. Placement for English learner students who have an Individualized Education Program, also known as IEP, will be determined by the IEP Educational team.

Instructional Programs

The elementary and secondary programs support all English learners in the mainstream classrooms. At the middle school level, one site (Jane L. Stanford) has a comprehensive English learner program and the other two sites (Frank Greene and Ellen Fletcher) have a support class for long term English learners. At the high school level, one high school (Henry M. Gunn) provides a comprehensive English learner program.

Structured English Immersion

Middle School Program

6th grade, the EL students are core in EL English and EL Social Studies. Course descriptions are below:

- EL 6A: This English class is for 6th grade English Learner students who score at the Novice and Emerging levels of English proficiency and at the Intermediate and Expanding levels of English proficiency with somewhat-developed English skills. EL students in this class require substantial to moderate support. The class focuses on the four domains of reading, writing, listening, and speaking, with an emphasis on increased academic awareness, confidence, and vocabulary development. During the second semester, the class also prepares students for the ELPAC.

- EL 6C: This English class is for 6th grade English Learner students who score at the Intermediate and Expanding levels of English proficiency with moderately-developed English skills. EL students in this class require moderate to light support. The class focuses on the four domains of reading, writing, listening, and speaking, with an emphasis on increased academic awareness, confidence, and vocabulary development. During the second semester, the class also prepares students for the ELPAC and CAASPP assessments.

- EL 6B: This Social Studies class is for 6th grade English Learner students at varying levels of English proficiency. Students in this class learn ancient world history in a sheltered ELD (English Language Development) environment. As a sheltered ELD history course, emphasis is placed on building students' English skills in the areas of reading, writing, listening, and speaking while learning grade-level history content.

7th and 8th grade, there are 3 levels of EL English classes which build on students' proficiency.

- ELL 1: This English class is for 7th and 8th grade English Learner students who score at the Novice level of English proficiency with minimally developed English skills. EL students in this class require substantial support. The class focuses on the four domains of reading, writing, listening, and speaking, with an emphasis on increased academic awareness, confidence, and vocabulary development. During the second semester, the class also prepares students for the ELPAC.

- ELL 2: This English class is for 7th and 8th grade English Learner students who score at the Emerging level of English proficiency with somewhat developed English skills. EL students in this class require moderate support. The class focuses on the four domains of reading, writing, listening, and speaking, with an emphasis on increased academic awareness, confidence, and vocabulary development. During the second semester, the class also prepares students for the ELPAC and CAASPP assessments.

- ELL 3: This English class is for 7th and 8th grade English Learner students who score at the Intermediate and Bridging level of English proficiency with moderately-developed English skills. EL students in this class require moderate to light support. The class focuses on the four domains of reading, writing, listening, and speaking, with an emphasis on increased academic awareness, confidence, and vocabulary development. During the second semester, the class also prepares students for the ELPAC and CAASPP assessments.

7th- and 8th-grade – One class of Social Studies for each grade level is offered. Course descriptions are below:

- ELL 7 WH – This Social Studies class is for 7th grade English Learner students at varying levels of English proficiency. Students in this class learn medieval world history in a sheltered ELD environment. Students receive support appropriate to their specific English needs, ranging from substantial to light support. As a sheltered ELD history course, emphasis is placed on building students' English skills in the areas of reading, writing, listening, and speaking while learning grade-level history content.

- ELL 8 USH – This Social Studies class is for 8th grade English Learner students at varying levels of English proficiency. Students in this class learn United States history in a sheltered ELD environment. Students receive support appropriate to their specific English needs, ranging from substantial to light support. As a sheltered ELD history course, emphasis is placed on building students' English skills in the areas of reading, writing, listening, and speaking while learning grade-level history content.

All middle schools offer a support class for long term English learners:

- ALD: Academic Language Development is a class for long term ELs who need continued support in developing academic English. The course's academic emphasis is on oral language development, accelerated academic vocabulary acquisition, expository, narrative, and argumentative writing, and reading comprehension with the use of CA ELD standards in tandem with the Common Core State Standards in English Language Arts. Effective organization and study skills will be integrated into the curriculum. The course will prepare students for success in listening, speaking, reading and writing in high school college preparation (A-G) courses.

- EL 1 – This course satisfies the state and district requirements for graduation. It offers individual and group instruction to prepare students for the High Emerging to Low Expanding fluency level. The course content includes beginning grammar, reading skills and basic vocabulary. Emphasis is placed on speaking, reading, listening, and writing in both formal and informal English. Methods and materials suitable for beginning language learners are used.

- EL 2 – This course satisfies the state and district requirements for graduation. It offers individual and group instruction to prepare students for the High Expanding to Bridging fluency level. It intensifies and expands the course content of English EL 1 by focusing on the fundamentals of grammar, spelling and punctuation, listening and reading comprehension, vocabulary development, and writing sentences using American idioms. Descriptive and academic paragraph writing is emphasized in the second semester. Methods and materials suitable for students with Expanding English language proficiency are used. The course includes an individual reading program with weekly discussions in small groups.

- EL 28 – This course satisfies state and district requirements for graduation along with the requirements for admission to the University of California. It offers individual and group instruction to prepare students for the upper range of the bridging fluency level. The course focuses on developing spoken, written, and interpretive communication based on a variety of texts organized by themes and essential questions. The course includes an individual reading program with weekly meetings in small discussion groups. Grammar concepts, development of academic vocabulary, essay writing techniques, and presentation skills are also covered.

- Intermediate Composition – This is a one-year class for English Learners transitioning from EL English classes to mainstream English classes. It satisfies state and district graduation requirements and also meets the requirements for admission to the University of California. The course integrates reading, writing, listening, and speaking skills around readings in fiction and non-fiction. Students learn key vocabulary and write reading responses that connect the reading to the theme and essential question of each unit. Advanced grammar and mainstream essay writing techniques are also covered.

- US History ELL – Geared towards the English Language Learner, this era survey class emphasizes the periods following the Civil War through the present day. The second semester focuses on the boom of the post World War I era through the end of the Twentieth Century.

- World History ELL – This course satisfies the state and district requirements for graduation. It includes the major historical eras of world history, from the Age of Enlightenment to an introduction to the Cold War. Emphasis is placed on the interrelationships among nations and cultures, as well as reading, writing, analysis, and bringing historical themes into current events.

English Language Mainstream Class Program

At the elementary and secondary level, English Language mainstream classroom teachers provide EL support to students. They have the coaching support of an EL Specialist housed at their sites.

Alternative Bilingual Programs

Not Applicable – PAUSD bilingual programs are choice programs. Students are admitted based on a lottery system.

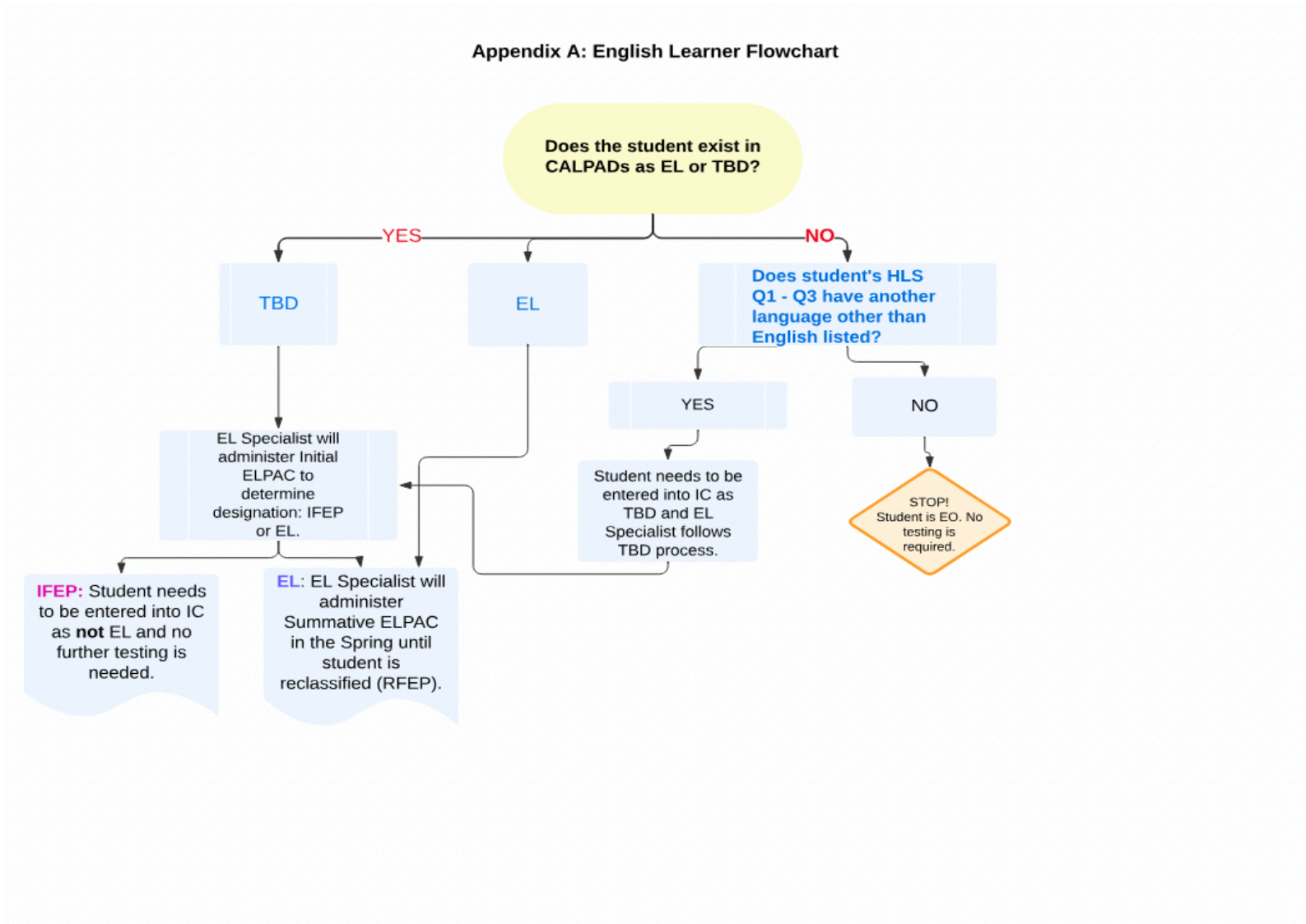
Table II-3 - *Identification, Assessment, and Initial Placement*

Personnel Responsible	Procedure	Location
Registration Enrollment Officers	Intake of all newly enrolled students. Check if students have been previously enrolled in California public schools. ● If yes, determine if students have been designated as EL. ● If not, check Home Language Survey responses. If 1-3 responses have language other than English the students are flagged in the internal database as "pending" so that school sites can administer the Initial ELPAC test.	Registration Services
District EL TOSA and EL Specialist	Administer Initial ELPAC assessment to new students and determine placement of students.	School Sites
District EL TOSA and EL Specialist	Determine placement of secondary students after Initial ELPAC assessment OR looking at previous transcripts and EL designation from previous CA school district.	District office, School Site
Director of Student Services	Meet with parents to sign waiver if parent wants to waive sheltered English Learner classes.	District Office

Request for a Parental Exception Waiver (See also, Section III)

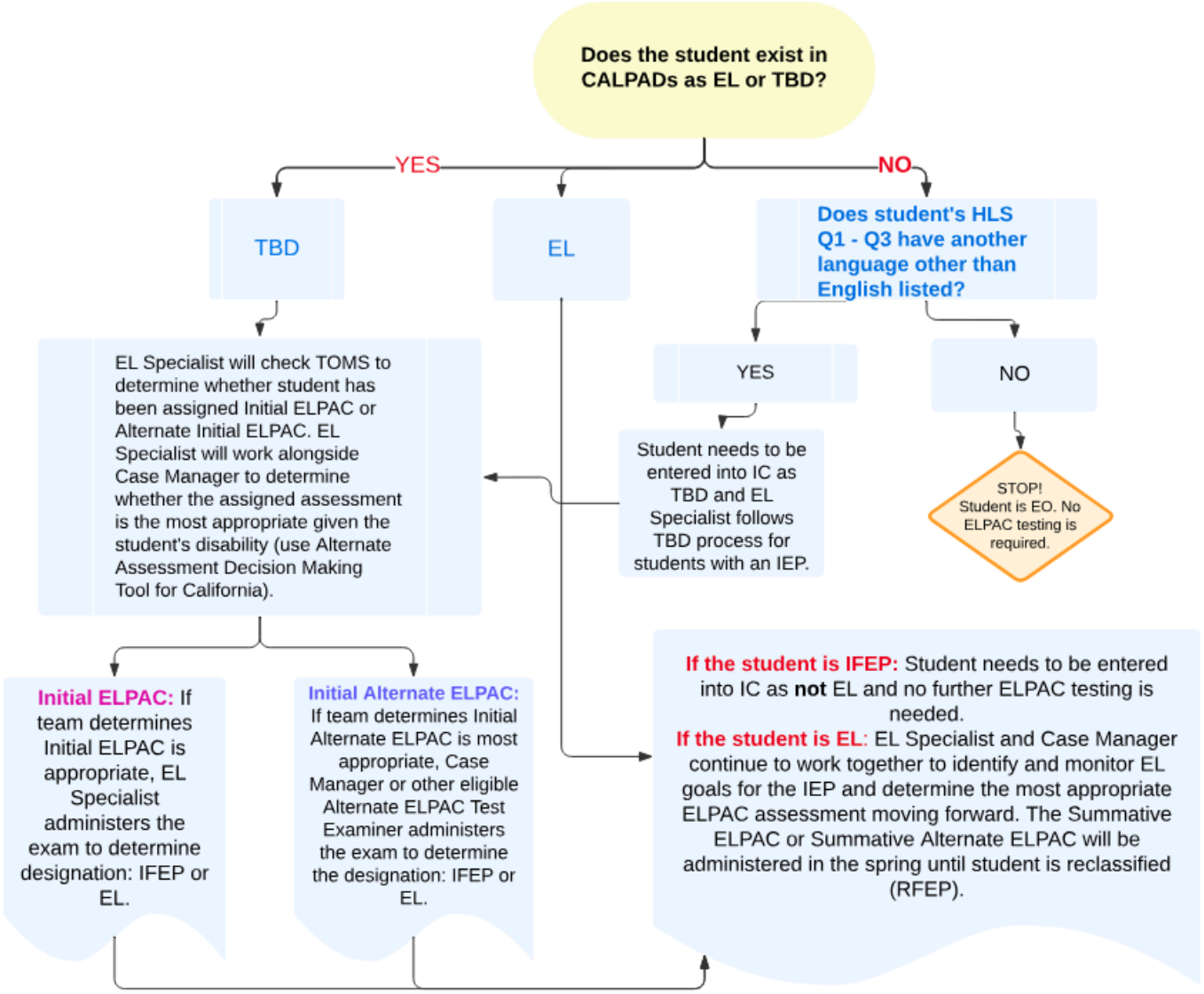
Palo Alto Unified School District uses the Parental Exception waiver at the secondary level for parents who choose not to send their children to our recommended EL program at JLS Middle School or Gunn High School (See Appendix D). Parents can request a waiver at any time. The student will receive SEI from qualified teachers in core subjects at all PAUSD secondary schools.

Palo Alto Unified School District English Learner Program Flow Chart



Appendix A1: English Learner with IEP Flowchart

This flowchart is for students who already have an Individualized Education Program (IEP) in place. For students who do not have an IEP, please refer to Appendix A.



Section III
Parental Exception Waivers

The LEA has notified parents of English Learners about program choices and placement and the opportunity to apply for a waiver.

Parental Exception Waivers for Alternative Bilingual Programs (Bilingual Education)

Purpose

State law (Sections 305, 306, 310, 311) of the California Education Code, requires that the basic program for all ELs is one that is taught overwhelmingly in English. However, EL instruction may be waived by parent request for a child to enter into a bilingual program.

Parent Notification

1. Waivers are also used for students whose parents request that they do not receive ELD instruction in the program that was recommended by the District.
2. Waivers are not needed for EOs or Special Education EL students with an Individualized Education Plan (IEP), which calls for primary language instruction or primary language support.
3. PAUSD has one Spanish Immersion Program and one Mandarin Immersion program at the elementary level and one Spanish Immersion program in middle school. By State Law, a Parental Exception Waiver is required to enter that program. ELD Waiver Forms are forwarded to the Director of Student Services for signature. EL students in immersion programs still receive ELD instruction.
4. Waivers are not required in order for students to receive primary language support within Structured English Immersion (SEI) or Mainstream Programs, as long as these programs are provided overwhelmingly in English.
5. Parents must be provided with written notification of the student's placement, all educational opportunities available, and the opportunity to apply to request a waiver.
6. If an Alternative Bilingual Program is not available, the parent will be notified and given a copy of parent rights to reapply to an alternative Bilingual Program in the future. The student will be placed in a Structured English Immersion (SEI) or English Language Mainstream setting, based on the student's level of English language proficiency.
7. PAUSD uses the Parental Exception waivers at the secondary level for parents who choose not to send their children to our recommended EL Program at JLS Middle School or Gunn High School. The students will receive SEI from qualified teachers in core subjects at all PAUSD secondary schools.

Types of Parental Exception Waivers

Parental Waiver from English Learner Program. (See Appendix D)

Annual Parent Notification

Parents/Guardians are notified yearly of their child's designation along with the ELPAC results. ELPAC score reports are electronically accessible on Infinite Campus. ELPAC Score Reports are also mailed to the parent/guardian.

Parental Exception Waivers Procedures

WAIVER PROCEDURES
All PAUSD teachers are certified to provide EL instruction. However, PAUSD has set up a special program recommended to all EL students. Parents wishing to withdraw students from the recommended EL Program must follow the steps below:

1. Should a parent/guardian request a waiver from the recommended program, s/he will first contact the EL staff member at the site. The EL staff member can refer the guardian or parent to the Director of Student Services and send in the site's recommendation to the Director.
2. The Director of Student Services will meet with the parent to discuss and/or clarify the EL Program and its purposes.
3. Should the parent still wish to request the waiver, the Director will review the recommendation from the site.
4. The Director of Student Services and the parent sign the waiver and the parent is given a copy.
5. The Director of Student Services submits the approved waiver to the Educational Services Administrative Assistant who keeps a copy on file in the EL office and notifies the following: Site EL Staff and Registration Services.
6. EL students with signed waivers will be monitored by the EL Teacher or Site EL Administrator and receive EL instruction as appropriate.

Approval, Denial and Appeal Procedures

Parent waivers cannot be denied by the school district.

Annual Reporting

Waivers are reported annually to CALPADS.

Table III-1: Parental Exception Waivers

Personnel Responsible	Procedure	Location
Site English Learner Staff	Parents request waiver. Parents meet with site EL staff and then are referred to the district.	Site
Director, Student Services	Parents request a meeting with the Director. If a waiver is approved, the director refers to the Registration Services Office.	District Office, Student Services

Registration Services Staff	If a waiver is approved, the director refers to the Registration Services Office. Changes are made to student's records.	District Office, Registration Services

Section IV
Instructional Program

Teaching and Learning

Each English Learner receives instruction in English-language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. Academic instruction for English learners is designed and implemented to ensure that students meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

Purpose

PAUSD provides services to ELs to ensure that they acquire English language proficiency and gain academic information from the core curriculum.

Overview of the Instructional Programs

Three types of instruction for ELs are offered.

1. Comprehensive English Learner Program: Daily ELD instruction with differentiated instruction in reading, writing, mathematics, social science, and science using intensive SDAIE (Specially Designed Academic Instruction in English) strategies and materials and primary language (L1) support. Serving Emerging and Expanding students
2. English Language Mainstream: Daily instruction provided by the EL certified classroom teacher with support from the ELD teacher, as needed, with differentiated instruction in reading, writing, mathematics, social science and science, using decreasing SDAIE strategies and materials to allow access to the core curriculum. Serving Expanding and Bridging students
3. Spanish and Mandarin Immersion Programs: Although the Spanish Immersion (SI) program and Mandarin Immersion (MI) program curricula are offered in English, Spanish, and Mandarin, daily ELD instruction is also provided. EL certificated classroom teachers provide curriculum in English acquisition and SDAIE through differentiated instruction in core subject areas. Support from the ELD teacher is provided, as needed.

English Learner Instructional Programs

Comprehensive English Learner Program

Daily ELD instruction with differentiated instruction in reading, writing, mathematics, social science, and science using intensive SDAIE (Specially Designed Academic Instruction in English) strategies and materials and primary language (L1) support serving Emerging and Expanding students.

English-Language Mainstream Class

English-language mainstream classes align their curriculum to the CA ELD standards in order to meet the needs of the EL students in the classes. ELD standards are accessible on the California Department of Education's website (linked here).

Bilingual Education Programs

At PAUSD, a Spanish Immersion and Mandarin Immersion program are offered at the elementary level. These programs are choice programs and admission to Elementary Choice Programs is granted through a lottery system held in March prior to the new school year. Lottery application forms are given only to parents who attend a program's Information Night and a tour.

At the middle school level, the programs are a continuation/extension of the elementary immersion programs. Students enter this program as a continuation of the immersion program or will be accepted by demonstrating grade level bilingual fluency in Mandarin or Spanish through a language assessment process.

Chart IV-1

Palo Alto Unified School District Bilingual Education Programs	
Elementary Programs (Grades K-6)	**Secondary Programs (Grades 7-8)**
Spanish Immersion	Mandarin Bridge
Mandarin Immersion	Spanish Bridge

Elementary Bilingual Education Programs

Transitional Bilingual Education (Grades K-6)

The Mandarin Chinese Dual Immersion Program at Ohlone is designed to develop full bilingualism in both Mandarin and English. English-speaking students and native Mandarin speakers are taught together using Mandarin and English instruction to develop bilingual academic fluency. The program aims to:

- Develop bilingual proficiency and literacy in Mandarin and English
- Promote academic achievement at or above grade level in both languages
- Foster positive cross-cultural attitudes

The Spanish Dual Immersion Program at Escondido is designed to develop full bilingualism in both Spanish and English. English-speaking students and native Spanish speakers are taught together using Spanish and English instruction to develop bilingual academic fluency. The program begins in kindergarten and continues through fifth grade or middle school. The program aims to:

- Develop bilingual proficiency and literacy in Spanish and English
- Promote academic achievement at or above grade level in both languages
- Foster positive cross-cultural attitudes

Section V
Reclassification

Standards, Assessment, and Accountability

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:

(1) ELPAC
(2) SBAC ELA
(3) Teacher evaluation through OPTEL
(4) Opportunity for parent opinion and consultation through OPTEL

Purpose

Reclassification is the process of redesignating an English Language Learner's Program status from Limited English Proficient (LEP) to RFEP (Reclassified Fluent English Proficient). English Learners classified as LEP shall be designated as Fluent English Proficient when they are able to comprehend, speak, read, and write English. Students who are RFEP will receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

Criteria for Reclassification

Reclassification eligibility is assessed in the following four areas identified on the English Learner Reclassification Worksheet:

1. ELPAC

   The English Language Proficiency Assessments for California (ELPAC) is an objective assessment of English comprehension, listening/speaking proficiency, and writing skills. In order to reclassify, students must obtain an overall performance level score of 4 on the Summative ELPAC or an overall performance level 3 on the Summative Alternate ELPAC (See Appendix H & H.1).

2. Teacher evaluation of the student's English language proficiency and curriculum mastery using state measures.-

   The Observation Protocol for Teachers of English Learners, also known as OPTEL, is used to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers. Teachers determine and document a student's English language proficiency via expressive skills (speaking and writing) and receptive skills (listening and reading). Per the OPTEL User Guide, found in the CDE's website and linked here, students must score at the Bridging Level, comprising Levels 3 and 4 on the OPTEL in order to reclassify. (Appendix K)

3. Parent/guardian opinion on readiness for reclassification as FEP (Fluent English Proficient) -

   Parents/guardians are consulted to confirm or deny a student's readiness for reclassification. Parents/guardians use the completed OPTEL during the parent consultation in order to provide input regarding the student's overall language development.

4. Norm-Referenced and/or Standards Based Test Scores in English Language Arts

   In order to reclassify, students must achieve within the top 25% of Nearly Met, Met, or Exceeded Standard, on the English Language Arts portion of the Smarter Balanced Assessment Consortium, or SBAC, which is part of the California Assessment of Student Performance and Progress (CAASPP) System. (See Appendix E & F)

   If students do not take SBAC ELA, due to their grade level or opt out, district assessments will be used to determine whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. To assess students' English proficiency, students must be reading on or near grade level according to their most recent i-Ready results. Students must also be writing on or near grade level according to their most recent writing assessment benchmark. Please see Appendix F and G for specific writing assessments.

   Students who are unable to access the SBAC and have an Individualized Education Program (IEP) may qualify for the California Alternate Assessments (CAAs). The CAA

gives students the opportunity to demonstrate their learning by taking a test aligned with alternate achievement standards for their grade level. Students whose individualized education program (IEP) designates the use of an alternate assessment to measure learning take the CAAs for English language arts/literacy (ELA) in grades three through eight and eleven. Students taking the CAA must receive an overall score of 3 - Understanding Level in order to be eligible for reclassification.

Reclassification Procedure

EL Specialists use the district English Learner Reclassification Worksheet to determine whether or not a student has met the criteria necessary to demonstrate proficiency in each of the four areas delineated under "Reclassification Criteria". Teacher and Parent input is also elicited through the OPTEL. Once the worksheet is completed and all parties (teacher, parent, EL Specialist) have had the opportunity to provide input, the EL Specialist submits the name(s) of student(s) eligible for reclassification to the EL TOSA. The EL TOSA works with the EL Data Support Staff at the district office. The EL TOSA and EL Data Support Staff then update student files on Infinite Campus from EL (LEP) to exited EL (RFEP). Students are then monitored at the site level for four years such that EL Specialists, Classroom Teachers, and Site Administrators can continue to provide support as needed to maintain academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. (Appendix E)

If EL students are not making progress towards reclassification, classroom teachers, EL Specialists, and Site Administrators should refer to the Multi-Tiered Systems of Support (MTSS) Process for Language Learners found in the PAUSD MTSS Handbook. MTSS is a systematic approach to supporting ELs by identifying at-risk students early, providing appropriate instruction, monitoring progress, and offering targeted interventions to facilitate academic growth and reclassification. Classroom teachers and EL Specialists should also refer to the California Practitioners' Guide for Educating English Learners with Disabilities to determine if additional support is needed in order to help the students achieve reclassification.

Alternative Reclassification

For Special Education students with EL status, the IEP Team will review all of the reclassification data. If the student's disability prevents the student from meeting the RFEP criteria, Alternative Reclassification will be considered. The "Four Criterion Worksheet: English Learner With Special Needs Reclassification Worksheet" should be used to determine eligibility (Appendix I). This is indicated on the IEP and the information is provided to the EL Administrator or ELD teacher who is responsible for reclassification at the site of attendance. Alternative Reclassification is appropriate for students who know English, but are not able to master the academic criteria listed for reclassification.

The IEP Team must also determine whether the student is eligible for an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the IEP Team must use the "Alternate

Assessment Decision-Making Tool”(Appendix B). This tool is part of the IEP and should be completed by the IEP team. Students who qualify for the Summative Alternate ELPAC Assessment are assessed within the same testing windows as the English Language Proficiency Assessments for California (ELPAC) testing windows. Students are assessed in the Listening, Speaking, Reading, and Writing domains. The Summative Alternate ELPAC assesses English learner students in an integrated manner: Expressive (Speaking and Writing) and Receptive (Listening and Reading) skills. They also receive an overall score for their performance in all domains combined. Students who take the Alternate Summative ELPAC must score an overall performance level of 3.

EL students who do not qualify for the Summative Alternate ELPAC Assessment, but have a disability that is documented on a Section 504 or IEP may qualify for a domain exemption. 504 or IEP Teams may use the Initial and Summative ELPAC Domain Exemption Decision-Making Tool (see Appendix B.1) to determine if an EL student or a potential EL student has a disability that precludes meaningful participation in one or more of the Initial and Summative ELPAC domains (i.e. Speaking, Listening, Reading, and Writing). For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite.

The Four Criterion Worksheet takes into account the assessment results of the Summative ELPAC or Alternate ELPAC, Teacher Evaluation and Parent Input through the OPTEL, and a Comparison of Performance in Basic Skills commensurate with the student's disability such as intellectual disability, language and speech impairment, etc. (See Appendix B & I: Alternate Assessment Decision-Making Tool and Four Criterion Worksheet: English Learner With Special Needs Reclassification Worksheet)

Monitoring of Reclassified Fluent English Proficient Students (RFEP)

Students that have been Reclassified Fluent English Proficient (RFEP) are monitored for four (4) years following reclassification.

At the elementary level, EL Specialists continue to follow the academic progress of RFEP students by tracking data on district reading and writing scores, district math assessment scores, SBAC ELA and Math scores. The EL Specialists consult with teachers to provide push-in and pull-out services as needed to support the continued success of RFEP students.

At the secondary level, EL Specialists follow the academic progress of RFEP students by tracking data on benchmark reading scores, SBAC ELA and Math scores, and grades. The EL Specialists consult with teachers to provide services as needed to support the continued success of RFEP students.

Table V – 1: Reclassification

Personnel Responsible	Procedure	Location
EL Specialists	Complete RFEP Checklist	School Sites
EL Specialists	Submit RFEP documentation to the District EL TOSA and Upload it to the student's cumulative file.	School Sites and District Office
District EL TOSA and EL Data Support	Update student files on Infinite Campus	District Office
EL Specialists	Continue to monitor RFEP students	School Sites
Classroom Teachers	Continue to monitor RFEP students	School Sites
Site Administrators	Continue to monitor RFEP students	School Sites

Section VI
Program Monitoring, Evaluation, and Accountability

Standards, Assessment and Accountability
The LEA determines the effectiveness of its program for English Learners and modifies the program, as needed.

English Learners Accountability System
Monitoring and Evaluation Plan

Ongoing Formative Monitoring Purpose

To engage all English Learners in purposeful acquisition of English proficiency to ensure equitable access to core content mastery in all curriculum areas.

Goals and Objectives

GOAL 1: All ELs will master the English language as efficiently and effectively as possible and master the core curriculum. Objectives include making progress towards ELD standards, moving one language proficiency level a year, and making progress towards re-designation.

GOAL 2: ELs will achieve academic success comparable to EOs, including participation in Advanced Placement classes, participation in college entrance exams, and/or graduation. Objectives include making progress towards graduation, enrollment in accelerated academic programs, and participation in other areas of a well-rounded education (athletics, student government, technology, visual & performing arts, music, community service, vocational programs, etc.).

GOAL 3: Mainstream teachers will deliver evidence-based instruction in core curriculum areas and provide equitable access to English Learners. Objectives include providing teachers professional development around evidence-based instructional strategies, modeled lessons, and coaching through EL TOSAs.

GOAL 4: Parents of EL students and R-FEP students will be engaged in their children's education. Objectives include holding regular ELAC and DELAC meetings and encouraging parent participation and scheduling a variety of site and district parent education and cultural events.

Principal, English Learner Teachers, and Site Leadership Team Roles in Program Monitoring

In order to establish and maintain high expectations for English Learners, students must receive appropriate supports in a timely manner. School teams must work together to provide an effective English Learner Program and Monitor Program Outcomes.

Responsibilities of Principals and EL Staff

Classroom Teacher – Delivers integrated ELD services, uses SDAIE and GLAD strategies to provide access to core curriculum, communicates with parents/guardians, collaborates with the EL Specialists, refers and advocates for students of concern, meets with the principal and IST/SST/IEP teams, monitors progress in all academic areas, participates with the EL Specialists in the redesignation process.

EL Specialists – Administer Initial/Summative ELPAC, determine appropriate placement, assign primary language tutors as needed, monitor student progress, communicate with parents/guardians, ensure delivery of appropriate ELD services including teaching designated and/or integrated ELD, collaborate with classroom teachers to coordinate push-in and pull-out services and interventions as needed, refers and advocates for students of concern, meet with the principal and IST/SST/IEP teams, work collaboratively with Special Education Teachers of English Learners to ensure EL goals are included and students are making progress, appropriate ELPAC assessment is assigned, and appropriate ELPAC accommodations are included in the IEP, and monitor the progress of reclassified students.

Special Education Teachers of English Learners – Provide Special Education services, collaborate with EL Specialist to ensure EL students with an IEP are making progress on their language goals, work alongside the EL Specialist to ensure EL students with an IEP have the appropriate English language proficiency assessment and assessment accommodations, and participate with the EL Specialists in the reclassification process.

Principal -– Monitors procedures and legal requirements at the school site, monitors student placement including waivers and program options, monitors the implementation of appropriate strategies and instruction for ELs in classrooms, organizes the school plan to implement the District's instructional program for ELs, monitors student records and progress of ELs and R-FEP, supports activities that promote diversity and family engagement, participates and supports ELAC as a member, evaluates EL Specialists, collaborates with the EL Specialist to review data/make appropriate placements/ensure appropriate services.

Paraeducator/Paraprofessional (including Primary Language Tutors) – Provide support in core subjects, provide translation services, assist with student testing, facilitate communication with parents/guardians, and/or provide continual communication with the EL Specialist and classroom teacher.

Student and Family Engagement Specialist (SaFE) – Serves as the link between the school, students, parents, and community. They develop and foster collaborations as well as provide referrals to community-based services for families.

English Learner Advisory Committee (ELAC) – Promotes programs that provide meaningful family involvement and actively promote the development of parent and community leaders who can advocate effectively for ELs. Schools with 21 or more ELs are required to establish a functioning ELAC. Each school site's ELAC meets to form a committee of 3-6 members. ELAC identifies a representative for the District ELAC (DELAC), trains members on their responsibilities, develops the School Plan for ELs, participates in the development of the school needs assessment, reviews the school's language census, and actively participates in parent engagement and education.

Director of Student Services and/or EL Teacher on Special Assignment (TOSA) – Designs in-services and EL professional development, monitors the EL Master plan, collects data, develops teams, manages the EL Program budget, organizes and leads the EL team, provides materials and in-services for ELAC/DELAC, meets with parents, supports with initial placement of newly enrolled students, and coordinates efforts to provide translation as appropriate.

Director of Assessment and EL TOSA – Oversees the administration of ELPAC, analyzes data for evaluation of the Master Plan, and coordinates with the Director of Student Services to gather information as needed.

Three Components of the Plan

- Assessment, Data Review and Placement
- Services and Family Engagement
- Reclassification and Progress Monitoring

Formative Review of Student Progress and Program Documentation

Student progress and program participation is documented both in the EL folder stored electronically in the CUM file as well as in the online data system, Infinite Campus. Data documented includes OPTEL, English Language Proficiency Assessments for California (ELPAC) scores, parent designation and placement letters, reclassification worksheets, and parent reclassification notification letters. Additional documentation may include (but is not limited to) reading assessments, and/or other additional language proficiency assessments used for formative/summative review of progress.

Review of Site EL Program

All instructional programs designed for ELs must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for ELs.
2. Well-articulated standards-based core curriculum and instruction provided with primary language support and SDAIE.
3. Structured activities designed to develop multicultural competence and positive self-esteem, embedded through the core curriculum.
4. ELD in grades 6-12 courses provide specific support for ELs to ensure that they gain full access to rigorous, grade-level core curriculum, and that they continue in their progress to master the English Language. These classes are equivalent in content and rigor to college preparation classes and cover the California Content Standards.

Coaching, Staff Development and Support

Mainstream Teachers and EL Specialists

- Coaching and roll out of ELD Framework and Standards at school sites
- Modeling and Co-teaching with mainstream teachers
- Collaboration with mainstream teachers to ensure delivery of appropriate ELD services and methodology for English acquisition and access to core curriculum
- Push-in services to provide access to core curriculum
- Participation in the redesignation process, IST, SST, IEP, and 504 meetings for English Learners
- Participation in a variety of trainings including but not limited to Evidence Based Grading, Orton Gillingham, Heggerty, and Benchmark Reading

Administrators

- Monitor the implementation of appropriate strategies and instruction for ELs in classrooms.
- Align the school plan to implement the district's instructional program for ELs.
- Collaborate with the EL Specialist to review data/make appropriate placements/ensure appropriate services.

English Learners Accountability System Evaluation Plan

Purpose

To engage all English Learners in purposeful acquisition of English proficiency to ensure equitable access to core content mastery in all curriculum areas.

GOALS:

Goal 1: All ELs will master the English language as efficiently and effectively as possible and master the core curriculum.

Evaluation Plan:

1. Review California School Dashboard Gauges - Monitor progress to ensure that English Language Learners meet the Green and Blue Performance Levels according to the California Dashboard
2. Review test results from state mandated English language proficiency assessments (Initial and Summative ELPAC) - Check for one level of growth each year for students who have attended PAUSD 12+ months and progress towards reclassification (e.g. Infinite Campus reports, Data Wall, TOMS, CERS, etc.)

Goal 2: ELs will achieve academic success comparable to EOs, including participation in Advanced Placement classes, participation in college entrance exams, and/or graduation.

Evaluation Plan:

1. Review progress towards grade-level standards through progress reports and report cards
2. Review test results from state mandated CAASPP assessments (SBAC or CAA) when applicable
3. Review of class lists for Advanced Placement (AP) and Honors Classes, including students who have been recently reclassified (RFEP) within the last four years

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Goal 3: Mainstream teachers will deliver evidence-based instruction in core curriculum areas and provide equitable access to English Learners.

Evaluation Plan:

1. Teacher observations through site administrators utilizing the California Standards for the Teaching Profession (CSTPs)
2. Participation in Evidence Based Grading, Reading Apprenticeship, ELD, and ELA trainings
3. Review of site and district level assessments to ensure EL students are demonstrating language growth and, or proficiency

Goal 4: Parents of EL students and R-FEP students will be engaged in their children's education.

Evaluation Plan:

1. Participation in ELAC and DELAC meetings
2. Increase communication and promotion of Parent Education and District/ Site Cultural events by providing translation in a variety of languages
3. Reports of a collaborative and supportive partnership with the Site SaFE Specialist(s)

Local Education Agency (LEA) and Title III Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. PAUSD will:

1. Ensure effective professional development by providing:
    - ELPAC training
    - Special Education and EL workshops
    - All new certificated staff with a two year professional development sequence that targets Title I, Title III and Tinsley (desegregation program) students
    - EL Specialists at each site to support general education teachers in delivering instruction using EL strategies within all core subjects.

2. Implement effective programs and activities by providing EL Specialists at each site to:
    - Co-construct lessons that incorporate EL strategies in content areas
    - Model and observe lessons, especially in the area of academic writing
    - Support teachers in improving assessments and rubrics that reflect English Learner progress

3. Ensure English proficiency and academic achievement by providing EL Specialists at each site to:
    - Model and observe lessons
    - Provide feedback to students and teachers
    - Demonstrate how to use ELD strategies
    - Incorporate ELD strategies within lessons
    - Identify target curriculum
    - Provide supplemental instruction directly to Long-Term English Learners to improve writing skills

4. Promote parent, family, and community engagement in the education of English Learners by:
    - Encouraging the hiring of bilingual district Student and Family Engagement Specialists (SaFEs) to conduct outreach to parents of English Learners as well as Title I and Tinsley students. SaFEs can accompany parents to conferences, site meetings, and assist with applications, forms, and understanding parent notifications (such as report cards, assessments, and other school related materials).
    - Providing translation services at district held events, meetings, paper mailings, and home visits.

Annual EL Evaluation Report

The Elementary and Secondary Education Act, Title III, Part A, Section 3121, requires each Title III English Learner Program receiving a subgrant must report on language instruction programs and activities it conducts. Palo Alto Unified School District (PAUSD) creates an online survey to comply with this requirement to report on the current school year. The survey questions relate to the implementation of language instruction programs in PAUSD during the current school year, whether or not paid for with Title III funds. The survey is managed by Research, Assessment and Evaluation, however the director of language instruction programs in PAUSD completes the California Department of Education's annual survey.

Palo Alto Unified School District English Learner Accountability System

English Learner Accountability System Chart
Implementation and Monitoring Responsibilities

PERSONNEL	RESPONSIBILITIES
Classroom Teachers	• Deliver appropriate ELD services • Use SDAIE and GLAD strategies to provide access to core curriculum • Communicate with parents/guardians • Collaborate with the EL Specialists • Refer and advocate for students of concern • Meet with the principal and IST/SST/IEP teams • Monitor progress in all academic areas.
EL Specialists	• Administer Initial/Summative ELPAC • Determine appropriate placement • Assign primary language tutors • Monitor student progress • Communicate with parents/guardians • Ensure delivery of appropriate ELD services • Collaborate with classroom teachers to coordinate push-in and pull-out services and interventions • Refer and advocate for students of concern • Meet with the principal and IST/SST/IEP teams • Monitor the progress of redesignated students.
Principals	• Monitor procedures and legal requirements at the school site • Monitor the implementation of appropriate strategies and instruction for ELs in classrooms • Organize the school plan to implement the District's instructional program for Els • Support activities that promote diversity and family engagement • Collaborate with the EL Specialist to review data, make appropriate placements, and ensure appropriate services
Para-educator/Para-professional (including Primary Language Tutors and Avenidas Tutors)	• Provide support in core subjects • Provide translation services • Assist with student testing • Facilitate communication with parents/guardians • Maintain communication with EL Specialists and classroom teachers
Family Engagement Specialist	• Serve as the link between the school, parents, and community • Develop and foster connections with families • Provide referrals to community-based services for families

Section VII
Staffing

Staffing and Professional Development

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.

Purpose

To engage all English Learners in purposeful acquisition of English proficiency to ensure equitable access to core content mastery in all curriculum areas.

Recruitment of Teachers

English Learner Specialists require a CLAD and are assigned to elementary sites according to a formula which includes percentage of English Learners at the site, number of teachers at the site and total school population.

Priority of Hiring

Palo Alto Unified District ensures that all teaching personnel whose assignment includes English learners hold appropriate certification to provide necessary instructional services to English Learners. Required authorizations include; SB-2042 Credential CLAD, Bilingual Cross-Cultural Language and Academic Development (BCLAD), SB-1969/SB-395, AB-2913 Certification or equivalent.

Recruitment and Staffing of Bilingual Paraprofessionals

The Palo Alto Unified School District English Learner Program recruits adult bilingual paraprofessionals to support English Learners as primary language tutors. Fluent speakers and writers are recruited based on EL percentages. Languages include (but are not limited to) Korean, Mandarin, Spanish, Hebrew, Japanese, and Russian.

Bilingual tutors support beginning English Learners by helping them understand classroom teacher instruction and the core content. Tutors will be utilized to explain information and translate for the child, and the teacher in the classroom and at parent meetings. Tutors are often used to translate written English into the child's primary language to support parents that prefer to read in languages other than English.

Tutors are important resources in the English Learner Program because they provide a means of communication between beginning English speaking students, teachers, and parents.

Tutors must have an A.A. degree or equivalent (any combination of training and experience equivalent to two years of college-level work). Applicants must also pass the Basic Skills Exam which tests in four categories: reading comprehension, vocabulary and 8th grade level math. Applicants are exempt from taking the Basic Skills Exam if they have passed the CBEST exam.

Program Staffing - Certificated Staff

Table VII-1

LEP Authorization	EL Program Assignment
SB 395 or Equivalent	Mainstream Classroom
CLAD or Equivalent	English Learner Specialist
BCLAD	English Learner Specialist
SB2042	Mainstream Classroom

A detailed listing of LEP authorization required for EL program assignments is available on Table VII-3.

These requirements are also described in Section IV: Instructional Program

Special Education:

Special Education teachers must have a CLAD or Equivalent.

Teachers in Training

Teachers in training teachers must have a CLAD or Equivalent.

Improper Assignments of Teachers

Improper assignments of teachers will be reassigned by Human Resources.

Table VII-3: Qualified to Teach English Learners

Type of Authorization	Type of Instruction Authorized		Authorization for Primary Language
Certificate, Credential, or CDE Options	**ELD** *Instruction for English Language Development*	**SDAIE** *Specially Designed Academic Instruction in English*	**Primary English Learner** *Instruction for primary language development and content delivered in the primary language*
CLAD Certificate	Yes	Yes	No
Language Development Specialist Certificate (LDS) No longer issued by the CTC, holders of valid documents may continue to serve with these documents.	Yes	Yes	No
Multiple or Single Subject Teaching Credential with a CLAD emphasis	Yes	Yes	No
Emergency BCLAD permit	Yes	Yes	Yes
University Internship Credential with a BCLAD Emphasis	Yes	Yes	Yes
BCLAD/BCC Certificate	Yes	Yes	Yes
Certificate of Completion of Staff Development SP-395	No	No	No
SB 2042	No	No	No

Staffing Table VII-4

Personnel Responsible	Procedure	Location
Director of Human Resource and Director of Academic Supports	Both directors will review staffing assignments yearly.	District Office

Section VII
Professional Development

CPM/EL V, Staffing and Professional Development
The LEA provides high-quality development to classroom teachers, principals, administrators and other school or community-based personnel.

Identification of Professional Development Needs

PAUSD is committed to providing focused staff development to all teachers and staff. The District offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include curriculum, SDAIE, or other techniques designed to meet the needs of ELs. Teachers new to the District receive training about the EL Program, EL services, and SDAIE strategies. Induction coaches provide modeling in the classroom in addition to release-time workshops that include SDAIE techniques. Areas that have and continue to receive emphasis include but are not limited to:

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Literacy – Workshops for K-12 teachers and administrators in a variety of venues, focusing on language development
- Specific training from publishing company consultants and District staff on District-adopted texts
- Differentiated Instruction
- Cross-cultural understanding
- ELD Standards and their alignment with Common Core State Standards

Common Components of Effective Professional Development Training

In order to provide effective professional development, trainings will:

- Be content focused to provide greater access to core content
- Incorporate active learning such that participants gain confidence in continuing the techniques and strategies learned
- Support collaboration through PLCs
- Offer feedback and time for reflection

Districtwide Focus

The Board of Education has adopted the following priority areas:

1. Early Literacy – The Every Student Reads Initiative (ESRI) strives to reach the goal of ALL students reading at grade level by the end of third grade.

    - Provide targeted professional learning opportunities to all staff and administrators in support of instructional excellence and equitable outcomes tied to key district priorities.
    - Reduce the disparity in achievement outcomes between historically underserved student groups including ELs

2. Equity and Access – PAUSD aims to ensure that excellence shall become the norm for all, regardless of background or demographics.

    - Implement the District's Systemwide Integrated Framework for Transformation(SWIFT Plan) to increase student and parent engagement and eliminate the achievement gap for underrepresented groups
    - Assure that every student has access to multiple programs, services, activities, and enrichment experiences that support student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential

3. High Quality Teaching and Learning – All education stakeholders are responsible for every learner having full access to quality education, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

    - Increase or maintain performance on all Local Control and Accountability Plan (LCAP) priorities.

Section IX
Parent Advisory Committee

Parent/Guardian Involvement

The LEA provides parents of English learners with opportunities to be active participants in assisting their child to achieve academically.

Purpose

PAUSD is committed to promoting programs that provide meaningful family involvement and that actively promote the development of parent and community leaders who can advocate effectively for ELs. The role of a Parent Advisory Committee, specifically, the English Learner Advisory Committee (ELAC), is to advise the principal and School Site Council on programs and services for English learners. ELAC is not a decision making body, but it is the voice of the English learner community.

English Learner Advisory Committee (ELAC)

ELAC is a committee composed of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Role and Responsibilities of the ELAC

Schools with 21 or more ELs are required to establish a functioning English Learner Advisory Committee (ELAC). Each school site's ELAC meets each year and fulfills the following requirements and responsibilities:

1. Formation - EL parents vote for 3-6 ELAC members. The same percentage of parents of English Learners on ELAC should be the same as that of EL students at the school. One member of ELAC is then elected to represent the school for the District English Learner Committee (DELAC).

2. Training - All members will receive training on their responsibilities as ELAC/DELAC members.

3. Responsibilities - The ELAC is responsible for advising the principal and staff on programs and services for English learners. The committee also reports to the School Site Council to assist with the development of the Single Plan for Student Achievement (SPSA). In addition, ELAC can also assist the school with completing a needs assessment, reviewing the findings of the school's language census (R-30 Report), identify ways to help parents become more aware of key issues impacting student performance, including school attendance, and provide parent education.

4. Records - Each site's ELAC will take minutes of all meetings.

Role of the Site Administrator with ELAC

The site administrator ensures that the composition requirements, elections, and training for ELAC are properly conducted. The administrator communicates with ELAC and School Site Council to develop the School Plan (SPSA). The administrator shares pertinent data and findings with ELAC regarding the progress of English Learners, instructional goals, curricular needs, etc. The ELD teacher and Principal keep minutes at the site. A record of completed site responsibilities and meeting dates are sent to the EL Director's office.

Role of the District Office with ELAC

The ELD teacher and principal keep minutes at the site. A record of completed site responsibilities and meeting dates are sent to the Director of Student Services office.

Each school site elects one or two ELAC members to serve on the District English Learner Advisory Committee (DELAC). The elected members' names are sent to the Director of Academic Supports office and invited to attend DELAC meetings.

District English Learner Advisory Committee (DELAC)

The District English Learner Advisory Committee (DELAC) is a committee composed of parents, staff, and community members from various school sites specifically designated to advise the district officials on English Learner program services. Each school site elects one or two ELAC members to serve on DELAC. They receive training materials and meet with the Director of Student Services office.

Role and Responsibilities of the DELAC

Whenever 51 or more ELs are enrolled in a district, the district must have a functioning District English Learner Advisory Committee (DELAC) or a subcommittee of an existing Districtwide advisory committee. The DELAC shall be responsible for:

- Advising the school district governing board on the development of a district EL Master Plan for education programs and services for English learners
- Conducting a district wide needs assessment on a school-by-school basis
- Reviewing and monitoring the district's programs, goals and objectives for programs and services for English Learners
- Developing a plan to ensure compliance with teacher or aide requirements
- Reviewing and commenting on the school district reclassification procedures.
- Reviewing and commenting on the written notifications sent to parents and guardians
- Reviewing and commenting on waiver requests and the administration of the language census (Form R30-LC)

Role of the District Office with DELAC

Minutes are taken by an elected DELAC secretary. A copy is kept by the Director of Student Services and filed in the District Office. Other copies are distributed to the school principal or designee through the site's DELAC member.

Table IX-1: Parent Advisory Committee

Personnel Responsible	Procedure	Location
Principal	Ensures that the composition requirements, elections, and training for ELAC are properly conducted. Communicates with ELAC and School Site Council to develop the School Plan (SPSA). Shares pertinent data and findings with ELAC regarding the progress of English Learners, instructional goals, curricular needs, etc. Obtains minutes and pertinent information about ELAC meetings from the EL Specialist and confirms that appropriate information has been submitted to the Director of Student Services.	School Site
ELD Teacher/ EL Specialist	Facilitate the formation of the committee to be composed of the appropriate percentage of English Learner parents, other parents/guardians, school staff, and /or community members. Lead the site based meetings. Maintain records of meetings to be submitted to the Director of Student Services. Maintain communication with the Principal and SSC to support in the development of the SPSA.	School Site
Committee Members	After the committee is formed, one member of ELAC is then elected to represent the school at the DELAC. All members will be trained on their responsibilities as ELAC/DELAC members. Members will advise the principal and staff on programs and services for English learners. Committee members may report to the School Site Council to assist with the development of the SPSA. Members assist the school with completing a needs assessment, reviewing the findings of the school's language census (Form R30 Report), identify ways to help parents become more aware of key issues impacting student performance, including school attendance, and provide parent education.	School Site
DELAC Representatives	Advise the school district governing board on the development of a district master plan for education programs and services for English learners. Conduct a district wide needs assessment on a school-by-school basis. Review and monitor the district's programs, goals and objectives for programs and services for English Learners. Developing a plan to ensure compliance with teacher or aide requirements. Review and comment on the school district reclassification procedures, written notifications sent to parents and guardians, waiver requests, and the administration of the language census.	District Office
Director of Student Services	Lead DELAC meetings, maintain a copy of notes from DELAC meetings, and obtain a copy of records from site-based ELAC meetings.	District Office

Section X
Funding

CPM/EL III, Funding

The LEA uses general funds for core instruction of English learners and EIA/LEP and Title III funds for services that supplement the core.

Purpose

PAUSD follows funding mandates as prescribed by the Education Code, State regulations, and District policies and practices. Economic Impact Aid-Limited English Proficient (EIA-LEP), Title III-LEP funds, and Title III- Migrant funds are used to supplement the core education program and may not supplant use of the General Fund. PAUSD uses the General Fund to provide the core education program for all students, including ELs. This includes core curricular materials, instructional supplies, teachers' salaries, and other District services (e.g. transportation, library, Special Education, counselors, etc.). The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations, with some designated exclusively for the education of English Learners.

General Fund

PAUSD General Fund

1. General funding is provided by the District to cover the costs of the EL program as a core curricular program, such as ELD teachers at the elementary grades.
2. General funding is also used for ELD courses at the middle and high school grades.
3. A period is given to each EL Program Specialist for program coordination at each ELD secondary site, and for additional support for the ELD program, such as printing and workshop costs.

Local Control and Accountability Plan (LCAP)

LCAP funds are used to supplement the District's base program. The funds must be used for services supplemental to the base program for ELs and economically disadvantaged youth in grades K-12. Services to ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Funding covers primary language tutors who provide support and access to the core curriculum for EL students when feasible. LCAP funding is also used to provide additional academic language development support, provide literacy instruction, and pilot extended day programs at targeted sites. In addition, LCAP funds are used to purchase professional development activities and instructional materials to serve ELs and disadvantaged youth.

Other Funding

Title I, Part A is a Federal funding program that provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school. Title I funds support ELs who meet Title I requirements. Funds are used to increase the amount and quality of learning, and to help provide a high-quality curriculum for all children, according to a comprehensive plan to help students meet the District's challenging standards.

Section XI
Glossary of Terms/Acronyms

Glossary of Terms/Acronyms

ALD	**Academic Language Development:** Curriculum adapted from Kate Kinsella's evidence and research-based approaches for improving writing strategies with Long Term English Learners.
BCLAD	**Bilingual Cross-cultural Language and Academic Development:** Credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language content courses.
Benchmarks	Periodic publisher-developed assessments administered to all students to measure how well students are mastering standards.
CALPADS	**California Longitudinal Pupil Achievement Data System:** The state system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.
CLAD	**Cross-cultural Language and Academic Development:** Credential or certificate authorizing the holder to teach ELD or SDAIE content courses.
Common Core	Educational standards for English and mathematics that outline learning goals for what students should know and be able to do by the end of each grade level kindergarten through Grade 12..
Content Area Literacy	Having the abilities and skills to read, write, and think at a level necessary to function successfully in a specific subject area.
Content-Based Instruction	An approach that makes use of instructional materials, learning tasks, and classroom techniques from academic areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
Cross-cultural Language and Academic Development	Credential, or certificate, which authorizes the holder to teach ELD or SDAIE content courses.
CTC	**Commission on Teacher Credentialing:** California State Commission that authorizes teacher credentials
Differentiated Instruction	A learning program designed to meet the wide range of educational needs of students within a classroom.
ELAS	**English Language Acquisition Status**
EL	**English Learner:** Student with limited proficiency in English. The term EL is preferred over Limited English Proficient (LEP) as it highlights accomplishments rather than deficits. This group includes: ● Newly-arrived EL students with adequate formal schooling. Students with academic language skills in their Primary language who only need to transfer this literacy to English through a rigorous and comprehensive English Language Development program. ● Newly-arrived EL students with limited formal schooling. For these students, ELD is one component of a literacy program that

	provides extended time for English Language Development and also includes primary language literacy development whenever possible. ● Long-term EL students: Students who have typically been in U.S. schools for seven or more years and, despite good oral fluency, demonstrate levels of literacy far below that of their English Only peers. Students need a program that will accelerate literacy in English with a consistency of approaches and strategies.
ELD	**English Language Development:** a specific curriculum that addresses the teaching of English as a second language according to the level of proficiency of each student.
ELPAC	**English Language Proficiency Assessments for California:** Required state test for English language proficiency that is administered to all students whose primary language is a language other than English.
EMC	**English Language Mainstream Classroom:** Program of instruction delivered only in English without primary language support. English Learners receive ELD instruction from the classroom teacher until they are reclassified FEP. Core content is taught in English using sheltered (SDAIE) methodology. Teachers who instruct English Learners in the English Language Mainstream classroom must possess appropriate credentials.
English Reading Fluency	Ability to read at a normal pace and understand most of what is read in English without relying on a dictionary and/or to have confidence, comfort, and control while reading in English**.**
EO	**English Only:** Refers to students whose only language is English.
ESL	**English as a Second Language:** previous title of English Language Development (ELD) programs. ELD is now the preferred title, since English Learners may already speak more than one language.
FEP	**Fluent English Proficient:** refers to English Learners who have achieved a level of English proficiency which enables them to compete academically with their English Only peers.
Functional Literacy	Having the level of literacy required for success on a day-to-day basis in a literate society.
HLS	**Home Language Survey:** Survey required by the state of all students at time of registration to determine the student's native language and thus the proper language acquisitions program and appropriate L1 support.
IEP	**Individualized Education Program:** An Individualized Education Program is a legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is a document that is reviewed each year.
I-FEP	**Initially Fluent English Proficient**: refers to students with a home language other than English whose oral and written English skills approximate those of native English speakers.
Illiterate	Refers to a person who has been introduced to print but who has not developed reading and writing skills as expected by society.

Immersion Program	Palo Alto Unified School District offers both Spanish Dual Immersion and Mandarin Dual Immersion programs designed to develop full bilingualism. English-speaking students and native Spanish or Mandarin speakers are taught together using English and Spanish or Mandarin (respectively) to develop bilingual academic fluency. The programs begin in Kindergarten and continue through middle school. The program promotes academic achievement at or above grade level in both languages and fosters positive cross-cultural attitudes.
Informed Parental Consent	Permission or refusal of a parent/legal guardian to enroll their child in an EL program after the parent is effectively notified of the district's educational options and recommendation.
L1	The first language a student learns to speak at home.
L2	The second language that a student learns to speak.
Language Acquisition	Process of learning a language whereby the learner progresses through three predictable stages: emerging, bridging, and expanding.
Language Dominance	**R**efers to the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.
Language Proficiency	Describes the level of language ability of a student.
LEP	**Limited English Proficient:** Former term for English Learner (see English Learner).
Literacy	Refers to the ability to read and write at a level expected by society.
Literate	Having the ability to read and write at a level expected by society.
Mainstream English	The level of language used to instruct native English speakers.
Monitoring Plan	Plan to regularly monitor how well English Learners are progressing in the development of English and how well newly Reclassified students are keeping up with their academic achievement.
Newcomer Program	Separate, relatively self-contained educational setting designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ELD instruction).
OPTEL	**Observation Protocol for Teachers of English Learners** is used to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers. Teachers determine and document a student's English language proficiency via expressive skills (speaking and writing) and receptive skills (listening and reading).

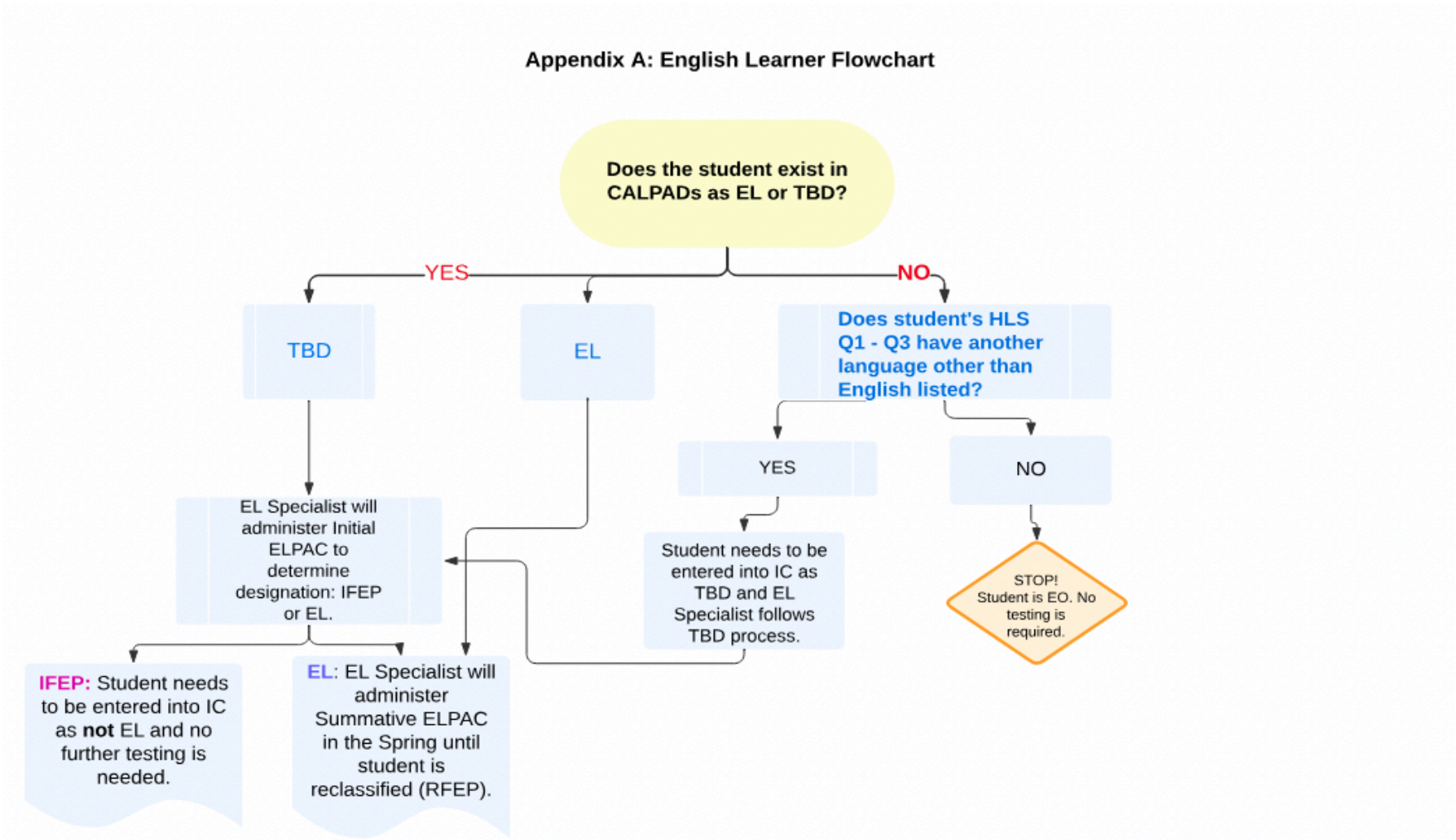
PAUSD	**Palo Alto Unified School District**
Pre-literate	Persons who have not been introduced to print (example: infants).
Primary Language	The first language a student learns to speak at home.
PLT	**Primary Language Tutor:** Instructional aides providing primary language support to students testing into the “Novice” range on the Initial ELPAC.
Primary Language Support	Refers to the use of the students’ primary language by a teacher, bilingual classroom aides, or other staff, to facilitate teaching and learning when English is the primary language of instruction.
RFEP	**Reclassified Fluent English Proficient (R-FEP):** Students previously identified as English Learners who have met all criteria for reclassification to Fluent English Proficient.
Rubric	A scale or set of criteria which delineates key features or requirements of a task.
Scaffolding	Linguistic or cognitive support for language learners in order to facilitate understanding of academic instruction in a second language. Also referred to as Sheltered Instruction.
SDAIE	**Specially Designed Academic Instruction in English (SDAIE):** Specific strategies used to scaffold or shelter academic instruction in the second language.
Second Language	The second language that a student learns to speak.
SEI	**Structure English Immersion:** Language development model that uses structured and sequential lessons to rapidly teach English to ELs. Daily ELD instruction is provided with differentiated instruction in reading, writing, mathematics, social science, and science.
Standards	The general expectations of what a student should be able to do as a result of participation in an instructional program.
TBD	**To Be Determined**

Section XII

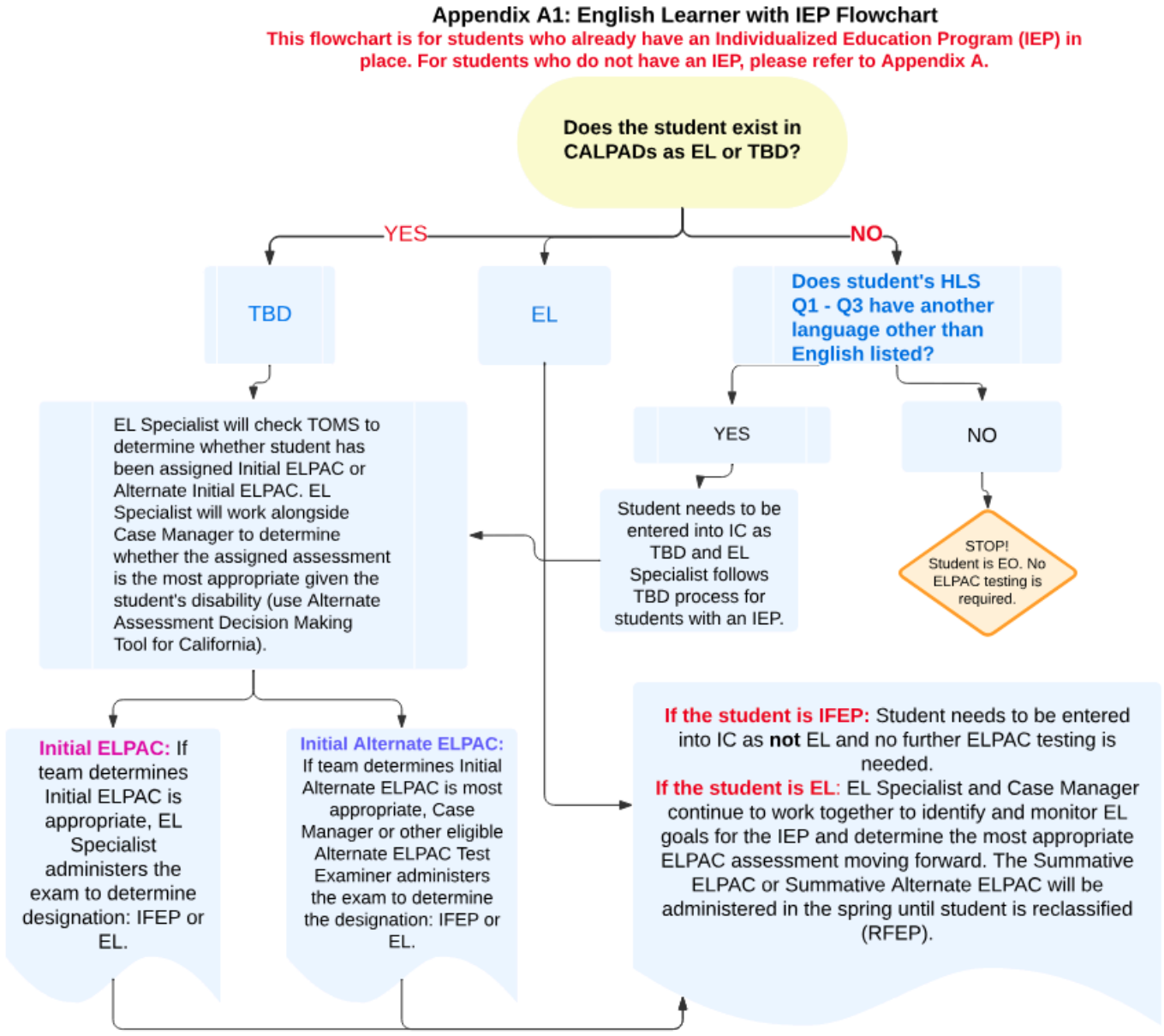
Appendices

A. English Learner Flowchart
    1. English Learner with IEP Flowchart
B. Alternate Assessment Decision-Making Tool for California
    1. Initial and Summative ELPAC Domain Exemption Decision-Making Tool
C. Initial ELPAC Score Report Parent Letter
D. Parent Waiver Form
E. Reclassification Process
F. RFEP Worksheet-Elementary
G. RFEP Worksheet- Secondary
H. Summative ELPAC-Proficiency Level Descriptors
    1. Summative Alternate ELPAC Proficiency Level Descriptors
I. 4 Criterion Reclassification Form
J. RFEP Parent Letter
K. OPTEL Form

Appendix A: English Learner Flowchart



Appendix A1: English Learner with IEP Flowchart



Appendix B. Alternate Assessment Decision-Making Tool for California

Alternate Assessment Decision-Making Tool for California

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

Background

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing and updating the No Child Left Behind Act. The purpose of ESSA " is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."[1] As part of the assessment provisions of ESSA, the law requires that the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.[2] To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. ESSA limits the number of students who may take such assessments to 1 percent of all tested students in a given subject.[3]

While many states have been able to meet the 1 percent limit, California has continued to exceed the 1 percent cap.[4] Eventually, if California is not able to lower the rate of students taking the alternate assessment, the US Department of Education could withhold Title I, Part A state administrative funds.[5]

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[1]Every Student Succeeds Act. 2015. 20 USC § 1001. https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

[2]US Department of Education. 2017. Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations.

[3]Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf

[4]National Center on Educational Outcomes. 2020. "AA-AAS Participation Rate from 2007–08 to 2016–17." Data Analytics, no.12. https://tableau.ahc.umn.edu/t/ICI/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no

[5]Rooney, P., and Ryder, R. 2019. "Information Regarding Consequences for States Not Meeting the Requirement to Assess Not More Than 1.0 Percent of Students on the Alternate Assessment," memorandum from the US Department of Education, Office of Elementary and Secondary Education https://www2.ed.gov/admins/lead/account/saa/state1capconsequences19final.pdf

Instructions for Use

Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool.

This tool is divided into four parts, Part A through Part D. IEP teams should work though the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

Alternate Assessment Decision-Making Tool for California

Student Name: _____ **Grade Level:** _____ **Date:** _____

SSID: _____ **Date of Birth:** _____

Part A—Determining Initial Eligibility

Directions: Complete the first two questions to determine whether the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?

No, the student does not have an IEP.

Stop here. The student is not eligible for alternate assessment.

Yes, the student has a current IEP.

Proceed to the next statement.

2. Review the student's identified disability, as defined by the Individuals with Disabilities Education Act (IDEA) eligibility categories.

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)

Stop here. The student is not eligible for participation in the alternate assessment.

The student meets state eligibility criteria under the following disability category designations:

- Deafness/hearing impairment
- Emotional disturbance
- Orthopedic impairment
- Other health impairment
- Visual impairment

A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.

Proceed to **Part B**.

The student meets state eligibility criteria under the following disability category designations:

- Autism
- Deaf-blindness
- Intellectual disability
- Multiple disabilities
- Traumatic brain injury

A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.

Proceed to **Part B**.

Part B—Determining Whether the Student Has a Most Significant Cognitive Disability

Directions: Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student's daily functioning. After reviewing all available data, if the team still struggles to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

1 point	2 points	3 points	4 points
The student • meets grade-level standards in all content areas; • has age-appropriate receptive and expressive communication skills, including conversation skills; and • expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level.	The student • has difficulty learning academic content aligned with the Next Generation Science Standards (NGSS), or 2012 English language development (ELD) standards but is making progress with appropriate supports; • may need additional practice with direct instruction to generalize the new skills into daily living activities; • has some age-appropriate receptive and expressive communication skills (orally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting; and • may have been referred for an initial evaluation during elementary school due to academic difficulties.	The student • has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention and designated supports; • may need instruction aligned with the California Common Core State Standards (CCSS) Prioritized Core Content Connectors (CCCs), Essential Understandings (EUs) for Reading, Writing, and Mathematics, the CA NGSS Science Connectors (SCs), or the ELD Connectors to build base skills to get back to grade level; • may struggle to generalize skills outside the classroom, even with assistance and practice; • has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages; • struggles to follow directions and routines without significant assistance; and • may have been referred for an evaluation in preschool or kindergarten based on developmental differences.	The student • has significant difficulty learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations; • requires significantly modified curriculum and instruction derived from the CA CCSS Prioritized CCCs, and EUs, CA NGSS SCs, or ELD Connectors and likely is unable to apply or generalize skills outside the classroom setting; • may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others; • likely requires maximum adult assistance to communicate; • requires layers of supports (accommodations, scaffolding, or unlisted resources for access) and assistive technologies to follow directions and daily routine activities; and • was most likely identified with developmental delays as an infant or toddler and received early intervention services through the California Department of Developmental Services Early Start program.

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use of leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

1 point	2 points	3 points	4 points
The student • displays age-appropriate social, communication, and leisure skills; • can initiate and maintain friendships, and express and recognize emotions with peers who are the same age; and • engages in play and recreational activities without additional support.	The student • may have difficulty with social interactions (e.g., may misinterpret peers' social cues or others may consider the student's actions immature); • has communication, language, and conversation skills that are less concrete or more immature than peers who are the same age; and • may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.	The student • has social, behavioral, and communication skills markedly different from peers who are the same age; • can be understood but uses a mode of communication that is much less complex than peers who are the same age; • may use behaviors to communicate; • may not perceive or interpret social cues accurately; • often needs significant support to engage in social situations or use communication skills; and • may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.	The student • often uses behaviors to communicate; • has **very limited** communication skills in terms of vocabulary and grammar; • may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non- symbolic communication; • requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g., simple speech, visuals, gestures) to communicate; and • **may not yet** show understanding of symbolic communication with speech or gesture.

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

1 point	2 points	3 points	4 points
The student • is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age; and • independently performs self-care activities such as eating, dressing, and taking care of personal hygiene.	The student • often functions age-appropriately in personal care daily living activities and using community resources; • displays recreational skills typically on the same level as peers, although some additional support may be needed; and • may need support in navigating the school and community and may need reminders about being mindful of safety hazards.	The student • may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues; • often requires additional support and learning opportunities for recreational skills; and • requires intensive support to safely navigate the school and community.	The student • requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety; • requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs; and • requires supervision at all times.

Determining Whether the Student Has a Most Significant Cognitive Disability

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.

Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student has a most significant cognitive disability.

Proceed to **Part C**.

Part C—Determining if the student requires direct individualized instruction aligned to the CCSS, extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Directions: Select the column that best describes the student's grade- and age-appropriate curriculum, instruction, supports, accommodations, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Curriculum, Instruction, and Assessment

This section describes the student's daily learning needs as outlined in the IEP.

1 point	2 points	3 points	4 points
The student's present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills, with present-level data showing skill gaps represented within the CCSS.	The student's • IEP includes annual goals and objectives aligned with the CCSS and may include short-term learning objectives aligned with the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors in prescriptive area(s) of data-determined need; • instruction and assessment are aligned with grade-level targets that build in complexity from Prioritized CCCs and EUs toward achievement of learning aligned with the CCSS; and • IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas for grade-level standards.	The student's • IEP includes goals and objectives that target modified grade-level standards within the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors; • instruction and assessments are aligned with modified grade-level targets within the Prioritized CCCs and EUs, CA NGSS SCs, and ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires accommodations and may require unlisted resources.	The student's • IEP includes present level of performance statements that align learner data with grade-level standards through the Prioritized CCCs and EUs, CA NGSS SCs, or the ELD Connectors; • instruction and assessments are based on student data, likely showing skill gaps within the Prioritized CCCs and EUs, CA NGSS SCs, or ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires extensive accommodations and unlisted resources.

Universal Tools, Designated Supports, and Accommodations

This section describes the accessibility resources needed for the student to participate meaningfully in daily instruction and assessment activities.

1 point	2 points	3 points	4 points
The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.	The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.	The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, and accommodations that are provided during instruction and assessment to support access, **and** the student requires additional individualized accommodations, unlisted resources, and scaffolds that change the construct and are not allowed on California's CAASPP and ELPAC tests. These also are **provided during instruction and assessment** to support access.	The student's IEP outlines the use of individualized unlisted resources, accommodations, and materials beyond those that are presented in the California Assessment Accessibility Resources Matrix to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the student and provide the learner with opportunities to show what they know and can do.

Assistive Technology

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community, and work** environments.

Note: The assistive technology box on the Special Factors page of the IEP should be a quick reference before taking a deeper look into the supports, services, and testing accommodations section of the IEP. There are more than 10 domains of assistive technology available for IEP teams to consider.

1 point	2 points	3 points	4 points
The student's IEP team has determined the student does not need any assistive technology, **or** the student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.	The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student, **or** the student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing, as presented in the Assistive Technology Consideration in the IEP document and the California Assessment Accessibility Resources Matrix.	The student's IEP outlines required assistive technology supports and services, **and** an assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc., **or** the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in their environment.	The student's IEP describes complex physical, sensory, or medical needs across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies, **and** the student currently requires person- dependent supports or scaffolds that may be replaced with assistive technology once feature matching is determined.

Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substantial Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.

Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CA NGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Proceed to **Part D**.

Part D—Additional Concerns

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is **not** made based solely on any of the following considerations.

- Disability category, educational environment, or instructional setting
- Instructional reading level is below grade level
- Expected poor performance on the general education assessment
- Administration decision or anticipated impact of student scores on the accountability system
- Anticipated disruptive behavior or emotional duress, if taking general assessments
- Poor attendance or extended absences
- English learner designation or other social, cultural, or economic difference
- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment

Based on the review of evidence in parts A, B, and C, and ensuring that the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

◯ Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessments.

◯ No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

To access the document, please refer to:https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf

Appendix B.1 Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Student Name: _____ Grade Level: _____ Academic Year: _____

Each year, Section 504 plan and individualized education program (IEP) teams may use this resource to determine if an English learner (EL) student or a potential EL student has a disability that precludes meaningful participation in one or more of the Initial and Summative English Language Proficiency Assessments for California (ELPAC) domains (i.e., Speaking, Listening, Reading, and Writing). For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite

Instructions: Complete parts A, B, and C to determine if a student is eligible for a domain exemption.

Part A

Does the student have a documented disability in their Section 504 plan or IEP?

No	Yes
Stop. Do not continue. The student should participate in the Initial and Summative ELPAC.	Proceed to **Part B**.

Part B

Evaluate each domain separately. Confirm that the ELPAC is accessible for the student based on the supports defined in the California Assessment Accessibility Resources Matrix document at https://www.cde.ca.gov/ta/tg/ca/documents/caaccessmatrix23.docx and consult pages 50–57 in the 2023–24 ELPAC Information Guide at https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx to identify accessibility resources for each domain and sample scenarios. Enter your responses below for each domain.

Language Composite: Oral

- **Domain: Listening**
  Is the domain accessible? ☐ Yes ☐ No
- **Domain: Speaking**
  Is the domain accessible? ☐ Yes ☐ No

Language Composite: Written

- **Domain: Reading**
  Is the domain accessible? ☐ Yes ☐ No
- **Domain: Writing**
  Is the domain accessible? ☐ Yes ☐ No

For each domain in **Part B**, if the answer is:

Yes	No
Stop. Do not continue. The student should participate in the ELPAC with accessibility resources assigned as appropriate.	Proceed to **Part C**.

Part C

Reminder: A student may only be exempted from one domain in each composite.

Based on the review of evidence in part B, in which the team finds there are no appropriate accommodations available to access a given domain within a composite, the team may exempt that domain. Enter your responses below for each domain.

Language Composite: Oral

- **Domain: Listening**
  Exempt domain? ☐ Yes ☐ No
- **Domain: Speaking**
  Exempt domain? ☐ Yes ☐ No

Language Composite: Written

- **Domain: Reading**
  Exempt domain? ☐ Yes ☐ No
- **Domain: Writing**
  Exempt domain? ☐ Yes ☐ No

Note: If the student cannot access all domains within a composite, and the student has an IEP, the team may consider eligibility for alternate assessments. Refer to the Alternate Assessment Decision-Making Tool for California (PDF) at https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf.

Section 504 plan or IEP team members who participated in the decision:

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Student Name _____ Date _____

Note: Keep a copy of this form in the student's cumulative file.

Appendix C Initial ELPAC Score Report Parent Letter

PALO ALTO UNIFIED SCHOOL DISTRICT
25 CHURCHILL AVENUE • PALO ALTO, CALIFORNIA 94306

STUDENT SERVICES (650) 329-3736 (650) 329-3798 FAX

INITIAL PARENT NOTIFICATION LETTER

Title III and State Requirements

To the parent(s)/guardian(s) of: «Last_Name», «First_Name» School: «School_Name» Date: «Date_Testing_Completed»

State Student ID #: «Student_ID» Date of Birth: «Date_of_Birth» Grade: «Tested_Grade_English»

Primary Language: «Primary_Language_Name»

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. The Initial English Language Proficiency Assessments for California (ELPAC) identifies students as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

LANGUAGE ASSESSMENT RESULTS
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	Initial ELPAC Performance Level
Overall	Status: «Overall_Performance_Level_English» Score: «Overall_Score»
Oral Language (Listening and Speaking)	«Oral_Level_English»
Written Language (Reading and Writing)	«Written_Level_English»

Based on results of the English language proficiency assessment, your child has been identified as an «Calculated_ELAS_English» student.

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

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

EXIT (RECLASSIFICATION) CRITERIA

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

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

Required Criteria (EC Section 313[f])	PAUSD Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Making adequate progress toward grade-level standards
Parental Opinion and Consultation	Parent agrees with teacher evaluation and their child is making progress
Comparison of Performance in Basic Skills	Overall CAASPP ELA score in top 25% of level 2 or higher

GRADUATION RATE FOR ENGLISH LEARNERS

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

The expected rate of graduation for students in this program is 96.3%.. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

CHOOSING A LANGUAGE ACQUISITION PROGRAM

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

LANGUAGE ACQUISITION PROGRAMS OFFERED

We are required to offer, at minimum, a Structured English Immersion program option (EC Section 305[a][2]). We also offer the following language acquisition programs:

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

Dual-Language Immersion 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 should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in

transitional kindergarten/kindergarten (TK/K) and continues to sixth grade, but can continue through high school.

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

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Amanda Boyce at aboyce@pausd.org to ask about the process.

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

Appendix D: Parent Waiver Form

PALO ALTO UNIFIED SCHOOL DISTRICT
25 CHURCHILL AVENUE • PALO ALTO, CALIFORNIA 94306

OFFICE OF STUDENT SERVICES (650) 329-3736 (650) 326-7463 FAX

WAIVER FROM ELD

Student _____ School Year 2023-2024

Student ID _____ Grade _____

Home School _____ Date of Birth _____

Language _____ Date of Entry PAUSD _____

Student has been assigned to participate in the ELD program at _____

Students are placed in this program when the results of the English Language Proficiency Assessments for California (ELPAC) indicate she or he qualifies for English Language Development support. **This placement is required by the California Department of Education.** As an English Language Learner your student may receive small group instruction from specially trained and credentialed teachers of English Language Development. Additionally, English language learners **may** receive tutorial assistance from native language speakers to ensure access to the core curriculum during the period of English language acquisition.

I, _____, do
Parent/Guardian
hereby release the Palo Alto unified School District from its obligation to provide the most appropriate placement of English Language Development instruction for the student below:

_____.
Student
I understand that waving these services may significantly compromise the academic progress of this student.

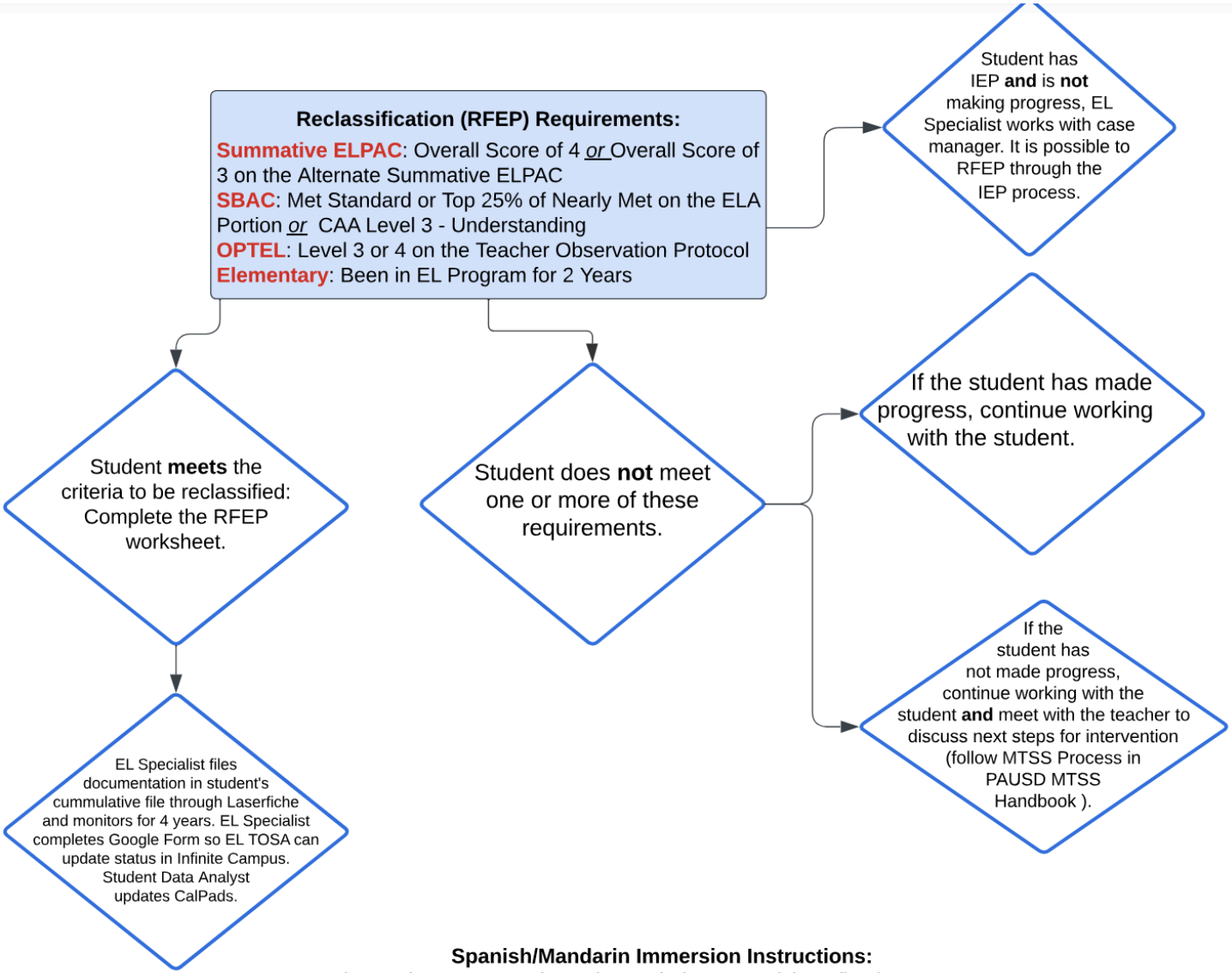
_____ _____
Parent or Guardian (Please sign) Date

_____ _____
ELD Administrator or Designee Signature Date

Note: _____

Distribution: EL Record, Parent, District EL Office

Appendix E. Reclassification Process



Spanish/Mandarin Immersion Instructions:
Students who are EL, and speak Mandarin or Spanish as first language, must have forms turned in with the box in ELD Placement marked as ELD & Academic Subjects through Primary Language marked.

Appendix F. English Learner Reclassification Worksheet - Elementary

Elementary English Learner Reclassification
Student Information

Student:	**Local ID:**	**School:**	**Grade:**
ELD Teacher:	**Classroom Teacher:**	**Date:**	

Reclassification Criteria

Assessment	Score	Score	Date
ELPAC	Overall Performance Level 4		
SBAC ELA	Top 25% of Nearly Met, Met or Exceeded Standard Top 25% of Nearly Met ELA Scale Score: 3rd 2415+ 4th 2458+ 5th 2486+		

For students who do not take SBAC ELA, the following criteria will be used:

Reading	i-Ready Score On or Near Grade Level (Reading Within 1 Grade Level)		
Writing	Benchmark Writing Task Unit Assessment Writing Score of 3 or higher on the 4-Point Scoring Rubric		

EL Identification		
2 years in EL Program	Has the student been in the EL Program for at least 2 years? Yes / No	Entry Date:

Teacher Evaluation	Parent Notification
Per Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria, the Observation Protocol for Teachers of English Learners (OPTEL) was completed on date by teacher's name. The educational team agrees/disagrees that the student qualifies for reclassification.	Parents were notified of reclassification on (date) via (method). Parents signed OPTEL on date.

Appendix G. English Learner Reclassification Worksheet - Secondary

Secondary English Learner Reclassification
Student Information

Student:	**Local ID:**	**School:**	**Grade:**
ELD Teacher:	**EL Administrator:**	**Date:**	

Reclassification Criteria

Assessment	Criteria	Score/Grade	Date
ELPAC	Overall Performance Level 4		
SBAC ELA	Top 25% of Nearly Met, Met or Exceeded Standard Top 25% of Nearly Met Scale Score: 5th 2486+ 6th 2512+ 7th 2533+ 8th 2546+ 11th 2560+		
English Grade* ***not a state criterion***	English Grade C or better		
	For students who do not take SBAC ELA, the following criteria will be used:		
iReady	On or Near Grade Level (Reading Within 1 Grade Level)		
CWA	Common Writing Assessment Met Standard on Writing Rubric		

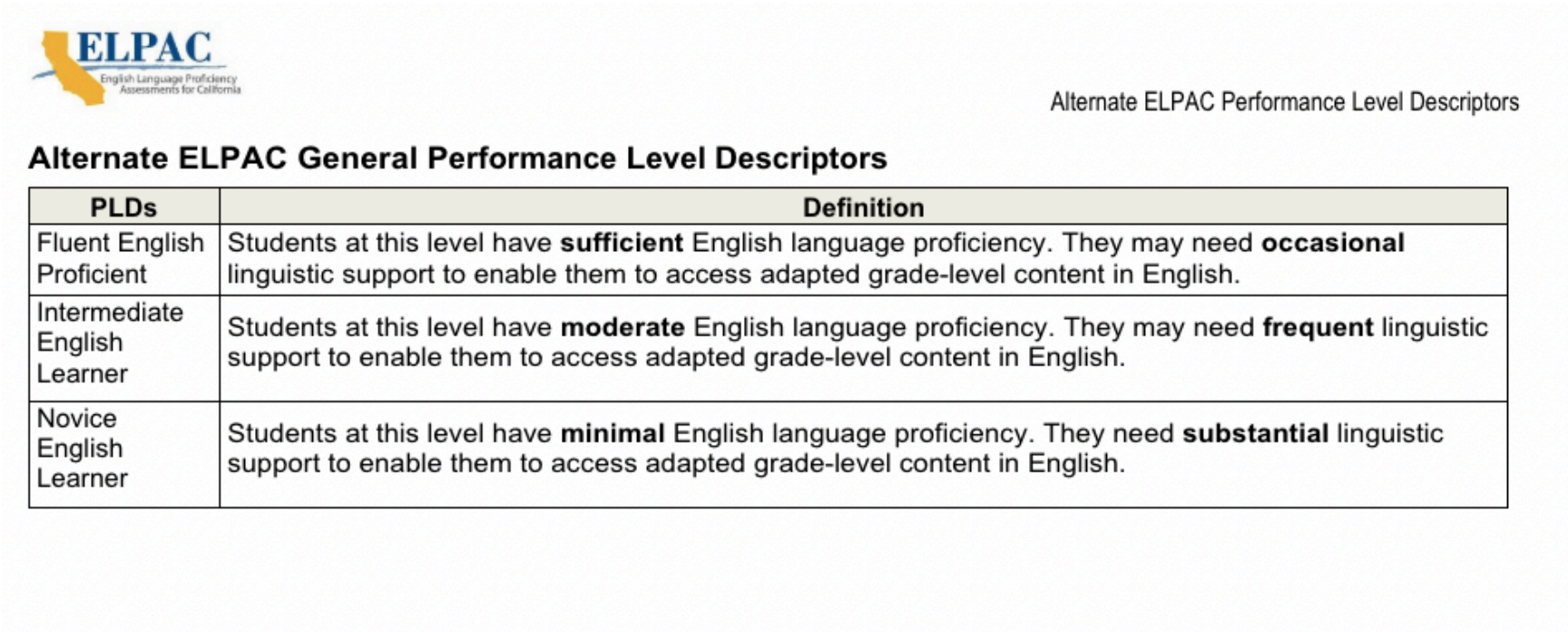
Teacher Evaluation	Parent Notification
Per Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria, the Observation Protocol for Teachers of English Learners (OPTEL) was completed on date by teacher's name. The educational team agrees/disagrees that the student qualifies for reclassification.	Parents were notified of reclassification on (date) via (method). Parents signed OPTEL on date.

Appendix H. Summative ELPAC - Proficiency Level Descriptors

from California Department of Education

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Appendix H.1 Summative Alternate ELPAC - Proficiency Level Descriptors



ELPAC
English Language Proficiency Assessments for California

Alternate ELPAC Performance Level Descriptors

Alternate ELPAC General Performance Level Descriptors

PLDs	Definition
Fluent English Proficient	Students at this level have **sufficient** English language proficiency. They may need **occasional** linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	Students at this level have **moderate** English language proficiency. They may need **frequent** linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have **minimal** English language proficiency. They need **substantial** linguistic support to enable them to access adapted grade-level content in English.

For a more in depth review, please refer to:
https://caaspp-elpac.ets.org/elpac/docs/alt-elpac-reporting-performance-level-descriptors.pd

Appendix I: 4 Criterion Reclassification Form

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Student Name: _____ D.O.B.: _____

School: _____ Grade: _____ Date of Meeting: _____

Primary Disability: _____ Secondary Disability: _____

Summary of English language development services received:

_____

_____

CRITERION 1. ASSESSMENT RESULTS OF LANGUAGE PROFICIENCY

Note: The CDE regulations allow the IEP team to designate that a student takes an alternate assessment to ELPAC if appropriate.

Language Proficiency Assessment: Check ELPAC or Alternate ELPAC

Current Year

□**ELPAC Date:** _____ Overall Score: _____

Overall Oral: ____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: ____ Writing: ____

- or -

□**Alternate Date:** _____ Overall Score: _____

Note: Students who take the Alternate ELPAC receive one overall score and performance level.

Previous Year

□**ELPAC Date:** _____ Overall Score: _____

Overall Oral: ____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: ____ Writing: ____

- or -

□**Alternate Date:** _____ Overall Score: _____

Note: Students who take the Alternate ELPAC receive one overall score and performance level.

Student met language proficiency level criteria as assessed by ELPAC? □ Yes □ No

Note: Overall, Oral, and Written level 4. No more than one domain (Listening, Speaking, Reading, or Writing) below 3.

- or -

Student met language proficiency level criteria as assessed by Alternate? □ Yes □ No

Note: Overall Proficiency Level of 3 is Fluent English Proficient.

If the student took alternate assessment(s), answer the following questions:

If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference? □ Yes □ No

Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? □ Yes □ No

2024 - Adapted from Janice Butterfield's English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA

Comments:

_____

_____

_____

CRITERION 2. TEACHER EVALUATION (Select all that apply)

Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

☐ **Classroom Performance:** _____

_____

_____

☐ **OPTEL:** _____

_____

_____

☐ **IEP Goal**

Progress:_____

_____

_____

☐ **Other:**_____

_____

_____

☐ **Other:** _____

_____

_____

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

☐ Yes ☐ No

Comments:

_____

_____

_____

2024 - Adapted from Janice Butterfield's English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA

CRITERION 3. PARENT OPINION AND CONSULTATION (Select all that apply)

☐ Parent was consulted through the Observation Protocol for Teachers of English Learners (OPTEL) on (date). OPTEL was shared with parent via: ☐ Parent Conference: _____ ☐ IEP Meeting: _____

☐ Other: _____

Does the Reclassification Team feel parent input warrants student reclassification at this time?

□ Yes □ No

Comments: _____

_____

_____

CRITERION 4. COMPARISON OF PERFORMANCE IN BASIC SKILLS

Assessment Data Utilized:

☐ SBAC ELA _____

☐ CAA ELA _____

☐ On Demand Writing _____

☐ i -Ready: _____

☐ Other: _____

☐ Other: _____

☐ Other: _____

English Language Arts (ELA) assessment results:

Do objective ELA measures indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in the least restrictive environment?

□ Yes □ No

If performance in basic skills in ELA on objective assessment measures was not at a range that allows the student to compete with English-speaking peers, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA".

□ Student's basic skills in ELA assessment 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

□ Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student manifests language proficiency in all other areas.

Does the reclassification team (and/or IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above?

□ Yes □ No

2024 - Adapted from Janice Butterfield's English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA

Appendix J: RFEP Parent Letter

PALO ALTO UNIFIED SCHOOL DISTRICT
25 CHURCHILL AVENUE • PALO ALTO, CALIFORNIA 94306

OFFICE OF STUDENT SERVICES (650) 329-3736 (650) 329-3798 FAX

Re: Exit From English Learner Program (R-FEP)

Dear Parent/Guardian of:

Student ID:

I am pleased to inform you that your child has developed the English reading, writing, listening and speaking skills needed to succeed with English-only instruction, and is to be reclassified as fluent English proficient (R-FEP). This reclassification is made on the recommendation of the staff as the result of oral, reading, and writing assessments using state and district criteria.

Feel free to contact me at xxxxx@pausd.org if you have any questions or wish to set up a conference.

Sincerely,

Name
English Learner Specialist/Coordinator
XXX School

DISTRIBUTION: Original: Instructor Copy1: Parent/Guardian Copy 2: Cumulative File

Updated on 8/2023 ID

Appendix K: OPTEL

Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code* 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Name: _____ **Grade Level:** _____ **Date(s) Observed:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

A. Description of Receptive Skills: Listening and Reading Comprehension *(Select one level from the choices below)*

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

◯ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student ***rarely*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with ***substantial*** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student ***rarely*** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

◯ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student ***sometimes*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student ***sometimes*** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

◯ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student ***often*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***often*** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

◯ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student ***consistently*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***minimal*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***consistently*** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

SEE PAGE 4 FOR GLOSSARY OF TERMS

Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

B. Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student ***rarely*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with ***substantial*** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student ***rarely*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student ***sometimes*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student ***sometimes*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student ***sometimes*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student ***often*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student ***often*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student ***often*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student ***consistently*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student ***consistently*** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student ***consistently*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

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Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

OPTEL Parent Consultation Form

Student Name: _____ **Grade Level:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent consultation occurred regarding this student's reclassification from English Learner to Fluent English Proficient status, per *Education Code* 313(f)(3). This page must be signed by the student's teacher and, to the extent possible, the student's parent or guardian. Failure to obtain a parent signature shall not preclude a student from reclassification.

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See *OPTEL User Guide* and OPTEL parent consultation presentation materials.)

I, (educator name) _____, ◯ agree or ◯ disagree the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: _____ Title: _____ Date: _____

I, (parent name) _____, was consulted, and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

Parent/Guardian Signature: _____ Date: _____

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Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to enable English learner students to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see "California English Language Development Standards (CA ELD Standards)"

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English Learner (EL) - An English learner is a student who enrolls in a California school beginning in any grade level, transitional kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to *Education Code* (*EC*) Section 313.

Fluent English Proficient – See "Reclassified Fluent English Proficient"

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the four criteria specified in California *EC* Section 313(f). For more information on the four criteria for reclassification, please visit CDE's Reclassification web page.