Palo Alto Unified School District

Master Plan for English Learners

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Table of Contents

Introduction
• District Demographics
• Position Statement

Section I. Overview of Program Services Tab 1

Section II. Identification, Assessment and Placement:
• Home Language Survey and Assessment Criteria
• English Language Assessment
• Reasonable Fluency
• Less Than Reasonable Fluency
• Transfer Students
• Parent Notification
• Initial Program Placement

Section III. Parent Exception Waiver Tab 3
• Initial Parent Notification
• Types of Parental Exception Waivers
• Parental Exception Waiver Procedures
• Approval, Denial, and Appeal Procedures

Section IV. Instructional Programs for English Learners Tab 4
• Overview of Instructional Programs
• Essential Components of all Programs
• English Learner Program Options
  o Structured English Immersion (SEI)
  o English-Language Mainstream (EMC)
  o Alternative Bilingual Education
  o Accelerated Learning Program “Catch-Up Plan”
• Bilingual Education Programs

Section V. Reclassification Tab 5
• Purpose
• Criteria
• Procedures
• Alternative Reclassification
• Monitoring R-FEP Students
Section VI. Program Evaluation and Accountability

- Formative Monitoring:
  - Purpose
  - Goals
  - Site Personnel Roles
  - Principal and EL Advocate Responsibilities
  - Formative Review of Student Progress
  - Review of Site EL Program
  - Coaching, Staff Development and Support

- Summative Evaluation:
  - Purpose
  - Goals
  - LEA and Title III Plan Summary
  - Annual EL Evaluation Report

- Flow Chart: EL Accountability System Summary

Section VII. Staffing

- Purpose
- Teacher Recruitment
- Hiring Priority
- Recruitment of Bilingual Paraprofessionals
- Program Staffing – Certificated Staff
- Special Education
- Teachers in Training
- Improper Assignments of Teachers

Section VIII. Professional Development

- Identification of Professional Development Needs
- Common Training Components
- Districtwide Focus

Section IX. Parent Advisory Committee

- Purpose
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Role of the District Office
Section X. Funding – Adequate Resources
- Purpose
- General Function
- Local Control and Accountability Plan (LCAP)
- Title I

Section XI. Glossary of Term/Acronyms

Section XII. Appendix
Palo Alto Unified School District Demographics

PAUSD serves approximately 12,000 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, and Summer School. The district English language learner population is approximately 1,300 students.

<table>
<thead>
<tr>
<th>English Learner Enrollment Percentage</th>
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<tr>
<td>District</td>
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<tr>
<td>Palo Alto Unified School District</td>
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Position Statement

Palo Alto Unified School District (PAUSD) contains 11,459 students. Of that population, approximately 1,132 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 EL students will acquire English language proficiency and will have access to core curriculum to meet grade-level standards as quickly as possible.
- EL students will achieve academic success comparable to English Only (EO) students, including participation in Advanced Placement classes, college entrance exams and/or graduation.
- Rates for EL students and Re-designated Fluent English Proficient (R-FEPs) students in identified areas of concern (e.g., retentions, excessive absences, suspensions, absences, dropouts, alternative school placement) will be no greater than those for EOs.
- Parents of EL students and R-FEP students will be engaged in their children’s education.
- EL Programs will be developed and fully implemented as described in the Master Plan for EL students.
Section I:
Overview of Program Services
**Section I: Overview of Program Services**
The Department of Academic Supports oversees the English Language Learner program Transitional Kindergarten (TK) - 12. Each site is allocated an English Learner Specialist (elementary) or English Learner Coordinator (secondary) 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/teaching-learning/english-learner-program

**Roles and Responsibilities of the Site Principal and School Staff**
Site Principal - English Learner Single Plan for Student Acheivement, RFEP process, evaluate teachers of California Standards Teaching Profession for access to instruction
EL Specialist - provide EL Services (coteaching, Leveled Literacy Intervention, Academic toolkit, assessments for Initial and Summative ELPAC, progress monitoring)
Classroom teachers - scaffolded ELD, pre-teaching vocabulary, modeled language supports, guided reading, GLAD strategies

**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

**Instructional 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.

Master Plan for English Learners
**Instruction**
Please see section IV
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 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, student will be assessed using the Initial English Language Proficiency Assessment of California (ELPAC) determines 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 with Reasonable Fluency

Students who receive a scaled score between 450-600 on the initial ELPAC are considered 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).

Students with Less Than Reasonable Fluency
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.

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 CELDT/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 mentioned.

Assessment for Primary Language Proficiency

Students are asked to write a narrative in their primary language in order to determine their proficiency in their primary language.

Parent Notification

Parents are notified within the first 30 days of enrollment of their child’s designation. (English Learner or Initial Fluent English Proficient). Parents have the right to appeal the designation up until the summative ELPAC test is administered. The Director of Academic Supports will review students' test scores and school progress to determine if the designation was correct and meet with parents to determine final designation. See Appendix A1 and Appendix A2

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.
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. See Appendix B

<table>
<thead>
<tr>
<th>Initial Levels</th>
<th>Initial Descriptors</th>
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<tr>
<td>Initial Fluent English Proficient (IFEP)</td>
<td>Students at this level have well developed oral and written English</td>
</tr>
</tbody>
</table>
### Master Plan for English Learners

| 450-600 | 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. |

### 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 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 and 6B** - Students enhance their reading comprehension in the context of core 6th grade literature units including novels, short stories, poetry, and mythology and a variety of teacher-selected non-fiction texts. Students build their working vocabularies through the Sadlier Connect’s Vocabulary Workshop program and by reading and interpreting new words in the context of whole-class and independent reading selections. Students strengthen their grammar using the NoRedInk online program, appropriate to their specific English needs. Students practice and improve their use of specific vocabulary and correct grammatical structures through various expository, argument, and narrative writing tasks. Students develop their speaking and listening skills by participating in collaborative conversations, engaging in group tasks, and delivering and listening to oral presentations. Instruction is designed and student progress is assessed against the ELD Common Core State Standards and the Common Core State Standards for ELA.

- **EL Social Studies 6C** - 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. Throughout the year students study early humans, Mesopotamia, the ancient Hebrews, ancient Egypt, ancient India, ancient and medieval China, and ancient Greece. Students learn about the social, political, religious, and economic systems of these ancient cultures and how each of these societies built structures to meet their needs. 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. The course curriculum includes TCI’s History Alive the Ancient World and teacher selected primary and secondary source documents. Instruction is designed and student progress is assessed against the ELD Common Core State Standards and the CCSS for Literacy in History/Social Sciences. Students receive support appropriate to their specific English needs, ranging from substantial to light support.
7th and 8th grade, there are 3 levels of EL English classes which build on students' proficiency.

- Throughout the year, students build their English and Language Arts skills in the areas of reading, writing, listening, and speaking. Students enhance their reading comprehension in the context of core 7th grade literature units including novels, short stories, poetry, and mythology and a variety of teacher-selected non-fiction texts. Students build their working vocabularies through the Sadlier Connect’s Vocabulary Workshop program and by reading and interpreting new words in the context of whole-class and independent reading selections. Students strengthen their grammar using the NoRedink online program, appropriate to their specific English needs. Students practice and improve their use of specific vocabulary and correct grammatical structures through various expository, argument, and narrative writing tasks. Students develop their speaking and listening skills by participating in collaborative conversations, engaging in group tasks, and delivering and listening to oral presentations. Instruction is designed and student progress is assessed against the ELD Common Core State Standards and the Common Core State Standards for ELA.

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. Throughout the year: Students study medieval world history in Asia, Africa, the Middle East, Europe, and the Americas. Students learn about the social, political, religious, and economic systems of these cultures and how various societies developed these systems. 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. In this course: Curriculum includes TCI’s History Alive!, The Medieval World and Beyond, and teacher-selected primary and secondary source documents. Instruction is designed and student progress is assessed against the ELD Common Core State Standards and the CCSS for Literacy in History/Social Sciences. Students receive support appropriate to their specific English needs, ranging from substantial to light support.

- 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 study colonial and Revolutionary War America, the United States Constitution and the beginnings of the new republic, the social, economic, religious, and political growth of the new nation, the events that led to the War of 1812, the growth of political parties and sectionalism, the westward movement, the Civil War, Reconstruction, and the Industrial Revolution. By studying the ethical, social, political, and economic questions that Americans have dealt with historically, students will grow aware of and sensitive to American social issues. 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. In this course curriculum includes: TCI’s History Alive!, The United States Through Industrialism, and teacher-selected primary and secondary source documents. Instruction is designed and student progress assessed against the ELD Common Core State Standards and the CCSS for Literacy in History/Social Sciences. Students receive support appropriate to their specific English needs, ranging from substantial to light support.

High School Program

- EL 1 - This course satisfies the state and district requirements for graduation. It offers individual and group instruction to prepare students for the 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 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 blended learning course satisfies the state and district requirements for graduation. 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, and essay writing techniques are also covered. In addition, the course participants work individually on a structured vocabulary mastery program overseen by the instructor. The Blended Learning Course features instruction delivered in a non-traditional schedule. This will require independent learning by students using web-based tools, along with check-in times with teachers.

- **Intermediate Composition** - This is a required one-year transition class for English Learners wanting to move 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 short readings in fiction and non-fiction. Students learn key vocabulary and write responses to reading that connect the reading to the theme and essential question of each unit. Advanced grammar and mainstream essay writing techniques are also covered. Prerequisites: None; open to all grade levels

- **US History ELL** - Geared towards the English Language Learners, the main emphasis in this class is on the period 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.

**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 or EL Coordinator 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-2 - Identification, Assessment, and Initial Placement

<table>
<thead>
<tr>
<th>Personnel Responsible</th>
<th>Procedure</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Enrollment Officers</td>
<td>Intake of all newly enrolled students. Check if students have been previously enrolled in California schools. If yes, determine if students have been designated as EL. If no, check Home Language Survey responses. If 1-3 response has language other than English the students are flagged in internal database as &quot;pending&quot; so that school sites can administer ELPAC test.</td>
<td>Registration Services</td>
</tr>
<tr>
<td>Academic Supports TOSA, EL Specialists, EL Coordinators</td>
<td>Administer initial ELPAC assessment to new students and determine placement of students.</td>
<td>School Sites</td>
</tr>
<tr>
<td>Academic Supports TOSA, EL Coordinator</td>
<td>Determine placement of secondary students after initial ELPAC assessment OR looking at previous transcripts and EL designation from previous CA school district.</td>
<td>District office, school site</td>
</tr>
<tr>
<td>Director of Academic Supports</td>
<td>Meet with parents to sign waiver if parent wants to waive sheltered English Learner classes.</td>
<td>District office</td>
</tr>
</tbody>
</table>

### Request for a Parental Exception Waiver (also see 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. Parents can request a waiver at any time. The student will receive SEI from qualified teachers in core subjects at all PAUSD secondary schools.
Appendix B

English Learner Flow Chart

Does student exist in CalPads as EL or TBD?

YES!

TBD

EL Specialist/Coordinator will administer initial ELPAC to determine designation: EL or IFEP

IFEP

Student needs to be entered into IC as Not EL and no further testing is needed

NO

EL

EL Specialist/EL Coordinator will administer summative ELPAC in spring

EL

EL Specialist will administer initial ELPAC to determine designation: EL or IFEP

IFEP

Student needs to be entered into IC as Not EL and no further testing is needed

Does student’s HLS Q1-Q-3 have another language other than English listed?

YES!

EL Specialist will administer summative ELPAC until student is RFE’ed

STOP! Student is EO

NO

Student needs to be entered into IC as TBD

Section III: Parent 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 Academic Supports 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 C

Annual Parent Notification

Parents are notified yearly their child’s designation along with the ELPAC results. ELPAC score reports are electronically accessible on Infinite Campus.

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 Academic Supports and send in the site’s recommendation to the Director.

2. The Director of Academic Supports 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 Academic Supports and the parent sign the waiver and the parent is given a copy.

5. The Director of Academic Supports submits the approved waiver to the Academic Supports administrative assistant who keeps a copy on file in the EL office and notifies the following:
   - Site EL staff
   - 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

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<thead>
<tr>
<th>Personnel Responsible</th>
<th>Procedure</th>
<th>Location</th>
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<tbody>
<tr>
<td>Site English Learner Staff</td>
<td>Parents request waiver. Parents meet with site EL staff and then are referred to the district.</td>
<td>Site</td>
</tr>
<tr>
<td>Director, Academic Supports</td>
<td>Parents request meeting with Director. If waiver is approved, the director refers to the Registration Services Office.</td>
<td>District Office, Academic Supports</td>
</tr>
<tr>
<td>Registration Services Staff</td>
<td>If waiver is approved, the director refers to the Registration Services Office. Changes are made to student's records.</td>
<td>District Office, Registration Services</td>
</tr>
</tbody>
</table>
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 EL's 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 EL's 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 Bridging 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 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 Bridging 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 California Department of Education's website. Link: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
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

<table>
<thead>
<tr>
<th>Elementary Programs (Grades K-6)</th>
<th>Secondary Programs (Grades 7-8)</th>
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<tbody>
<tr>
<td>Spanish Immersion</td>
<td>Mandarin Bridge</td>
</tr>
<tr>
<td>Mandarin Immersion</td>
<td>Spanish Bridge</td>
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</tbody>
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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:
(a) ELPAC  
(b) CAASPP ELA  
(c) Teacher evaluation  
(d) Opportunity for parent opinion and consultation
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. (see attached Summative ELPAC PLD's)

2. Teacher evaluation of the student’s English language proficiency and curriculum mastery using multiple District measures - In order to reclassify, students must be near or on grade level for reading as measured by the Benchmark Assessment System (BAS). They must also achieve seven or more points on the English Learner rubric for informational Writing. The rubric is adapted from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing. For secondary students, they must achieve an English grade of C or better and pass the IDEA Proficiency Test (IPT), The Learning Target Assessment, or the Gunn High School Writing Assessment.

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.

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 ELA portion of the SBAC. See Appendix E & F

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 "Criteria for Reclassification". Teacher and Parent input is also elicited. Once the worksheet is completed and all parties (teacher, parent, EL Specialist) agree that student should be redesignated, the EL Specialist submit the name(s) of student(s) eligible for reclassification to the EL TOSA and 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 supports 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.

See Appendix D
Alternative Reclassification

For Special Ed 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 "ELPAC Participation Criteria for Alternate Assessment" should be used to determine eligibility. 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. For these students, the IEP Team must complete the ELPAC Participation Criteria for Alternate Assessment. Student who qualify for the Alternative Assessment (PA-CALPS) 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. They also receive an Overall scored for their performance in all domains combined. Student qualify for reclassified through PA-CALPS results in one of two ways:

1. Students who score Early Advanced or Advanced Overall, with Listening, Speaking, Reading, and Writing domains in the intermediate range or higher are reclassified through the PA-CALPS.
2. Students who score Intermediate or higher on all domains unaffected by their disability, but fail to demonstrate growth in domains impacted by their primary disability are reclassified using the Four Criterion Worksheet.

The Four Criterion Worksheet takes into account the Assessment results of the PA-CALPS, Teacher Evaluation, Parent Opinion, 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 H & I: ELPAC Participation Criteria for Alternate Assessment and 4 Criterion Reclassification

Alternative Reclassification Criteria (students below Scaled Score of 300 on the CST- English Language Arts assessment):
Monitoring of Reclassified Fluent Education Students (RFEP)

Students that have been Reclassified Fluent English Proficient (RFEP) are monitored for 4 year following reclassification. At the Elementary Level, EL Specialists continue to follow the academic progress of RFEP students by tracking data on benchmark reading and writing scores, NWEA math scores, CAASPP 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.

Table V – 1: Reclassification

<table>
<thead>
<tr>
<th>Personnel Responsible</th>
<th>Procedure</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Specialists</td>
<td>Complete RFEP Checklist</td>
<td>School Sites</td>
</tr>
<tr>
<td>EL Specialists</td>
<td>Submit RFEP documentation to the District Office</td>
<td>School Sites and District Office</td>
</tr>
<tr>
<td>District EL TOSA and EL Data Support</td>
<td>Update student files on Infinite</td>
<td>District Office</td>
</tr>
<tr>
<td>EL Specialists</td>
<td>Continue to monitor RFEP students</td>
<td>School Sites</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Continue to monitor RFEP students</td>
<td>School Sites</td>
</tr>
<tr>
<td>Site Administrators</td>
<td>Continue to monitor RFEP students</td>
<td>School Sites</td>
</tr>
</tbody>
</table>
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.
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 GATE, 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 English teachers will deliver evidence-based instruction in core curriculum areas to 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: Create systems to monitor the progress of students identified with special needs. Objectives include improving the assessment and redesignation process for English Learners dually identified through Special Education.
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 the Principals and EL Staff

Classroom Teacher - Delivers appropriate 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, 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 as needed, refers and advocates for students of concern, meet with the principal and IST/SST/IEP teams, and monitor the progress of reclassified students.

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.

Para-educator/Para-professional (including Primary Language Tutors and Avenidas Volunteer 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.

Family Engagement Specialist - Serves as the link between the school, 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.

District EL Program Coordinator - 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, and coordinates efforts to provide translation as appropriate.
Director of Assessment - Oversees the administration of ELPAC, analyzes data for evaluation of the Master Plan, coordinates with the Director of EL Programs to gather information as needed, and generates data on student discipline.

Three Components of the Plan

- Assessment, Data Review and Placement Services
- 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 in the CUM file as well as the online data system, Infinite Campus. Data documented includes prior California English Development Test (CELDT) scores, 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, IST/SST meeting notes, ADEPT 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 competency 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 Teachers College Institutes and Lab School training

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:
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 and gauge colors for English Learners
2. Review test results from state mandated English language proficiency assessments (Initial and Summative ELPAC) - Check for one level of growth each year and progress towards redesignation

Goal 2:
GOAL 2: ELs will achieve academic success comparable to EOs, including participation in GATE, 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 tests CAASPP and CAA
3. Review of class lists for Accelerated Programs and Honor List

Goal 3:
GOAL 3: Mainstream English teachers will deliver evidence-based instruction in core curriculum areas to provide equitable access to English Learners.
Evaluation Plan:
1. Teacher observations through site administrators
2. Participation in Teachers College Institutes and Lab School training
3. Review of district level assessments (Benchmark Assessment System for reading and the Informational Writing Benchmark)

Goal 4:
GOAL 4: Create systems to monitor the progress of students identified with special needs.
Evaluation Plan:
1. Develop a standardized protocol for referring English Learners for assessments through Special Education
2. Develop a standardized protocol for administering the Alternate Assessment (PA-CALPS)
3. Develop a standardized protocol for redesignating English Learners with special needs.
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 on improving writing skills

4. Promote parent, family, and community engagement in the education of English Learners by:
   - Encourage the hiring of bilingual district Family Engagement Specialists (FES) to conduct outreach to parents of English Learners as well as Title I and Tinsley students. FES 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 all district held events, 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 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 Palo Alto Unified School District 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 Palo Alto Unified School District completes the California Department of Education’s annual survey.
## English Learner Accountability System Chart

### Implementation and Monitoring Responsibilities

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

<table>
<thead>
<tr>
<th>LEP Authorization</th>
<th>EL Program Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 395 or Equivalent</td>
<td>Mainstream Classroom</td>
</tr>
<tr>
<td>CLAD or Equivalent</td>
<td>English Learner Specialist</td>
</tr>
<tr>
<td>BCLAD</td>
<td>English Learner Specialist</td>
</tr>
<tr>
<td>SB2042</td>
<td>Mainstream Classroom</td>
</tr>
</tbody>
</table>

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

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

### Staffing Table VII-4

<table>
<thead>
<tr>
<th>Personnel Responsible</th>
<th>Procedure</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Human Resource and Director of Academic Supports</td>
<td>Both directors will review staffing assignments yearly.</td>
<td>District Office</td>
</tr>
</tbody>
</table>
Section VIII: 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 goals:

1. High Quality Teaching & Learning: Engage every student in joyful, purposeful learning that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to excel academically
   - Provide targeted professional learning opportunities to all staff and administrators in support of instructional excellence and equitable outcomes tied to key district priorities.
   - Increase or maintain performance on all LCAP priorities (LCAP Plan)
   - Form a District work group to review alignment, grading, assessment, and homework practices in secondary education

2. Equity & Access: 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
   - Approve and implement the District’s Equity Plan to increase student and parent engagement and eliminate the achievement gap for underrepresented groups (HUR, low SES, students with disabilities)

The PAUSD EL program also seeks to enable EL students to:

1. Acquire English language proficiency and have access to core curriculum to meet grade level standards.

2. Achieve academic success comparable to EO students, including participation in Advanced Placement classes, college entrance exams and/or graduation.
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 is a committee comprised 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 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 share pertinent data and findings with ELAC regarding the progress of English Learners, instructional goals, curricular needs, etc. The ELD teacher and Principal keeps 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 keeps minutes at the site. A record of completed site responsibilities and meeting dates are sent to the Director of Academic Supports 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

The District English Learner Advisory Committee (DELAC) is a committee comprised 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 Academic Supports 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 Academic Supports 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

<table>
<thead>
<tr>
<th>Personnel Responsible</th>
<th>Procedure</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>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 Academic Supports.</td>
<td>School Site</td>
</tr>
<tr>
<td>ELD Teacher/ EL Specialist</td>
<td>Facilitate the formation of the committee to be comprised 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 Academic Supports. Maintain communication with the Principal and SSC to support in the development of the SPSA.</td>
<td>School Site</td>
</tr>
<tr>
<td>Committee Members</td>
<td>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 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.</td>
<td>School Site</td>
</tr>
<tr>
<td>DELAC Representatives</td>
<td>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.</td>
<td>District Office</td>
</tr>
<tr>
<td>Director of Academic Supports</td>
<td>Lead DELAC meetings, maintain a copy of notes from DELAC meetings, and obtain a copy of records from site-based ELAC meetings.</td>
<td>District Office</td>
</tr>
</tbody>
</table>
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) and Title III-LEP 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 Coordinator for program coordination at each ELD site, and for additional support for the ELD program, such as printing and workshop costs.

Local Control and Accountability Plan (LCAP)

Local Control 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 that measure how well students are mastering standards.

**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 12th grade.

**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.

**EL**

**English Learner:** a 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 and need only 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:** the 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.

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 progress through three predictable stages: emerging, bridging, and expanding.

Language Proficiency

Refers 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 Redesignated 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).

PA-CALPS

**Palo Alto Cognitive Academic Language Proficiency Survey:** PAUSD’s alternate assessment to the ELPAC

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

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.
Support

R-FEP
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: a 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.
Section XII: Appendices

A. Initial ELPAC Score Report Parent Letter  
B. English Learner Flowchart  
C. Parent Waiver Form  
D. Reclassification Process  
E. RFEP Guideline and Worksheet-Elementary  
F. RFEP Guideline and Worksheet-Secondary  
G. Summative ELPAC-Proficiency Level Descriptors  
H. ELPAC Participation Criteria for Alternate Assessment  
I. 4 Criterion Reclassification Form  
J. RFEP Parent Letter
APPENDIX A: INITIAL PARENT NOTIFICATION LETTER

Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name>  School: <School_Name>  Date: <Date_Testing_Completed>
Student ID #: <Student_ID>  Date of Birth: <Date_of_Birth>  Grade: <Tested_Grade>
Primary Language: <Primary_Language_Name>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][ii],[vi])

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

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessment (ELPAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial ELPAC Performance Level</td>
</tr>
<tr>
<td>Overall</td>
<td>&lt;Overall_Performance_Level&gt;</td>
</tr>
<tr>
<td></td>
<td>Score: &lt;Overall_Score&gt;</td>
</tr>
<tr>
<td>Oral (Listening and Speaking)</td>
<td>&lt;Oral_Level&gt;</td>
</tr>
<tr>
<td>Written (Reading and Writing)</td>
<td>&lt;Written_Level&gt;</td>
</tr>
</tbody>
</table>

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Individualized Education Program (IEP) on file: <IEP_on_FILE>
A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.
(20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.
(20 U.S.C. Section 6312[e][3][A][vi])

<table>
<thead>
<tr>
<th>Required Criteria</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(California Education Code (EC) Section 313(ff))</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Assessment</td>
<td>ELPAC Level 4, Top 25% of Level 3</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Reading and Writing within one level of BAS/IPT grade benchmark</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent conference with EL Specialist</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard Top 25% of Nearly Met ELA Scale Score</td>
</tr>
</tbody>
</table>

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

Palo Alto Unified School District graduation rate for English Learners is 91.5%. District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

**Language Acquisition Programs**

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

[e.g. Our school(s) also offer a **Developmental Bilingual** program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below.)]

**Requesting a Language Acquisition Program**

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners 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])

**Description of Program Options and Goals for English Learners**

A description of the language acquisition program provided in the Palo Alto Unified School District is listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii][v])

- **Structured English Immersion (SEI) Program**: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. Students who are at the beginning level will be offered primary language assistance, or additional support if a primary language aide is not available.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request 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][vii][iii][v]; EC Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52060) If interested in a different program from those
listed above, please contact Judy Argumedo, Department of Academic Supports at (650) 329-3736 to
ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district’s
language acquisition program or opt out of particular English learner service(s) within a language
acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the
student meaningful instruction until the student exits the program, inform the parent when progress is not
made, and offer the parent programs and services to consider at that time. (5 California Code of
Regulations a, Section 11302)
Appendix B

English Learner Flow Chart

1. Does student exist in CalPads as EL or TBD?
   - YES!
     - TBD
   - NO
     - Does student’s HLS Q1-Q-3 have another language other than English listed?
       - YES!
         - STOP! Student is EO
       - NO
         - Student needs to be entered into IC as TBD

2. EL
   - EL Specialist/EL Coordinator will administer initial ELPAC to determine designation: EL or IFEP
     - IFEP
     - EL
     - EL Specialist will administer summative ELPAC to determine designation: EL of IFEP
       - IFEP
       - EL
   - Student needs to be entered into IC as Not EL and no further testing is needed

3. TBD
   - EL
     - EL Specialist/EL Coordinator will administer summative ELPAC in spring
       - IFEP
       - EL
       - EL Specialist will administer initial ELPAC to determine designation: EL of IFEP
         - IFEP
         - EL
   - Student needs to be entered into IC as Not EL and no further testing is needed
Appendix C: WAIVER FROM ELD

Student ID ___________________________    School Year ____________

Home School ___________________________    Grade ____________

Student ________________________________    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

________________________________________

Student

I understand that waiving these services may significantly compromise the academic progress of this student.
Appendix D: EL REDESIGNATION PROCESS

Redesignation (RFEP) Requirements:
- Been in EL Program for 2 years
- Reading at Grade Level
- Writing Scores 7/9 on RFEP rubrics
- 4 overall on ELFAC
  (with no more than 1 subdomain at moderately developed)
- SBAC Requirements
  Top 25% of Nearly Met ELA Scale Score:
  3rd: 2415+  4th: 2456+  5th: 2460+

Student does NOT meet one or more of these requirements, and has not made progress: keep working with them, and meet with teacher to discuss next steps (follow RI Process in K-5 Instructional Guide).

Student does NOT meet one or more of these requirements, but has made progress: keep working with the

Student has IEP and is not making progress, EL Specialist works with case manager. It is possible to RFEP through the IEP process OR

Student has MET criteria to be redesignated: complete RFEP worksheet

EL Specialist updates RFEP form on google docs for Student Data Analyst (Joshua Hung).

District updates EL status in Infinite Campus

EL Specialist files documentation in purple folder/cumulative file and monitors student for 4 years

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 E

English Learner Reclassification Elementary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Score</th>
<th>Score</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC</td>
<td>Overall Score 4; Oral and Written 4; no more than one subdomain (listening, speaking, reading, and writing) lower than a 3/well developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC</td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top 25% of Nearly Met ELA Scale Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd 2415+</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th 2458+</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th 2486+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAS Writing</td>
<td>On grade level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonfiction Writing 7 or higher using RFEP writing rubrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 years in EL Program</th>
<th>Check to see if the student has been in the EL Program for at least 2 years</th>
<th>Y/N</th>
<th>Entry Date</th>
</tr>
</thead>
</table>

Teacher Evaluation | Parent Opinion

Special Education Team
This student is eligible for an alternative recategorization. The following process and criteria will be used:
# Appendix F
## Secondary English Learner Reclassification

| Student: ___________________ | Grade: ___ | School: ___________________ | Date: __________ |
| EL Coordinator: ____________ | Administrator: ___________________ | Classroom Teacher: ____________ |

### Reclassification Criteria

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criteria</th>
<th>Score/Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP ELA</td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top 25% of Nearly Met Scale Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th 2486+ 6th 2512+ 7th 2533+ 8th 2546+ 11th 2560+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPAC</td>
<td>Overall Performance Level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>English Grade C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Pass IPT or Gunn Assessment Learning Target Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Team Evaluation</th>
<th>Special Education Team</th>
<th>Parent Input</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ Parent has been notified.</td>
</tr>
</tbody>
</table>

This student is eligible for an alternative reclassification. The following process and criteria will be used:
### Summative ELPAC General Performance Level Descriptor's
(from CDE)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>well developed</strong> 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 12 (CA ELD Standards).</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately developed</strong> 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.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat developed</strong> 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.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>minimally developed</strong> 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.</td>
</tr>
</tbody>
</table>
ELPAC Participation Criteria for Alternate Assessment

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

**Agree** Disagree The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.

**Agree** Disagree The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.

**Agree** Disagree The student cannot address the performance level assessed in the ELPAC, even with accommodations or modifications.

**Agree** Disagree The decision to participate in the alternate assessment is **not** based on the amount of time the student is receiving special education services.

**Agree** Disagree The decision to participate in the alternate assessment is **not** based on excessive or extended absences.

**Agree** Disagree The decision to participate in the alternate assessment is **not** based on language, cultural, or economic difference.

**Agree** Disagree The decision to participate in the alternate assessment is **not** based on the deafness/blindness, visual, auditory, and/or motor disabilities.

**Agree** Disagree The decision to participate in the alternate assessment is **not** primarily based on a specific categorical label.

**Agree** Disagree The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree”, the team should consider including the student in the ELPAC with the use of any necessary accommodations or modifications.

IEP Team Decision: ___________________________ is eligible for participating in the ELPAC.

IEP Team Decision: ___________________________ is **not** eligible for participating in the ELPAC.
Appendix I

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 Take: Check ELPAC or Alternate

Current Year

☐ ELPAC Date: ______________ Overall Score: __________

Overall Oral: ______ Listening: ______ Speaking: ______ Overall Written: ______ Reading: ______ Writing: ______

☐ Alternate Date: ______________ Overall Score: ______

Listening: ______ Speaking: ______ Reading: ______ Writing: ______

Previous Year

☐ ELPAC Date: ______________ Overall Score: ______

Overall Oral: ______ Listening: ______ Speaking: ______ Overall Written: ______ Reading: ______ Writing: ______

☐ Alternate Date: ______________ Overall Score: ______

Listening: ______ Speaking: ______ Reading: ______ Writing: ______

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.

☐ Alternate Date: ______________ Overall Score: ______

Listening: ______ Speaking: ______ Reading: ______ Writing: ______

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

Note: Overall level 4 or 5. No more than one domain (Listening, Speaking, Reading, or Writing) at level 3.

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

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

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA
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

☐ District-wide assessments

☐ IEP Goal Progress

☐ Other:

☐ Other:

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

☐ Yes ☐ No

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

☐ Letter to Parent  ☐ Phone Call  ☐ Parent Conference  ☐ Other: __________________________

Does the Reclassification Team feel parent input student is proficient in English?
☐ Yes  ☐ No

Comments:

________________________________________

CRITERION 4. COMPARISON OF PERFORMANCE IN BASIC SKILLS

Assessment Data Utilized:

☐ SBAC ELA

☐ CAA ELA

☐ BAS

☐ On demand writing

☐ ADEPT

☐ IEP

☐ SOLOM

☐ 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)

☐ 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

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA
Appendix J: RFEP LETTER

PALO ALTO UNIFIED SCHOOL DISTRICT
25 Churchill Avenue  Palo Alto, California 94306

OFFICE OF ACADEMIC SUPPORTS  (650) 329-3736  (650)
329-3798 FAX

Date: xx/xx/xx

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

Dear Parent/Guardian of _____________________________:
Date of Birth ___/___/____

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 extension 670 or idaugherty@pausd.org if you have any questions or wish to set up a conference.

Sincerely,

NAME
English Learner Specialist/Coordinator
SCHOOL NAME
Section XII:
Appendices

A. Initial ELPAC Score Report Parent Letter
B. English Learner Flowchart
C. Parent Waiver Form
D. Reclassification Process
E. RFEP Guideline and Worksheet-Elementary
F. RFEP Guideline and Worksheet-Secondary
G. Summative ELPAC-Proficiency Level Descriptors
H. ELPAC Participation Criteria for Alternate Assessment
I. 4 Criterion Reclassification Form
J. RFEP Parent Letter
APPENDIX A: INITIAL PARENT NOTIFICATION LETTER

Federal Title I or Title III and State Requirements

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

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Primary Language: <Primary_Language_Name>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

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

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessment (ELPAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>&lt;Overall_Performance_Level&gt;</td>
</tr>
<tr>
<td></td>
<td>Score:&lt;Overall_Score&gt;</td>
</tr>
<tr>
<td>Oral (Listening and Speaking)</td>
<td>&lt;Oral_Level&gt;</td>
</tr>
<tr>
<td>Written (Reading and Writing)</td>
<td>&lt;Written_Level&gt;</td>
</tr>
</tbody>
</table>

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Individualized Education Program (IEP) on file: <IEP_on_FILE>
A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

<table>
<thead>
<tr>
<th>Required Criteria (California Education Code [EC] Section 313[f])</th>
<th>LEA Criteria</th>
</tr>
</thead>
</table>

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

Palo Alto Unified School District graduation rate for English Learners is 91.5%. District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs

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

[e.g. Our school(s) also offer a Developmental Bilingual program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below.])

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners 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])

Description of Program Options and Goals for English Learners

A description of the language acquisition program provided in the Palo Alto Unified School School District is listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. Students who are at the beginning level will be offered primary language assistance, or additional support if a primary language aide is not available.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or Legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request 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/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

<table>
<thead>
<tr>
<th>English Language Proficiency Assessment</th>
<th>ELPAC Level 4, Top 25% of Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Evaluation</td>
<td>Reading and Writing within one level of BAS/IPT grade benchmark</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent conference with EL Specialist</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard Top 25% of Nearly Met ELA Scale Score</td>
</tr>
</tbody>
</table>
Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)
Appendix B

English Learner Flow Chart

Does student exist in CalPads as EL or TBD?

**YES!**
- TBD
  - EL Specialist/Coordinator will administer initial ELPAC to determine designation: EL or IFEP
  - IFEP
- EL
  - EL Specialist/EL Coordinator will administer summative ELPAC in spring
  - EL
  - EL Specialist will administer initial ELPAC to determine designation: EL of IFEP
  - IFEP

**NO**
- Does student's HLS Q1-Q-3 have another language other than English listed?
  - **YES!**
    - Student needs to be entered into IC as TBD
    - EL Specialist/EL Coordinator will administer initial ELPAC to determine designation: EL of IFEP
  - **NO**
    - STOP! Student is EO
    - Student needs to be entered into IC as Not EL and no further testing is needed

Student needs to be entered into IC as Not EL and no further testing is needed
Appendix C: WAIVER FROM ELD

Student ID ________________________________ School Year ________

Home School ____________________________ Grade ________

Student _________________________________ 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, ________________________________, 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

______________________________.

Student

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

__________________________ __________
Signature-Parent or Guardian Date
Signature-ELD Administrator or Designee

Distribution: ELD Record  Parent  District ELD Office
Appendix D: EL REDESIGNATION PROCESS

UPDATED AUGUST 2018

Redesignation (RFEP) Requirements:
- Been in EL Program for 2 years
- Reading at Grade Level
- Writing Scores 7/9 on RFEP rubrics
- 4 overall on ELPAC
  (with no more than 1 subdomain at moderately developed)
- SBAC Requirements
  Top 25% of Nearly Met ELA Scale Score:
  3rd 2415+    4th 2458+    5th 2486+

Student does NOT meet one or more of these requirements, and has not made progress: keep working with them, and meet with teacher to discuss next steps (follow RtI Process in K-5 Instructional Guide).

Student does NOT meet one or more of these requirements, but has made progress: keep working with the student!

Student has IEP and is not making progress, EL Specialist works with case manager. It is possible to RFEP through the IEP process OR

Student has MET criteria to be redesignated: complete RFEP worksheet

EL Specialist updates RFEP form on google docs for Student Data Analyst (Joshua Hung).

EL Specialist files documentation in purple folder/cumulative file and monitors student for 4 years

District updates EL status in Infinite Campus

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 D: EL REDESIGNATION PROCESS

UPDATED AUGUST 2018

Redesignation (RFEP) Requirements:
- Been in EL Program for 2 years
- Reading at Grade Level
- Writing Scores 7/9 on RFEP rubrics
- 4 overall on ELPAC
  (with no more than 1 subdomain at moderately developed)
- SBAC Requirements
  
  Top 25% of Nearly Met ELA Scale Score:
  - 3rd 2415+
  - 4th 2458+
  - 5th 2486+

Student does NOT meet one or more of these requirements, and has not made progress: keep working with them, and meet with teacher to discuss next steps (follow RtI Process in K-5 Instructional Guide).

Student does NOT meet one or more of these requirements, but has made progress: keep working with the student!

Student has IEP and is not making progress, EL Specialist works with case manager. It is possible to RFEP through the IEP process OR

Student has MET criteria to be redesignated: complete RFEP worksheet

EL Specialist updates RFEP form on google docs for Student Data Analyst (Joshua Hung).

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District updates EL status in Infinite Campus

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 E

English Learner Reclassification Elementary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC</td>
<td>Overall Score 4; Oral and Written 4; no more than one subdomain</td>
</tr>
<tr>
<td></td>
<td>(listening, speaking, reading, and writing) lower than a 3/well</td>
</tr>
<tr>
<td></td>
<td>developed.</td>
</tr>
<tr>
<td>SBAC</td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard</td>
</tr>
<tr>
<td></td>
<td>Top 25% of Nearly Met ELA Scale Score:</td>
</tr>
<tr>
<td></td>
<td>3rd 2415+ 4th 2458+ 5th 2486+</td>
</tr>
<tr>
<td>BAS</td>
<td>On grade level</td>
</tr>
<tr>
<td>Writing</td>
<td>Nonfiction Writing 7 or higher using RFEP writing rubrics</td>
</tr>
</tbody>
</table>

2 years in EL Program | Check to see if the student has been in the EL Program for at least 2 years | Y/N | Entry Date

<table>
<thead>
<tr>
<th>Teacher Evaluation</th>
<th>Parent Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Education Team

This student is eligible for an alternative reclassification. The following process and criteria will be used:
**Appendix F**
**Secondary English Learner Reclassification**

Student: ___________________________  Grade:______  School: ______________________  Date: ________________

EL Coordinator: _________________  Administrator: _________________  Classroom Teacher: _________________

### Reclassification Criteria

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criteria</th>
<th>Score/Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP ELA</strong></td>
<td>Top 25% of Nearly Met, Met or Exceeded Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top 25% of Nearly Met Scale Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th 2486+  6th 2512+  7th 2533+  8th 2546+  11th 2560+</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELPAC</strong></td>
<td>Overall Performance Level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading &amp; Writing</strong></td>
<td>English Grade C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Pass IPT or Gunn Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Target Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(For 8th graders in ELD only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Team Evaluation</th>
<th>Special Education Team</th>
<th>Parent Input</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>❑ Parent has been notified.</td>
</tr>
</tbody>
</table>

This student is eligible for an alternative reclassification. The following process and criteria will be used:

- Parent has been notified.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>well developed</strong> 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 12 (CA ELD Standards).</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately developed</strong> 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.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat developed</strong> 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.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>minimally developed</strong> 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.</td>
</tr>
</tbody>
</table>
ELPAC Participation Criteria for Alternate Assessment

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree  Disagree  The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.

Agree  Disagree  The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.

Agree  Disagree  The student cannot address the performance level assessed in the ELPAC, even with accommodations or modifications.

Agree  Disagree  The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.

Agree  Disagree  The decision to participate in the alternate assessment is not based on excessive or extended absences.

Agree  Disagree  The decision to participate in the alternate assessment is not based on language, cultural, or economic difference.

Agree  Disagree  The decision to participate in the alternate assessment is not based on the deafness/blindness, visual, auditory, and/or motor disabilities.

Agree  Disagree  The decision to participate in the alternate assessment is not primarily based on a specific categorical label.

Agree  Disagree  The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree”, the team should consider including the student in the ELPAC with the use of any necessary accommodations or modifications.

IEP Team Decision: _____________________________________________ is eligible for participating in the ELPAC.

IEP Team Decision: _____________________________________________ is not eligible for participating in the ELPAC.
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 Take: Check ELPAC or Alternate

Current Year
☑ ELPAC Date: _______________ Overall Score: _____

Overall Oral: _____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: _____ Writing: _____
- or -
☑ Alternate Date: _______________ Overall Score: _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Previous Year
☐ ELPAC Date: _______________ Overall Score: _____

Overall Oral: _____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: _____ Writing: _____
- or -
☐ Alternate Date: _______________ Overall Score: _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

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 level 4 or 5. No more than one domain (Listening, Speaking, Reading, or Writing) at level 3.

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

Comments:
______________________________________________________________________________________
______________________________________________________________________________________

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA*
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
____________________________________________________________________________________
____________________________________________________________________________________

☐ District-wide assessments
____________________________________________________________________________________
____________________________________________________________________________________

☐ IEP Goal Progress
____________________________________________________________________________________
____________________________________________________________________________________

☐ Other:
____________________________________________________________________________________
____________________________________________________________________________________

☐ Other:
____________________________________________________________________________________
____________________________________________________________________________________

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?
☐ Yes    ☐ No

Comments:
____________________________________________________________________________________
____________________________________________________________________________________

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA
CRITERION 3. PARENT OPINION AND CONSULTATION (Select all that apply)

☐ Letter to Parent    ☐ Phone Call    ☐ Parent Conference    ☐ Other: ________________________________

Does the Reclassification Team feel parent input student is proficient in English?
☐ Yes    ☐ No

Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

CRITERION 4. COMPARISON OF PERFORMANCE IN BASIC SKILLS

Assessment Data Utilized:
☐ SBAC ELA

☐ CAA ELA

☐ BAS

☐ On demand writing

☐ ADEPT

☐ IPT

☐ SOLOM

☐ 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

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA*
Appendix I

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 Take: Check ELPAC or Alternate

Current Year
☐ELPAC Date: ________________ Overall Score: _____
Overall Oral: _____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: _____ Writing: _____
- or -
☐Alternate Date: ________________ Overall Score: _____
Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Previous Year
☐ELPAC Date: ________________ Overall Score: _____
Overall Oral: _____ Listening: _____ Speaking: _____ Overall Written: _____ Reading: _____ Writing: _____
- or -
☐Alternate Date: ________________ Overall Score: _____
Listening: _____ Speaking: _____ Reading: _____ Writing: _____

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 level 4 or 5. No more than one domain (Listening, Speaking, Reading, or Writing) at level 3.

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

Comments:
____________________________________________________________________________________
____________________________________________________________________________________

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA
Appendix I

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

___________________________________________________________________________________________________

___________________________________________________________________________________________________

☐ District-wide assessments

___________________________________________________________________________________________________

___________________________________________________________________________________________________

☐ IEP Goal Progress

___________________________________________________________________________________________________

___________________________________________________________________________________________________

☐ Other:

___________________________________________________________________________________________________

___________________________________________________________________________________________________

☐ Other:

___________________________________________________________________________________________________

___________________________________________________________________________________________________

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?
☐ Yes    ☐ No

Comments:

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________
Appendix I

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

☐ Letter to Parent  ☐ Phone Call  ☐ Parent Conference  ☐ Other: ______________________________

Does the Reclassification Team feel parent input student is proficient in English?
☐ Yes  ☐ No

Comments:

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

CRITERION 4. COMPARISON OF PERFORMANCE IN BASIC SKILLS

Assessment Data Utilized:

☐ SBAC ELA ______________________________

☐ CAA ELA ______________________________

☐ BAS ______________________________

☐ On demand writing ______________________________

☐ ADEPT ______________________________

☐ IPT ______________________________

☐ SOLOM ______________________________

☐ 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

*Adapted from Jarice Butterfield’s English Learner with Special Needs Reclassification Worksheet from Santa Barbara County SELPA
Date: xx/xx/xx

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

Dear Parent/Guardian of ________________________:
Date of Birth ___/___/____

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 extension 670 or idaugherty@pausd.org if you have any questions or wish to set up a conference.

Sincerely,

NAME
English Learner Specialist/Coordinator
SCHOOL NAME

DISTRIBUTION: Original: Instructor     Copy1: Parent/Guardian     Copy 2: Cumulative File
## 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 that measure how well students are mastering standards. |
| **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 12th grade. |
| **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** | 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. |
| **EL** | **English Learner**: a 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 and need only 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**: the 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.

**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 | Process of learning a language whereby the learner progress through three predictable stages: emerging, bridging, and expanding. |
| Acquisition | Language Dominance | Refers 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 | The level of language used to instruct native English speakers. |
| English | Monitoring Plan | Plan to regularly monitor how well English Learners are progressing in the development of English and how well newly Redesignated 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). |
| PA-CALPS | Palo Alto Cognitive Academic Language Proficiency Survey: PAUSD’s alternate assessment to the ELPAC |
| 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. |
| R-FEP | 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**: a 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.
### Initial ELPAC Proficiency Level Descriptors
*(From CDE)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Fluent English Proficient (IFEP)</strong></td>
<td>Students at this level have <strong>well developed</strong> 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 <em>California English Language Development Standards, Kindergarten Through Grade Twelve</em> (2012 <em>ELD Standards</em>).</td>
</tr>
<tr>
<td><strong>Intermediate English Learner</strong></td>
<td>Students at this level have <strong>somewhat developed</strong> to <strong>moderately developed</strong> oral (listening and speaking) and written (reading and writing) skills. This level captures 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 some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <em>ELD Standards</em>.</td>
</tr>
<tr>
<td><strong>Novice English Learner</strong></td>
<td>Students at this level have <strong>minimally developed</strong> 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 2012 <em>ELD Standards</em>.</td>
</tr>
</tbody>
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### Staffing Requirement

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Required Authorization</th>
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</thead>
<tbody>
<tr>
<td>ELD</td>
<td>SB-2042 Credential CLAD, Bilingual Cross-Cultural Language and Academic Development (BCLAD), SB-1969/SB-395/AB-2913 Certification or equivalent</td>
</tr>
<tr>
<td>SDAIE</td>
<td>SB-2042 Credential, CLAD, BCLAD, SB-1969/SB-395/AB-2913 Certification or equivalent</td>
</tr>
<tr>
<td>Primary Language</td>
<td>BCLAD or equivalent</td>
</tr>
</tbody>
</table>