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Caruthers Unified School District

Instructional Program For English Language Learners

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Local Governing Board Approval: _____

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Caruthers Unified School District

Master Plan for English Language Learners

PART I: PHILOSOPHY/POSITION STATEMENT

The purpose of the Caruthers Unified English Learner (EL) program for students enrolled in the Caruthers Unified School District is to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan operates under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The Caruthers Unified EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner students, aligned to the California EL Roadmap, which states:

1. The passage of the California Education for a Global Economy Initiative (CA E.D.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks, including evidence-based practices and exemplary services for English learners as described in the SBE-adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) to provide additional supports for English Learners.
4. Changes to the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, to support English Learners in acquiring English language fluency, including bi-literacy.

The program option outlined in this plan best utilizes our district's teachers and their knowledge of how to educate all students, including those in the process of learning a new language. Together with parent support, we believe that these refined programs will serve as the vehicle for not only academic achievement, but also for access to a range of opportunities beyond the district. Our students must be able to use English reading, writing, listening and speaking skills in new and more complex ways.

All English Language Learners will:

- Achieve proficiency in understanding, speaking, reading and writing English equal on a level of parity with to that of their native English-speaking peers as rapidly as possible through English Language Development instruction.
- Be provided daily integrated and designated English Language Development instruction at the appropriate developmental level of language proficiency
- Be properly assessed in all modes of language (reading, writing, speaking and listening) as they advance toward full English competence.
- Have equal access to a challenging core curriculum through Specially Designed Academic Instruction in English (SDAIE) and primary language support as needed.
- Be provided activities and instruction that is are meaningful and leads to a positive self-esteem and appreciation of their culture and language.

DISTRICT GOAL

Cultural and linguistic diversity have always been viewed as a resource by district administrators, teachers and the Board of Trustees of Caruthers Unified School District. Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready – equipped with skills for life.

VISION STATEMENT

The vision of Caruthers Unified is to enhance the quality of life through education.

English Learners will fully and meaningfully access and participate in a twenty-first century education, from early childhood through grade twelve that results in their attaining high levels of English proficiency mastery of grade level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

MISSION STATEMENT

The mission of Caruthers Unified is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies, and the community. Those programs, services, and resources will assist students in becoming fully functioning adults who exhibit the following:

- Self-Respect
- Respect for Others
- Economic Self Sufficiency
- Civic Responsibility
- Self-Direction

The District affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

Caruthers Unified programs have diverse student populations. The primary language spoken at home for most of these students is Spanish.

	Spanish	Mixteco	Punjabi	Arabic	Armenian	Hmong	Hindi	Total
2015-2016	352	55	21	7	0	0	1	436
2016-2017	309	46	17	4	0	0	1	377
2017-2018	311	50	14	2	0	0	1	378
2018-2019	386	51	13	3	1	1	0	455

PART II: IDENTIFICATION OF ENGLISH PROFICIENCY

Home Language Survey

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school.

If applicable, Caruthers Unified counseling staff collects the HLS and assessment information from the student's previous program. If Caruthers Unified is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

Upon a student's first enrollment in Caruthers Unified School District, staff will:

1. Administer a home language survey (HLS), if this is the student's first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into PowerSchool, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

School Secretary and Registrar	Ensures that the Home Language Survey (HLS) is part of the registration process at the school.
School Secretary and Registrar	Ensures English Language enrollment form is completed [what is English Language enrollment form?] as part of the registration process. Provides parents information about EL program and parent waiver options.
Site and District EL Coordinator	Reviews HLS and English Language form to determine if the ELPAC needs to be administered.

Initial ELPAC Assessment Process

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 not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at:

www.elpac.org or the CDE Initial Assessment Fact Sheet at:

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30. It measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

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.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed 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.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

The Site Principal, District Coordinator and Site Coordinator will oversee on-site initial identification and scoring for program placement. After initial scoring, tests will be submitted, monthly, to the contractor for official scoring.

Site Coordinator	Responsible for and oversees test administration.
School Secretary	Ensures accuracy of HLS, English Language Form, collecting information and cumulative folders from previous schools.
District EL Coordinator	Collects and maintains data

Parent Notification

Parents of students with a primary language other than English will be notified in writing of the:

- Notification of results of the initial identification or any annual assessments will be mailed home to families.
- The notification includes:
 - Program and program options offered to the student
 - Parent waiver options
 - ELPAC results

*Notifications will be written in English and Spanish

Site Coordinator	Oversees the completion of ELPAC and distribution of parent notification letters
District Coordinator	Coordinates and prepares parent notification letters
Timeline	Within 30 Calendar days

Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. These students will take the assessment every year until they are reclassified as Fluent English Proficient. The Summative ELPAC measures how well they are progressing with English development in each of the four domains, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. The results will also be used for program modification and improvement. This is important when ensuring that students continue to receive the support they need to do well in school.

Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan. English Learner students shall be provided with fair and equal access to special services.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at: <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Summative ELPAC Level Descriptions

Level 1

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding – low
	Expanding – mid
Level 3	Expanding - upper
	Bridge – low
Level 4	Bridge- upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening.

Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

Site Coordinator	Oversee the accuracy and organization of ELPAC exams
District Coordinator	Reviews, collects, and sends out the ELPAC exams to designated contractor
Timeline	February 1-June 15

EL Student Folders

A blue EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification form will also be in each student folder.

PART III: PLACEMENT OF STUDENTS

All Caruthers Unified EL students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

EL students are placed with a teacher who has knowledge of English language acquisition theory, methodology and application. Teachers are credentialed to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Teachers credentialed in Bilingual, Cross-cultural Language and Academic Development (BCLAD) may provide primary language support for students to more readily access the core curriculum. All EL students shall remain in ELL services until they become fully fluent in English. Fully fluent means the English Learner has been reclassified to Fluent English Proficient (FEP) based on district and state criteria.

All Caruthers Unified Alternative Education students are placed in either a full or “blended” independent study program – with the exception of the Juvenile Hall students.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all EL students. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students’ specific California State Content Standards for each of their specific topics. (See Part III of this document for additional information)

Integrated ELD

All Caruthers Unified EL students will receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards. (See Part IV of this document for additional information)

Transfer of Students

When students transfer in or out of Caruthers Unified programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the counseling staff or site principal to check for any relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

A process exists through which parents may apply for a parental Exception Waiver. The parent must visit the school and apply in person. If there are not more than 20 requesting the Alternative Program from the same grade level, they will be offered the choice of an Alternative Program at a nearby district that provides such program options.

PART IV: INSTRUCTIONAL PROGRAMS

All students enrolled in Caruthers Unified programs are served in English mainstream classrooms with required supports, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self-image is provided.
- English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

Structured English Immersion 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 students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (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 listed above, please contact Caruthers Unified at 559-495-6401 to ask about the process.

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

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards Caruthers Unified will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction.

Caruthers Unified provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

TK-6th Grade

At Caruthers Elementary School, our English Language Learners in Transitional Kindergarten-6th grade, receive both integrated and designated ELD instruction daily from their homeroom teacher. Teachers design lessons or use ELD curriculum for EL students based on the California English Language Development Standards, taking into consideration the student's ELPAC level.

Course Descriptions

EL students who have less than reasonable fluency must continue to receive ELD instruction until ELD standards have been met and the child has been reclassified fluent English proficient (RFEP). These students receive Designated English Language Development instruction daily according to their ELPAC levels. Professional Development on instructional strategies for both integrated and designated ELD instruction have been provided to teachers based on the California ELA/ELD Frameworks.

Curriculum, materials, and approaches are designed to promote the EL's second language acquisition of listening, speaking, reading and writing skills; and to learn their grade level content achieving parity with their native English-speaking peers. EL students who have "less than reasonable fluency" receive daily language development lessons through the pacing of ELD standards, teacher created units and state adopted ELD core curriculum. Various supplemental materials are also used to support mastery with the English language for our EL students. The school provides sheltered instruction (SDAIE) in academic areas and the core content classes have additional support services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE methodology to support EL's in core classes.

Grouping

Students are grouped by their proficiency level and the Language Objective that addresses their learning goals. Teachers use the ELD standards to guide their instruction and to make sure students are receiving the appropriate support and instruction for their EL proficiency level.

Course Placement

Students in TK-6th grade receive designated and integrated ELD instruction with their homeroom teacher.

Expected Objectives

- Achieve proficiency in understanding, speaking, reading and writing English equal to that of their native English speaking peers as rapidly as possible through English Language Development instruction.
- Be provided daily English Language Development instruction at the appropriate developmental level of language proficiency
- Be properly assessed in all modes of language (reading, writing, speaking and listening) as they advance toward full English competence.
- Have equal access to a challenging core curriculum through Specially Designed Academic Instruction in English (SDAIE) and primary language support as needed.
- Be provided activities and instruction that is meaningful and leads to a positive self-esteem and appreciation of their culture and language.
- To advance one level on the ELPAC.

7th - 8th Grades

Our ELD programs for 7th and 8th grade students are given during their 1st and 2nd strands. Currently, students are placed in their ELD strands based on their proficiency level. Students that are new to the country and speak no English are placed in B-ELD. Our level 1's and level 2's are placed in ELD A. ELD A is a strand intended for students who have somewhat developed English skills. Our level 3's and level 4's are placed in ELD B. Students in this strand have moderately or well-developed English skills.

Course Descriptions

Strand Name: B-ELD

Grade: 7th and 8th

Duration: 1 semester

Prerequisite: new to USA

Course Description: This course is designed for students who speak no English or are very limited in their English ability. Students work at their own pace on a web based program: Imagine Learning.

Strand Name: ELD A

Grade: 7th and 8th

Duration: 1 year

Prerequisite: score on ELPAC

Course Description: Intended for limited-English speaking students. This course develops abilities to read and write English as an everyday communication. It consists of learning to write using proper sentence structure.

Strand Name: ELD B

Grade: 7th & 8th

Duration: 1 year

Prerequisite: score on ELPAC

Course Description: This course is designed to help students further their English skills to meet proficiency standards on the state test. Throughout the year, students will be working on speaking, listening, reading and writing lessons to prepare for the state language test.

Grouping

Caruthers Elementary School serves students in the 7th and 8th grades by proficiency level. At Caruthers Elementary School we believe that grouping students by proficiency level is essential to ensuring that they acquire English as quickly as possible, which will, in turn, give them broader access to academic content.

Course Placement

Currently, students in the 7th and 8th grades are placed in their ELD strands based on their proficiency level. Students that are new to the country and speak no English are placed in B-ELD. Our level 1's and level 2's are placed in ELD A. ELD A is a strand intended for students who have somewhat developed English skills. Our level 3's and level 4's are placed in ELD B. Students in this strand have moderately or well-developed English skills.

Expected Objectives

The objective in B-ELD is to focus on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. The goal for students in B-ELD is to move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD A is to develop the ability to read and write English as an everyday communication. Additionally, learning to write using proper sentence structure. The goal is to have students move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD B is to help students further their English skills to meet Bridging standards on the state test. Furthermore, students will be working on speaking, listening, reading and writing lessons to prepare for the ELPAC. The goal for ELD B is to move up a level on the ELPAC and exit ELD.

K-8 EL Core and Supplemental Curriculum

Grade Level	Core Curriculum	Supplemental
Kinder	Benchmark	Imagine Learning Scholastic News ELD Notebook
First	HMH Journeys	Imagine Learning Scholastic News ELD Notebook
Second	HMH Journeys	Imagine Learning Scholastic News ELD Notebook
Third	HMH Journeys	Imagine Learning Scholastic News ELD Notebook
Fourth	HMH Journeys	Imagine Learning Scholastic News ELD Notebook
Fifth	HMH Journeys	Imagine Learning Scholastic News ELD Notebook
Sixth	Scholastic English 3D	Lucy Calkins Units of Study Imagine Learning Scholastic News ELD Notebook
Seventh	Study Sync	Imagine Learning Scholastic News
Eighth	Study Sync	Imagine Learning Scholastic News

Course Descriptions

Strand Name: Structured English Immersion (ELD 1)

Grade: 9th – 12th

Duration: Based on ELPAC Score

Prerequisite:

Course Description: This course is designed for students who speak no English or are very limited in their English ability. Students work at their own pace on a web-based program: Imagine Learning.

Strand Name: ELD 2 Intermediate

Grade: 9th – 12th

Duration: Based on ELPAC Score

Prerequisite:

Course Description: Intended for limited-English speaking students. This course develops abilities to read and write English as an everyday communication. It consists of learning to write using proper sentence structure.

Strand Name: ELD 3 Advanced

Grade: 9th – 12th

Duration: Based on ELPAC Score

Prerequisite: score on ELPAC

Course Description: This course is designed to help students further their English skills to meet proficiency standards on the state test. Throughout the year, students will be working on speaking, listening, reading and writing lessons to prepare for the state language test.

EL students are monitored regularly to ensure appropriate placement and effective transitions are available to the mainstream classes. Teachers set high expectations for students and provide learning environments that challenge and motivate students to use the English language frequently and accurately. Instruction is provided through a variety of materials and methods. These students are also supported with differentiated instructional strategies -- including integrated English language development – and materials to meet their language needs.

Students in ELD 1 and 2 receive instruction and curriculum geared toward the acquisition of written, understood (heard), and spoken English, and the acquisition of an academic vocabulary. Students in ELD 3 receive instruction in the district's core curriculum through the appropriate language support as indicated by testing. EL's with "less than reasonable fluency" receive ELD instruction from a credentialed teacher and qualified CLAD teacher. The school provides sheltered instruction (SDAIE) in academic areas. Bilingual instructional aides provide support in ELD 1 & 2 and in the core content classes. The support services are designed to accelerate EL's language acquisition and mastery of content area curriculum in English. Teachers use SDAIE methodology to support EL's in core classes.

Students demonstrate growth in EL classes by successfully completing the course as evidenced through various assessment tools.

Site Coordinator	Monitors student progress, provides support for teachers, helps place students in appropriate class assignments
District Coordinator	Monitors and evaluates current instructional practices, programs, and curriculum
Teachers	Provide initial instruction, integrated and designated ELD, and access to core.
Instructional Aides	Provide assistance to English Learners

9th-12th EL Core and Supplemental Curriculum

<i>Grade Level</i>	<i>Core Curriculum</i>	<i>Supplemental</i>
9 th - 12 th ELD 1	Study Sync	Imagine Learning
9 th - 12 th ELD 2	Study Sync	Imagine Learning
9 th - 12 th ELD 3	Study Sync	Imagine Learning

PART V: INTERVENTIONS AND ADDITIONAL SUPPORTS

<i>CES Programs</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Reading Lab	x	x	x	x	x	x			
i-Ready	x	x	x	x	x	x	x	x	x
Imagine Learning	x*	x*	x*	x*	x*	x*	x*	x*	x*

*Available to use for New-Comers and ELs needing additional language support.

<i>CHS/ MARC Programs</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
i-Ready	x	x	x	x
Imagine Learning	x	x	x	x

PART VI: CATCH-UP PLAN

Assisting Students in Recouping Academic Deficits

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. Caruthers Unified utilizes a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum.

DISTRICT CATCH UP PLAN

Assisting Students in Recouping Academic Deficits

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. Caruthers Unified utilizes a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum.

The District employs a number of multiple measures to monitor student progress, including: Reading levels, Writing Samples, ELA/Math Benchmarks, ELPAC, Grading Reports. Yearly academic success of each English Learner is computed to determine if the student is on-target for meeting expectations based on level of proficiency at enrollment and the number of years in the English Learner program.

Caruthers Elementary: If the student has been identified as a Long Term English Learner (LTEL), the district's Catch-Up plan is implemented. This Catch-Up plan of additional support includes daily access of a web-based English Learner program, Imagine Learning. The top 20% of at risk LTEL students will be placed into this program with regular monitoring by the EL coordinator/counselor.

Caruthers High School: If the student has been identified as a Long Term English Learner (LTEL), the district's Catch-Up plan is implemented. This Catch-Up plan of additional support includes daily access of a web-based English Learner program, Imagine Learning. Another intervention/support is ELD advisory which is a daily designated 45 minute intervention for EL students at their current level. In addition, after school EL support will be provided.

An English Learner Coordinator/Counselor has been designated at the CES site and will be responsible for the coordination of efforts to assist the English Learner, regular monitoring during the year. A list of LTEL students and their data will be provided by the site coordinator/counselor at the beginning of each year. The English Language coordinator, the student's teacher and/or counselor, and any other Resource personnel will work together to provide additional support for these students.

PART VII: STAFFING REQUIREMENTS

Staffing

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, Caruthers Unified will provide learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others will be provided on-going training opportunities that include, but are not limited to, the following:

- ☐ Strategies to assist students in the development of a positive self-image
- ☐ Cross-cultural understanding and teaching methodology
- ☐ English Language Development (ELD) teaching methodology
- ☐ Developing Positive Student/Teacher Relationships
- ☐ Developing Quick Write Strategies (Write to Learn)
- ☐ Developing Reading Strategies (Reading for Meaning)
- ☐ Student engagement strategies
- ☐ Other

State and Federal laws require that all teaching personnel assigned to provide instruction to English Language Learners are qualified to provide the appropriate instructional services including ELD, SDAIE and primary language. Teachers providing the following services to English Learners must possess the appropriate following certificates **or must be in the process of being trained:**

Authorization for the teaching of ELD includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- English as a Second Language Certificate (ESL)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969 Certification of Completion for SDAIE/ELD or ELD
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates
- AB 2913

Authorization for providing SDAIE includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969 Certification of Completion for SDAIE/ELD or SDAIE
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates

Authorization for providing primary language instruction includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates

PART VIII: PROGRAM EFFECTIVENESS

English Learner Program evaluation seeks to answer three critical questions related to the design, implementation, and evaluation of the District's various programs for English Learners:

1. Is every EL in the district moving up one level on the ELPAC?
2. What is the progress of Long-Term English Learners (LTEL)?
3. How many ELS' are being RFEP each year? How many ELS' that are Special Ed are RFEP?

Site Coordinator	Sites are responsible for the implementation of the initial and annual testing procedures, the collection of site multiple measure data, and the implementation of the English Language Learner program at their site.
District Coordinator	Coordinates EL program evaluation and oversees program evaluation at the district level. Collects and evaluates data for all sites. Completes the R-30 Language Census.

Reporting, Analysis and Utilization of Student and Program Data

The district may also use one or more of the following questions recommended by the USDE for EL program evaluation:

1. Is the district tracking data, both periodically and longitudinally, and by EL program, on ELs' acquisition of English proficiency and mastery of grade-level content?
2. Do all ELs have comparable access to opportunities that prepare them for college and careers (e.g., higher-level courses, extracurricular activities, field trips, etc.) as their never-EL peers?
3. Are ELs making progress toward achieving language proficiency within a reasonable period of time, as evidenced by multiple performance indicators?
4. To what extent do longitudinal data compare performance in the core-content areas, and graduation, drop-out, and retention data among current ELs, former ELs, and never-ELs?
5. To what extent are EL students meeting exit criteria and being exited from EL programs within a reasonable period of time?
6. Is the district tracking data of former ELs over time and is it able to compare those data to that of their never-EL peers? Do RFEP students perform comparably to their never-EL peers in the standard instructional program?
7. How does the district modify EL programs when longitudinal performance data indicate ELs are not reaching English proficiency within a reasonable period of time, or when former ELs are not participating in the standard instructional program comparable to their never-EL peers?

After multiple data sources on EL students are collected and analyzed, the district will determine the findings and create a plan for next steps.

Mechanism to Improve Program

District and Site level plans are designed to be responsive to evaluation results that may show that a particular program needs to be modified, enhanced or eliminated. The following charts show the general flow of information and decision making that is generated by annual student performance findings.

Site Principals, Site Coordinators, ELD teachers August/September	<i>Collection of Student Data and Preparation of Reports:</i> CAASPP data is received from State and put into site database.
District, Site Coordinators, DELAC/ ELAC Committees September/October	<i>Review Data:</i> Discussion and analysis of the data. Program modifications and funding are discussed, agreed upon and dates are set for implementation.
Principals, Site Coordinators, and District Coordinator Superintendent	<i>District Review:</i> A detailed overview of the data and results is provided and program modifications are discussed.

PART IX: PROGRESS MONITORING FOR ENGLISH LEARNERS

CES Progress Monitoring for English Learners

Grade level teams collaborate during Monday team meetings and during prep times throughout the week. During collaboration, teachers review data from common formative assessments in order to identify trends, patterns, and growth of their English Learner students. Teachers reflect on instructional practices, design intervention plans, and continue to progress monitor in order to review and share data the following week with their team members. During designated ELD, students will focus on reading, comprehension, and fluency. Listening, speaking, reading, and writing ELD standards will be implemented, along with EL strategies in each designated small group lesson, and the teacher will scaffold to the EL level of the students within the groups. Additionally, students will take formative assessments multiple times throughout the school year in order to monitor instructional practices and growth. English Learner progress is monitored in a variety of ways:

- ELPAC Testing
- EL Folders (Blue Folders)
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
- ROLA (Reading Oral Language Assessment)
- Accelerated Reader

Annual EL Monitoring Tool

The Annual English Learner Monitoring Tool is reviewed and completed annually by teachers. Additional supports, ELPAC, teacher evaluation, and assessment data will be reported.

Classroom Monitoring

Continual academic monitoring is done within the classroom by the general education teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated EL instruction.

Professional Development

As part of professional development, grade levels will review their individual Annual EL Monitoring Academic Progress Forms and share findings, collaborate on next steps, and plan additional interventions and supports needed.

The following are the types of forms used to monitor EL students and descriptions of the elements of the forms.

Monitoring Academic Progress Form K-2	Form Elements <ul style="list-style-type: none"> • i-Ready • Reading Level
Monitoring Academic Progress Form 3-6	Form Elements <ul style="list-style-type: none"> • i-Ready • GPA • SBAC • Accelerated Reader
Monitoring Academic Progress Form 7-8	Form Elements <ul style="list-style-type: none"> • i-Ready • GPA • SBAC • Accelerated Reader

CES Progress Monitoring for RFEP English Learners

When a student is RFEP, they will be monitored for four years at the site and district level. These students need to Meet or Exceed Standard for three cumulative years on CAASPP [In math and ELA, or just ELA to prove proficiency as an RFEP student in our district. Students will be **monitored twice yearly** at the end of each semester grading period. The site will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. *[See Appendix page 36 for monitoring report.]* Site and district coordinators will complete the monitoring form and make any necessary program or course adjustments for the RFEP students according to how criteria are met. Teacher recommendation for monitoring the effectiveness of RFEP students may also include:

- 1) Does the student demonstrate adequate oral language skills?
- 2) Is the student working at or above grade level expectations?
- 3) Does the student demonstrate satisfactory writing skills in English?
- 4) Does the student feel successful listening, speaking, reading and writing in English?

RFEP students are monitored by the following:

- CAASPP (meet or exceed for three years)
- Attendance
- i-Ready
- Grades

Annual RFEP Monitoring Tool

The RFEP monitoring tool is designed to monitor the academic progress of reclassified students. The form that is completed by district or site staff monitors the RFEP student's SBAC results, i-Ready diagnostic results, and GPA.

CHS / MARC Progress Monitoring for English Learners

Subject specific content departments collaborate during Monday team meetings and during prep times throughout the week. During collaboration, teachers review data from common formative assessments in order to identify trends, patterns, and growth of their English Learner students. Teachers reflect on instructional practices, design intervention plans, and continue to progress monitor in order to review and share data the following week with their team members. During designated ELD, students will focus on reading, comprehension, and fluency. Listening, speaking, reading, and writing ELD standards will be implemented, along with EL strategies, in each designated small group lesson, and the teacher will scaffold to the EL level of the students within the groups. Additionally, students will take formative assessments multiple times throughout the school year in order to monitor instructional practices and growth. English Learner progress is monitored in a variety of ways:

- ELPAC Testing
- EL Folders (Blue Folders)
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
- Accelerated Reader

Annual EL Monitoring Tool

The Annual English Learner Monitoring Tool is reviewed and completed annually by teachers. Additional supports, ELPAC, teacher evaluation, and assessment data will be reported.

Classroom Monitoring

Continual academic monitoring is done within the classroom by the general education teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated EL instruction.

Professional Development

As part of professional development, grade level/departments will review their individual Annual EL Monitoring Academic Progress Forms and share findings, collaborate on next steps, and plan additional interventions and supports needed.

The following are the types of forms used to monitor EL students and descriptions of the elements of the forms.

Monitoring Academic Progress Form 7-12	Form Elements <ul style="list-style-type: none">● i-Ready● GPA● SBAC● Accelerated Reader
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CHS / MARC Progress Monitoring for RFEP English Learners

When a student is RFEP, they will be monitored for four years at the site and district level. These students need to Meet or Exceed Standard on the CAASPP [In math and ELA, or just ELA to prove proficiency as an RFEP student in our district. Students will be **monitored twice yearly** at the end of each semester grading period. The site will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. [See Appendix ____ for monitoring form.] Site and district coordinators will complete the monitoring form and make any necessary program or course adjustments for the RFEP students according to how criteria are met. Teacher recommendation for monitoring the effectiveness of RFEP students may also include:

- 1) Does the student demonstrate adequate oral language skills?
- 2) Is the student working at or above grade level expectations?
- 3) Does the student demonstrate satisfactory writing skills in English?
- 4) Does the student feel successful listening, speaking, reading and writing in English?

RFEP students are monitored by the following:

- CAASPP (meet or exceed for three years)
- Attendance
- i-Ready
- Grades

Annual RFEP Monitoring Tool

The RFEP monitoring tool is designed to monitor the academic progress of reclassified students. The form that is completed by district or site staff monitors the RFEP student's SBAC results, i-Ready diagnostic results, and GPA.

PART X: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

The purpose of the Caruthers Unified School District reclassification policy is to assist schools in determining when Limited English Proficient students may be reclassified as Fluent English Proficient (FEP) by consistently using a comprehensive reclassification process.

The following reclassification policy has been adopted by Caruthers Unified School District and will occur after the return of ELPAC tests:

Reclassification Criteria

The reclassification criteria is set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) Section 11303. Caruthers Unified will use the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. Caruthers Unified District will use ELPAC Overall Performance Level (PL) 4 for this reclassification criteria; **and**

2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; Caruthers Unified District will use a C or better criteria for the student's current grade; *and*
3. Parent opinion and consultation; *and*
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The Caruthers Unified District will use Level 3 (*Proficient*) on the California Assessment of Student Performance and Progress (*CAASPP*) ELA exam *or* grade level performance on the i-Ready diagnostic tool for this reclassification criteria.

Site Coordinator	Supervises process at school site. Oversees the completion of mandated procedures. Works with teachers to complete forms and SOLOM. [What is SOLOM?]
District Coordinator	Reviews testing results and provides classroom academic achievement for both reclassification and monitoring purposes. Supplies other necessary curriculum information needed for reclassification. Maintains database for EL students.

Specific Criteria and Standards to Be Used for Making Reclassification Decisions

Documented teacher evaluation of students' English language proficiency, including a review of students' mastery of the English language curriculum for the appropriate grade level, will be included in the following:

Reclassification to FEP Criteria

Exam

K-12 ELPAC

K-12 ELA Benchmarks

3-12 CAASPP

3-12 Teacher recommendation (SOLOM)

K-12 Grades

K-12 Reading Level

K-12 i-Ready

Criteria

PL 4

Nearly Met and Above

Nearly Met and Above

16 or higher

C or better

*Varies per grade level

*Varies per grade level

Recommendation

Upon the recommendation and review of reclassification criteria, the signatures of parents, teachers, principal and/or "designee" need to be obtained.

RFEP (Reclassified Fluent English Proficient) Process

In order for a student to be considered as RFEP:

- Student must take the ELPAC Summative Assessment and performs as follows:
 - Score a level 4 overall
- Once sites receive ELPAC Summative Assessment scores, the following criteria is reviewed and considered:
 - Any student scoring a level 4 overall with each section being a 2 or higher is identified.
 - For these students, data is gathered on their state assessments, reading level proficiency, performance on local ELA (English Language Arts) assessments and grades.
 - For students that take the annual state standardized assessment, we are looking to see if the student has scored “nearly met” or “above standard” in English Language Arts.
 - Performance on the ELA benchmark to see if a student is “approaching” or “near standard” is also considered.
 - ELA grades are also considered but are not the ultimate determining factor.
 - Reading level proficiency is also considered.
 - i-Ready Assessments.
- Teachers are asked to conduct a SOLOM assessment.
 - If a student met all of the criteria and their respective teacher(s) gives them a score of 20 or higher on the SOLOM, then an English Learner Reclassification Form is completed and the following steps are completed:
 - Signed and dated by the school administrator.
 - Signed and dated by a parent.
- If student is considered Reclassified Fluent English Proficient the following steps are taken:
 - Student status is updated to RFEP in the school data system.
 - Student status is updated in CALPADS to RFEP
 - A copy of the Reclassification form is sent home to parents
 - The original signed copy is placed in the student’s Cumulative Records Folder.
- Student’s current ELD courses are re-evaluated and student now qualifies to no longer take ELD courses.

PART XI: PARENT INVOLVEMENT/COMMUNICATION

PARENT ADVISORY COMMITTEES

District English Learner Advisory Committee (DELAC)

[\[https://www.cde.ca.gov/ta/cr/delac.asp\]](https://www.cde.ca.gov/ta/cr/delac.asp)

The California Department of Education requires that Districts having 51 or more English Learners must form a functioning advisory committee to represent all English Learners. Caruthers Unified will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Each school's English Learners Advisory Committee (ELAC) will elect members to the DELAC. This person will serve on the District committee for two years. Caruthers Unified School District will provide all members of the DELAC with appropriate training materials and seminars, which will assist them in carrying out their responsibilities. A copy of this document and other training materials will be provided to each member of the DELAC committee when appropriate.

Responsibilities

The Caruthers Unified DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee, the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Trainings

Caruthers Unified will provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

English Learners Advisory Committee (ELAC)

[\[https://www.cde.ca.gov/ta/cr/elac.asp\]](https://www.cde.ca.gov/ta/cr/elac.asp)

The California Department of Education requires that each school with 21 or more EL students will establish an ELAC at their school site. Caruthers Unified will establish a site-level English Learner Advisory Committee (ELAC) for each school site with the district, comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

Each school ELAC shall be responsible for the following tasks:

1. Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
2. Assisting in the development of the schoolwide needs assessment.
3. Ways to make parents aware of the importance of regular school attendance.
4. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Composition Requirements

Parents or guardians of English Learners not employed by the District shall constitute the majority membership (51 percent or more) of the committee. Parents of English Language Learners will elect the parent members of the School Advisory Committee.

Members shall serve for two years. An election of members for this committee will be held each school year to elect members whose terms are completed and replacements for members who left the District.

Trainings

Caruthers Unified will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

Site Coordinator	Facilitates formation and implementation of ELAC. The Principal ensures that composition requirements, elections, tasks and training requirements are met.
District Coordinator	Oversees parent committee procedures, facilitates and implements the DELAC. Ensures that composition requirements, elections, tasks and training requirements are met.
Parents	Participate on committees, review school plans, provide input and review Instructional Program for EL students, including the SPSA and LCAP.

Parent Exception Waivers

The *Parent Notification of the ELPAC Results, Student Program Placement* letter shall be sent annually to the parent/guardians of each EL student. The District parent letter explains the child's placement and parental rights and options. Parents of EL students are not required to respond affirmatively to the notification in order to have their child participate in an English Language Learner Program. If the parents of EL students wish to withdraw the student from the English Language Learners Program, since such programs are voluntary according to Education Code 62002, the school will provide the parents the opportunity to withdraw the student using a written form on the *Parental Exception Waiver Request* form. The parents will meet with the Principal to discuss alternative programs and the request.

Site and District Coordinators	Oversee implementation of parental exception waivers and filing of documentation.
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PART XII: STUDENTS WITH DISABILITIES

English Learner students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand, English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.

K-12 SDC Core and Supplemental Curriculum

Grade Level	Core Curriculum	Supplemental
K-5	HMH Journeys	Imagine Learning Scholastic News N2Y
6-8	Scholastic English 3D Study Sync	Imagine Learning Scholastic News N2Y
9-12	N2Y	ILit EL

Appendix Resources

1. Initial ELPAC

- 1a.* Initial ELPAC Testing Parent Notification Letter *pg. 35, 36*
- 1b.* Initial ELPAC Results Parent Notification Letter *pg. 37-40*
<https://www.cde.ca.gov/sp/el/t3/lepparent.asp>
- 1c.* Initial ELPAC Student Score Report Example *pg. 41, 42*
- 1d.* Initial ELPAC Performance Level Descriptors *pg. 43*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>
- 1e.* Initial ELPAC Overall Scale Score Range *pg. 44*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>
- 1f.* Decision Guide for Placement of English Learners *pg. 45*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>
- 1g.* IFEP (Initially Identified as Fluent English Proficient) Parent Letter *pg. 46, 47*
- 1h.* EL Opt Out Form *pg. 48, 49*
- 1i.* EL Opt In Form *pg. 50, 51*

2. Summative ELPAC

- 2a.* Summative ELPAC Annual Parent Notification Letter *pg. 52-55*
- 2b.* Summative ELPAC Testing Parent Notification Letter *pg. 56, 57*
- 2c.* Summative Results Parent Notification Letter *pg. 58, 59*
- 2d.* Summative ELPAC Student Score Report Example *pg. 60-63*
- 3e.* Summative ELPAC Performance Level Descriptors *pg. 64*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>
- 4f.* Summative ELPAC Overall Scale Score Range *pg. 65-66*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>

3. California EL Roadmap

- 3a.* California English Learner Roadmap State Board of Education Policy: Education Programs and Services for English Learners Document *Pg. 67-72*
<https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp>
- 3b.* Designated and Integrated English Language Development *pg. 73*

4. RFEP (Reclassified Fluent English Proficient)

- 4a.* Guidelines for Reclassification *pg. 74-76*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>
- 4b.* CUSD RFEP Form *pg. 77, 78*
- 4c.* CUSD SOLOM Form *pg. 79*
- 4d.* RFEP Parent Letter *pg. 80, 81*

5. i-Ready

5a. i-Ready Reading Placements Overall Chart *pg. 82*
<https://i-readycentral.com/search/?q=placement+tables>

6. Progress Monitoring

6a. Observation Protocol Draft for Teachers of English Learners (OPTEL) *pg. 83, 84*

6b. ELD Implementation Tool *pg. 85*

6c. School EL Progress Monitoring Description *pg. 86*

6d. CUSD EL Monitoring Report *pg. 87*

6e. CUSD English Learner Monitoring Draft Form *pg. 88*

6f. EL Monitoring Intervention Criteria *pg. 89*

6g. CUSD Reclassification Monitoring Form *pg. 90-94*

6h. RFEP Monitoring Intervention Criteria *pg. 95*

7. Students with Disabilities

7a. Assessing Students with Disabilities *pg. 96-98*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>

7b. Reclassification of ELs with Disabilities *pg. 99*
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide19.pdf>

7c. Alternate Language Assessment Reference: Link
<https://www.vcselpa.org/LinkClick.aspx?fileticket=QUL-LcSs2dY%3d&portalid=0>

7d. CUSD RFEP Form for Students with Disabilities *pg. 100-102*

7e. CUSD SOLOM Form for Students with Disabilities *pg. 103*



PO Box 127
Caruthers, California 93609
T: 559-495-6402
F: 559-864-4241
www.caruthers.k12.ca.us

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact **Caruthers Unified School District at 559-495-6401.**

Sincerely,

Orin Hirschhorn

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



PO Box 127
Caruthers, California 93609
T: 559-495-6402
F: 559-864-4241
www.caruthers.k12.ca.us

Estimado Padre / Tutor:

Indicó que el idioma primario o del hogar de su hijo no es inglés cuando inscribe a su hijo en la escuela. En las escuelas públicas de California, todos los estudiantes que ingresan a la escuela por primera vez serán evaluados con las Evaluaciones Iniciales de Competencia del Idioma Inglés para California, o "ELPAC Inicial", si su idioma materno no es el inglés.

El ELPAC inicial es la prueba utilizada para determinar si un estudiante es un aprendiz de inglés o si domina el inglés. Esta prueba obligatoria ayudará a identificar a los estudiantes que necesitan ayuda para aprender inglés. Esto es importante para que puedan obtener el apoyo que necesitan para tener éxito en todas las materias escolares.

Con base en los resultados de la encuesta del idioma del hogar, **se evaluará a su hijo con el ELPAC inicial.**

Usted es una parte importante de la educación de su hijo. Para ayudar a su hijo a prepararse para el examen, puede:

- Léale a su hijo, o pídale que le lean a usted de manera regular.
- Use imágenes y pídale a su hijo que le diga lo que ve o lo que está sucediendo en cada imagen.
- Proporcione a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo sobre las habilidades de escucha, habla, lectura y escritura de su hijo para ayudarlo a apoyar su progreso.

Para obtener más información sobre el ELPAC, vaya a la Guía para padres de la página web del Departamento de Educación de California para comprender la página web de ELPAC en <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

También puede ver ejemplos de preguntas de prueba en las pruebas de práctica de ELPAC, que se pueden encontrar en el sitio web de ELPAC en <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre si su hijo toma el ELPAC, comuníquese con la **oficina del distrito al 559-495-6401.**

Sinceramente,

Orin Hirschhorn

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate

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

To the parent(s)/guardian(s) of: **School:** **Date:**
Student ID #: **Date of Birth:** **Grade:**
Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal 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 available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: Score:
Oral (Listening and Speaking)	
Written (Reading and Writing)	

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

Your child is participating in an Individualized Education Program (IEP), which is 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
(20 U.S.C. Section 6312[e][3][A][vi])

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

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	Caruthers Unified Criteria Local Board Approved Reclassification Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	SOLOM
Parental Opinion and Consultation	Parent Signature
Comparison of Performance in Basic Skills	ELA SBAC, ELA Benchmark
Not Applicable	Optional: Reading Level

Graduation Rate for English Learners

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

The expected rate of graduation for students in this program is **100** percent.

The 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/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to 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]).

Language Acquisition Programs Offered

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

Structured English Immersion 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 students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (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 listed above, please contact Caruthers Unified at 559-495-6401 to ask about the process.

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

Distrito Unificado de Caruthers
NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de:

Escuela:

Fecha:

Estudiante ID Estatal #:

Fecha de nacimiento:

Grado:

Idioma materno:

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley estatal y federal nos requiere evaluar a su hijo y notificarle de su nivel del dominio de inglés. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC]* sección 310). Este aviso también contiene los criterios para la salida del estado de aprendiz de inglés (20 Código de los Estados Unidos [U.S.C.] sección 6312[e][3][A][i],[vi]).

Resultados de la evaluación del idioma
(20 U.S.C Section 6312[e][3][A][ii])

Ámbitos Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial
General	El Status: Puntuación:
Lo Oral (Habilidades de comprensión y expresión oral)	
Lenguaje Escrito (Lectura y escritura)	

Basado en los resultados de la evaluación de dominio del idioma inglés, su hijo ha sido identificado como un <Calculated_ELAS_Spanish> estudiante.

Su hijo participa en un Programa de Educación Individualizada (IEP), que está en el archivo: <IEP_on_FILE>
Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP.
(20 U.S.C. sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación de Distrito Unificado de Caruthers son los siguientes.

Criterios Requeridos (EC Sección 313[f])	Los criterios de Escuela Unificada de Caruthers Criterios de reclasificación aprobados por la junta local
Evaluación del dominio del inglés	Rendimiento general del 4 to nivel de ELPAC
Evaluación del maestro	SOLOM
Consulta y opinión de los padres	Firma de Padres
Comparación del desempeño en habilidades básicas	ELA SBAC, ELA Benchmark
No aplica	Opcional: Nivel de leer

Tasa de graduación escolar de aprendices de inglés

(20 U.S.C. sección 6312[e][3][A][vi])

La anticipada tasa de graduación para estudiantes en este programa es **100** por ciento.

Se muestra la tasa de graduación en el reporte (*Graduation Rate*) disponible en la página web (*DataQuest*) a <http://dq.cde.ca.gov/dataquest/> mantenido por el Departamento de Educación de California.

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC sección 310). Los programas de adquisición de idiomas son programas educativos diseñados a asegurar que la adquisición de inglés se logre tan rápida y eficazmente como sea posible. Estos proporcionan instrucción para aprendices de inglés basadas en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]).

Programas de adquisición de idiomas ofrecidos

Estamos obligados a ofrecer, al mínimo, la opción del programa de **Inmersión Estructurada en Inglés (SEI*)** (EC sección 305[a][2]). También ofrecemos los siguientes programas de adquisición de idiomas:

Programa de Inmersión Estructurada en Inglés: Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, a los estudiantes se les ofrece ELD designado acceso a la disciplina académica apropiada para su nivel de grado con ELD integrado.

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo. Se le requerirá a las escuelas en que los padres o tutores de 30 alumnos o más por escuela o los padres o tutores de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de idiomas diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (EC sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese Caruthers Unified por teléfono al 559-495-6401 para preguntar acerca del proceso.

Aunque las escuelas tienen una obligación para servir todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho a rechazar u optar por que sus hijos no participen en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participen en un programa o en algún servicio específico para aprendices de inglés, los estudiantes mantienen su estado de aprendices de inglés y la escuela sigue obligado a tomar pasos afirmativas requerido por Título VI de la Ley de Derechos Civiles de 1964 y tomar acciones apropiadas requerido por la Ley de Igualdad de Oportunidad Educativas de 1974 para proveer acceso a programas educativos para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii])

Demo CDE District Four

Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #: 9999992005

FOR THE PARENT/GUARDIAN OF:
Firstname E. Lastname
310 DEMO ST
DEMOLAND, CA 93555

DATE OF BIRTH: 01/25/2007

TEST DATE: September 19, 2018

SCHOOL: Demo CDE School Four

LEA: Demo CDE District Four

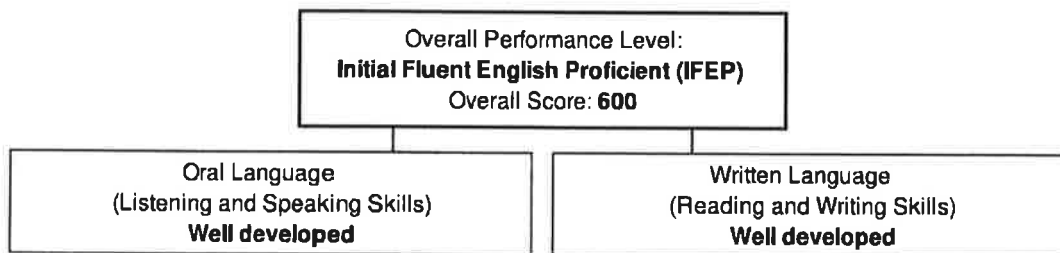
CDS: 99999929999992

What is the Initial ELPAC?

The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

Why do we administer the ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.



Note: The overall score is based on a combination of oral language (50%) and written language (50%).

Your child is here.
→

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) 450–600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370–449	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 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.

For more information about this assessment, visit the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/>. Contact your child's school for more information about these ELPAC results.

Demo CDE District Four

Informe de puntaje del estudiante en la Evaluación Inicial de Suficiencia del Idioma Inglés de California (ELPAC)

ESTUDIANTE N.º : 9999992005

PARA EL PADRE O GUARDIÁN DE:
Firstname E. Lastname
310 DEMO ST
DEMOLAND, CA 93555

FECHA DE NACIMIENTO: 01/25/2007

FECHA DE PRUEBA: 19 de Septiembre, 2018

ESCUELA: Demo CDE School Four

LEA: Demo CDE District Four

CDS: 99999929999992

¿Qué es la ELPAC Inicial?

La ELPAC Inicial se usa para identificar al estudiante, ya sea como aprendiente de inglés, que necesita apoyo para aprender inglés, o como competente en inglés.

¿Por qué administramos la ELPAC?

Saber qué estudiantes necesitan ayuda en inglés, les permite obtener el apoyo necesario para desempeñarse bien en la escuela cuando reciben instrucción en todos los temas escolares. Cada año, los estudiantes que son aprendientes de inglés toman la ELPAC Sumativa para medir su progreso en inglés, hasta que sean reclasificados como competentes en inglés.

Nivel de desempeño general:
Competencia inicial de fluidez en inglés (IFEP)
Puntaje general: 600

Idioma oral
(Habilidades de comprensión y expresión oral)
Bien desarrolladas

Idioma escrito
(Habilidades de lectura y escritura)
Bien desarrolladas

Nota: El puntaje general se basa en una combinación de idioma oral (50%) e idioma escrito (50%).

Su hijo(a)
está aquí
→

Niveles Iniciales	Descriptores Iniciales
Competencia inicial de fluidez en inglés (IFEP) 450-600	Estudiantes en este nivel tienen habilidades de expresión oral y escritura en inglés bien desarrolladas y pueden aprender y comunicarse en inglés. A veces pueden necesitar ayuda en inglés.
Aprendiente de inglés intermedio 370-449	Estudiantes en este nivel tienen habilidades de expresión oral y escritura en inglés de algo a moderadamente desarrolladas . Pueden en ocasiones usar el inglés para aprender y comunicarse de formas significativas en inglés. Pueden necesitar algo de ayuda para comunicarse sobre temas conocidos y más ayuda con temas menos conocidos.
Aprendiente de inglés novato 150-369	Los estudiantes que se encuentran en este nivel tienen habilidades de expresión oral y escritura en inglés minimamente desarrolladas . Pueden usar palabras y frases conocidas para comunicar significado a un nivel básico. Pueden necesitar ayuda sustancial para usar el inglés.

Para obtener más información sobre esta evaluación, visite la página web de ELPAC en <https://www.cde.ca.gov/ta/tg/ep/>. Si Ud. tiene preguntas sobre los resultados de la ELPAC, comuníquese con la escuela de su hijo(a).

Performance Level Descriptors

Initial ELPAC Performance Level Descriptors

Level	Description
Initial Fluent English Proficient (IFEP)	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 12 (2012 ELD Standards).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed 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 ELD Standards.
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 ELD Standards.

Initial ELPAC Overall Scale Score Ranges

The scale score for determining the Overall performance level on the Initial ELPAC for individual and group results are as follows:

- Kindergarten; 90 percent Oral Language (Listening and Speaking) and 10 percent Written Language (Reading and Writing)
- Grade one; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades two through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

Grade	Score	Novice EL	Intermediate EL	IFEP
K–12	Overall	150–369	370–449	450–600

Decision Guide for Placement of English Learners

LEAs administer an HLS to all students enrolled for the first time in a California public school.

- If the survey results indicate English as the primary language, no further testing is required. A regular instructional program is implemented.
 - If the student struggles to perform in the classroom later in the student's educational career, a correction process can be initiated as laid out on page 16.
- If the survey results indicate a primary language other than English, an Initial ELPAC administration is required.
- If a parent/guardian disagrees with the results of the HLS, a correction of the HLS can be pursued prior to the administration of the Initial ELPAC assessment.

The Initial ELPAC is administered for the purpose of classifying students, resulting in one of two general classifications: IFEP or EL.

- In the event of IFEP classification, the student is considered to have met the ELPAC criterion for English proficiency, and no further testing is required. A regular instructional program is implemented.
 - If the student struggles to perform in the classroom later in the student's educational career or if the LEA receives a contradictory score as part of the Rotating Score Validation Process and determines that the student should be classified as an EL, the LEA can use this as part of evidence for a correction process to be initiated.
- In the event of EL classification, an appropriate EL program is implemented. The student's progress is assessed annually with the Summative ELPAC.
 - A correction of classification can occur if the student was timid during the Initial ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom. This correction of classification process must be completed before the administration of the Summative ELPAC.
- If the Initial ELPAC is administered to the incorrect student, a correction process is initiated, and no record of scores shall be maintained.
- If a parent/guardian or a certificated employee of the LEA disagrees with the results of the Initial ELPAC, a review of the classification can be pursued prior to the administration of the Summative ELPAC assessment (if applicable).

The Summative ELPAC is administered to ELs annually until reclassification criteria are met and the student is classified as RFEP.

- In the event of RFEP classification, a regular instructional program is implemented, and the student's progress is monitored for four years following reclassification.



PO Box 127
Caruthers, California 93609
T: 559-495-6402
F: 559-864-4241
www.caruthers.k12.ca.us

Parent/Guardian Notification Letter for Initial Identification of English Learners - Students Initially Identified as Fluent English Proficient (IFEP)

Student Name:

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, he/she was given the ELPAC. These test results have identified your child as Initially Fluent English proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or ELPAC results, please contact the school office during school hours.

Sincerely,

Superintendent/Principal

Date

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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**Carta de Notificación de Padre /tutor para la identificación inicial de los
Aprendices de Inglés - Los estudiantes identificados inicialmente
como competentes en Inglés (IFEP)**

Nombre del estudiante:

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal de dominio del inglés a los estudiantes cuya lengua materna no es el inglés. El idioma principal del estudiante se identifica en una encuesta de lengua materna contestada por los padres de familia o tutores al matricular a su hijo/a por primera vez en una escuela pública de California. En California esta prueba se llama la Evaluaciones del Dominio del Idioma Inglés para California (ELPAC). Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Cuando su hijo/a se matriculó en nuestra escuela se le aplicó la prueba ELPAC. Estos resultados lo han identificado como estudiante que inicialmente domina el inglés competentemente (conocido en inglés como *fluent English proficient* o, por sus siglas en inglés, como IFEP). Esto significa que su hijo/a será asignado a un programa académico normal y que no tendrá que participar en un programa instructivo de apoyo en lengua inglesa.

Le alentamos a que tome parte en la educación de su hijo/a. Si tiene alguna pregunta acerca de la colocación educacional de su hijo/a o de los resultados de la prueba ELPAC, llame a la oficina de la escuela durante el horario escolar.

Atentamente,

Superintendente/Director

Fecha

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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NOTIFICATION TO OPT A CHILD OUT OF EL PROGRAMS OR PARTICULAR EL SERVICES

Dear Parent,

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

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

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

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

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

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

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

I _____, with a full understanding of the above information, wish to

- ☐ decline all of the EL programs and EL services offered to my child.
- ☐ decline some of the EL programs and/or particular EL services offered to my child.

I wish to decline (List program/services) _____

Parent's Signature _____ Student _____ Date _____

Principals Signature _____ Date _____

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



PO Box 127
Caruthers, California 93609
T: 559-495-6402
F: 559-864-4241
www.caruthers.k12.ca.us

NOTIFICACIÓN PARA OPTAR A UN NIÑO DE PROGRAMAS EL O SERVICIOS PARTICULARES EL

Querido Padre,

Entendemos que le gustaría rechazar el programa de Estudiantes de inglés (EL) o los servicios EL específicos propuestos para su hijo _____. Los servicios EL están diseñados específicamente para ayudar a su hijo a obtener dominio del idioma inglés, así como a adquirir contenido a nivel de grado. Sin embargo, usted tiene el derecho legal de excluir a su hijo del programa o servicios particulares.

Si aún desea excluir a su hijo del programa EL o de servicios EL específicos, coloque sus iniciales junto a cada elemento de la lista de verificación a continuación. Hacerlo indicará que comprende completamente y está de acuerdo con cada declaración. Después de haber firmado junto a cada una de las declaraciones, firme, feche y entregue el formulario a la escuela de su hijo. Mantendremos este documento en el archivo indicando que usted ha rechazado o no desea estos servicios EL indicados para su hijo.

_____ Conozco el puntaje de la evaluación del idioma inglés de mi hijo y otra información sobre el progreso académico actual de mi hijo, y entiendo por qué se lo recomendó para recibir instrucción adicional en el idioma inglés.

_____ Estoy familiarizado con los programas y servicios EL que la escuela tiene disponibles para mi hijo.

_____ He tenido la oportunidad de discutir los programas y servicios EL disponibles con la escuela.

_____ Entiendo que la escuela cree que su recomendación es la más académicamente beneficiosa para mi hijo.

_____ Entiendo que mi hijo aún será designado como "Aprendiz de inglés" y se evaluará su dominio del inglés una vez al año hasta que ya no cumpla con la definición de Aprendiz de inglés.

Toda esta información me ha sido presentada en un idioma que entiendo completamente.

Yo _____, con una comprensión completa de la información anterior, deseo

- ☐ rechazar todos los programas EL y los servicios EL ofrecidos a mi hijo.
- ☐ rechazar algunos de los programas EL y / o servicios EL específicos que se ofrecen a mi hijo.

Deseo rechazar (Lista de programas / servicios) _____

Firma de los padres _____ Estudiante _____ Fecha _____

Firma de principal _____ Fecha _____

Orin Hirschkom, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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NOTIFICATION TO OPT A CHILD BACK INTO EL PROGRAMS OR PARTICULAR EL SERVICES

Dear Parent:

On _____, you notified us of your desire to decline the English Learner (EL) program or particular EL services proposed for your child _____.

We understand that you have revisited your previous decision and would now like to accept the EL program or particular EL services proposed for your child. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level academic content. We believe these services will be a tremendous benefit to your child.

Please indicate below the EL program or particular EL services you would like your child to participate in. We will keep this form on file indicating that you have revisited your previous decision and do indeed want EL services for your child.

I, _____ wish to

- ☐ opt my child back into all of the EL programs and services offered to my child.
- ☐ opt my child back into some of the EL programs or particular EL services offered to my child.

Parent's signature _____ Student _____ Date _____

Principal's signature _____ Date _____



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NOTIFICACIÓN PARA OPTAR A UN NIÑO PROGRAMAS EL O SERVICIOS PARTICULARES EL

Querido padre:

El _____, nos notificó su deseo de rechazar el programa de Estudiantes de inglés (EL) o los servicios EL específicos propuestos para su hijo _____.

Entendemos que ha revisado su decisión anterior y ahora desea aceptar el programa EL o los servicios EL específicos propuestos para su hijo. Los servicios EL están diseñados específicamente para ayudar a su hijo a obtener dominio del idioma inglés, así como a adquirir contenido académico de nivel de grado. Creemos que estos servicios serán un gran beneficio para su hijo.

Indique a continuación el programa EL o los servicios EL específicos en los que le gustaría que participara su hijo. Mantendremos este formulario en el archivo indicando que ha revisado su decisión anterior y que realmente desea servicios EL para su hijo.

Yo, _____ desear que

- ☐ permitir que mi hijo vuelva a participar en todos los programas y servicios de EL que se ofrecen a mi hijo.
- ☐ permitir que mi hijo vuelva a participar en algunos de los programas EL o en los servicios EL específicos que se le ofrecen.

Firma de los padres _____ Estudiante _____ Fecha _____

Firma de principal _____ Fecha _____



ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California Education Code (EC) Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Your child is participating in an Individualized Education Program (IEP), which is on file: ☐ [Insert Yes or No]
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 (20 U.S.C. Section 6312[e][3][A][vi])

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

Required Criteria (EC Section 313[f])	Caruthers Unified School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	SOLOM (Student Oral Language Observation Matrix)
Parental Opinion and Consultation	Set up a parent meeting to review options
Comparison of Performance in Basic Skills	ELA and/or i-Ready Scores

Academic Achievement Results

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

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	<i>[insert English language arts results]</i>	<i>[insert English language arts results]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert mathematics results]</i>

Graduation Rate for English Learners

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

The expected rate of graduation for students in this program is 100 percent. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to 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]).

Language Acquisition Programs Offered

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

Structured English Immersion 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 students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Heritage Language Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

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

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Caruthers Unified School District to ask about the process.

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



NOTIFICACIÓN ANUAL PARA LOS PADRES

Requisitos federales del Título I o Título III y del estado

A los padres/tutores de: _____ Escuela: _____ Fecha: _____

D Estatal del Estudiante: _____ Fecha de nacimiento: _____ Grado: _____ Lengua materno: _____

Estimados padres o tutores: Su hijo sigue clasificado como aprendiz de inglés. Cada año, estamos obligados a evaluar el nivel del dominio de inglés de su hijo y notificarle a usted de los resultados. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC*] Sección 310*). Este aviso también contiene el criterio para la salida del programa para aprendices de inglés (20 Código de los Estados Unidos [U.S.C.*] Sección 6312[e][3][A][i],[vi]).

Resultados de la evaluación del idioma (20 U.S.C. Sección 6312[e][3][A][iii])

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Puntuación escalada	ELPAC Nivel de rendimiento
General	[insert overall scale score]	[insert overall performance level]
Lenguaje Oral (Habilidades de comprensión y expresión oral)	[insert oral language scale score]	[insert oral language performance level]
Lenguaje Escrito (Lectura y escritura)	[insert written language scale score]	[insert written language performance level]

Ámbito	Nivel de rendimiento
Comprensión auditiva	[insert listening performance level]
Expresión oral	[insert speaking performance level]
Lectura	[insert reading performance level]
Escritura	[insert writing performance level]

Existe un Programa de Educación Individualizado (IEP*) en el cual su hijo está participando: [Insert Yes or No]
Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP (20 U.S.C. Sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa para aprendices de inglés) (20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. El criterio para la reclasificación en el Distrito Unificado de Caruthers es el siguiente.

Criterio general (EC Sección 313(f))	Criterio de Distrito Escolar de Caruthers
Evaluación del dominio del inglés	Rendimiento general del 4 ^{to} nivel en el ELPAC
Evaluación del maestro	SOLOM (Matriz de observación del lenguaje oral del estudiante)
Consulta y opinión de los padres	Configure una reunión de padres para revisar las opciones
Comparación del desempeño en habilidades básicas	Puntajes ELA y / o i-Ready

Resultados de los logros académico

(20 U.S.C. Sección 6312[e][3][A][vi])

Área de habilidad	Evaluación <i>Smarter Balanced Assessment Consortium (SBAC)*</i> o medidas locales	Otra medida
Artes del lenguaje inglés	<i>[Insert English language arts results]</i>	<i>[Insert English language arts results]</i>
Matemáticas	<i>[Insert mathematics results]</i>	<i>[Insert mathematics results]</i>

Tasa de graduación escolar de aprendices de inglés

(20 U.S.C. Sección 6312[e][3][A][vi])

La anticipada tasa de graduación para estudiantes en este programa es 100 por ciento. Se muestra la tasa de graduación en el reporte *Graduation Rate* disponible en la página web (*DataQuest*) en <http://dq.cde.ca.gov/dataquest/> mantenido por el Departamento de Educación de California.

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC Sección 310). Los programas de adquisición de idiomas son programas educativos diseñados para asegurar que la adquisición de inglés se logre tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices de inglés basados en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. Sección 6312[e][3][A][iii].v]; EC Sección 306[c]).

Programas de adquisición de idiomas ofrecidos

Estamos obligados a ofrecer, al mínimo, la opción del programa de **Inmersión Estructurada en Inglés (SEI*)** (EC Sección 305[a][2]). También ofrecemos el/los siguientes (s) programa (s) de adquisición de idiomas:

Programa de Inmersión Estructurada en Inglés: Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.

Programa de Idiomas de Herencia: Programa de adquisición de idiomas para aprendices de inglés que proporciona instrucción en inglés y el idioma materno del estudiante para la alfabetización y la instrucción académica, permitiendo que los estudiantes que no hablan inglés o los estudiantes con habilidades de lectoescritura deficientes en su idioma materno logren el dominio del idioma y el cumplimiento de las metas de logro académico. Este programa está diseñado para los grados del sexto al octavo y del noveno al duodécimo.

Los padres o tutores pueden solicitar el mejor programa de adquisición de idiomas para su hijo. Se requiere que la escuela responda cuando 30 o más padres o tutores de alumnos, o 20 o más padres o tutores de alumnos en cualquier grado soliciten un programa de adquisición de idiomas. Si es posible, se ofrecerá un programa de adquisición de idiomas (20 U.S.C. Sección 6312[e][3][A][viii][III]; EC Sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (EC Sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con el Distrito Unificado de Caruthers para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligado a tomar pasos afirmativos requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativas para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).



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Dear Parent/Guardian:

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The Summative English Language Proficiency Assessments for California, or "Summative ELPAC," is the test used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child's teacher about the areas in which your child needs extra support.

This spring, your child will take the Summative ELPAC.

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

Testing Schedule is February 3, 2020 – May 29, 2020.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding Web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact **Caruthers Unified School District at 559-495-6401**.

Sincerely,
Orin Hirsch Korn, Superintendent



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Estimado Padre/Tutor:

Identificar a los estudiantes que necesitan ayuda para aprender inglés es importante para que puedan obtener el apoyo que necesitan para desempeñarse bien en las artes del lenguaje inglés y la lectoescritura, las matemáticas, las ciencias y otras materias en la escuela. Los Exámenes del Dominio del Idioma Inglés para California (ELPAC, por sus siglas en inglés) o "ELPAC Sumativo" son los exámenes que se usan para medir qué tan bien los estudiantes entienden el inglés cuando este no es el idioma que hablan en casa. La información de los ELPAC le comunica al maestro acerca de las áreas en las que su hijo necesita apoyo adicional.

Esta primavera, su hijo tomará los el ELPAC Sumativo.

Los estudiantes del kindergarten al duodécimo grado que están clasificados como estudiantes de inglés como segundo idioma tomarán los ELPAC Sumativo cada año hasta que sean reclasificados como competentes en el idioma inglés. Los estudiantes son evaluados en cuanto a sus habilidades para escuchar, hablar, leer y escribir.

El calendario de pruebas es del 3 de febrero de 2020 al 29 de mayo del 2020.

Usted es parte importante de la educación de su hijo. Para ayudar a su hijo a prepararse para el examen, usted puede:

- Leerle a su hijo o hacer que este le lea a usted regularmente.
- Usar imágenes y pedirle a su hijo que le diga lo que ve o lo que está sucediendo en cada imagen.
- Brindarle a su hijo oportunidades para usar el idioma fuera de la escuela.
- Hablar con su maestro acerca de las habilidades de comprensión auditiva, expresión oral, lectura y escritura de su hijo para ayudar a apoyar su progreso.

Para obtener más información sobre los ELPAC, visite la página web de las guías para los padres que el Departamento de Educación de California mantiene en <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

También puede ver preguntas de ejemplo en los exámenes de práctica que puede encontrar en el portal web de los ELPAC en <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre la participación de su hijo en los ELPAC, póngase en contacto con el **Distrito Unificado de Caruthers al 559-495-6401.**

Atentamente,
Orin Hirsch Korn, Superintendent

Orin Hirsch Korn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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Dear Parent or Guardian:

Last spring, your child took a test called the Summative English Language Proficiency Assessments for California (ELPAC). This test is part of the California assessment system. The ELPAC helps teachers across the state see how well students listen, speak, read, and write in English.

Your child's 2019-20 Student Score Reports is attached to this letter.

This report shows an overall score and performance level, an oral language (Speaking, Listening) score and level, and a written language (Reading, Writing) score and level. It also shows a performance level for each domain: Listening, Speaking, Reading, and Writing.

To learn more about your child's scores, go to the new parent web page called *Starting Smarter*, available at <https://elpac.startingsmarter.org/>.

This site includes:

- resources to help understand results on the student score reports
- access to sample test questions and practice tests
- no-cost resources to support learning
- a guide for parent-teacher conferences

In our district, the test results are just one way to look at how well our students are doing. We use the results to find areas where students are doing well and areas in which they need help. It is also important to know that the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call the school office at 559-495-6401 to arrange a conference with your child's teacher.

Sincerely,

Orin Hirschhorn
Superintendent

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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Estimado padre o tutor:

La primavera pasada, su hijo tomó una prueba llamada Evaluaciones Sumativas del Dominio del Idioma Inglés para California (ELPAC). Esta prueba es parte del sistema de evaluación de California. El ELPAC ayuda a los maestros de todo el estado a ver qué tan bien los estudiantes están desarrollando las habilidades necesarias y la confianza en escuchar, hablar, leer y escribir en English.

Informes de puntuación del estudiante de su hijo 2019-20 se adjunta a esta carta.

Este informe muestra un puntaje general y un nivel de desempeño, un puntaje y un nivel de lenguaje oral (hablar, escuchar) y un puntaje y nivel de lenguaje escrito (lectura, escritura). También muestra un nivel de rendimiento para cada dominio: comprensión auditiva, expresión oral, lectura y escritura.

Para obtener más información sobre los puntajes de su hijo, vaya a la nueva página web para padres llamada *Starting Smarter*, disponible en <https://elpac.startingsmarter.org/>.

Este sitio incluye:

- Recursos para ayudar a comprender los resultados en los informes de puntaje del estudiante
- Acceso a ejemplos de preguntas y exámenes de práctica.
- Recursos sin costo para apoyar el aprendizaje
- Una guía para conferencias de padres y maestros

En nuestro distrito, los resultados de las pruebas son solo una forma de ver qué tan bien están nuestros estudiantes. Usamos los resultados para encontrar áreas en las que los estudiantes necesitan ayuda. También es importante saber que los resultados de las pruebas no se usan para determinar si un alumno pasa al siguiente grado. Si tiene preguntas o inquietudes sobre el progreso de su hijo, llame a la oficina del distrito al 559-495-6401 para convenir una conferencia con el maestro de su hijo.

Sinceramente,

Orin Hirschhorn
Superintendente

Orin Hirschhorn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate

A Parent's Guide to Indianapolis Fred's English Language Proficiency Assessments for California (ELPAC) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 9999999994
GRADE: 5

DATE OF BIRTH: 10/05/2007
TEST DATE: January 02, 2018

Dear Parent/Guardian of Indianapolis Fred Indiana,

FOR THE PARENT/GUARDIAN OF:
INDIANAPOLIS FRED INDIANA
1234 MAIN STREET UNIT 1234
YOUR CITY, CA 12345

This report shows Indianapolis Fred's results on the English Language Proficiency Assessments for California (ELPAC), the newly developed state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency. Because the ELPAC measures new English language development standards, your child's ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

SCHOOL: California Elementary School
LEA: California Unified
CDS: 99999919999990

Sincerely,

Tom Torlakson

Tom Torlakson
State Superintendent of Public Instruction



What is the ELPAC?

The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

ELPAC Levels	What Students Can Typically Do at Each Level
LEVEL 4 	Students at this level have well developed English skills. <ul style="list-style-type: none"> They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.
LEVEL 3 	Students at this level have moderately developed English skills. <ul style="list-style-type: none"> They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2 	Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.
LEVEL 1 	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

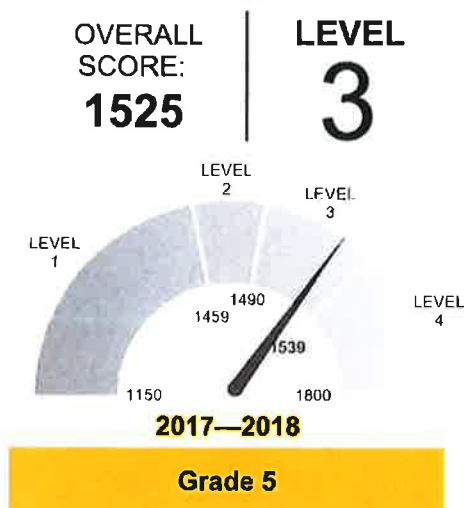
How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

**Indianapolis Fred's Grade 5 Results on the
English Language Proficiency Assessments for California**

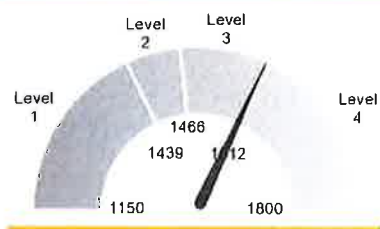
Indianapolis Fred's Overall Score of 1525 is in Level 3.

Students at this level have **moderately developed** English skills.



This was Indianapolis Fred's first time taking the ELPAC.
If Indianapolis Fred takes the test again next year, this area will show the score history.

Oral Language Score

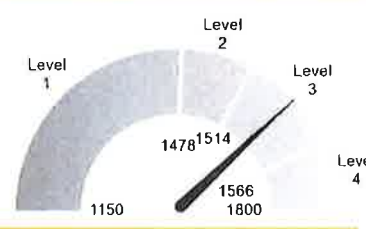


1510 | Level 3

The Oral Language Score is a combination of Indianapolis Fred's Listening and Speaking performance, shown below.

	Beginning	Somewhat/ Moderately	Well Developed
Listening			✓
Speaking		✓	

Written Language Score



1540 | Level 3

The Written Language Score is a combination of Indianapolis Fred's Reading and Writing performance, shown below.

	Beginning	Somewhat/ Moderately	Well Developed
Reading		✓	
Writing		✓	

**Resultados de Indianapolis del grado 5 de las
Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC, por sus siglas en inglés)**

Puntuación general de Indianapolis de 1525 está en el nivel 3.

Los estudiantes de este nivel tienen destrezas de inglés moderadamente desarrolladas.

PUNTUACIÓN
GENERAL:

1525

NIVEL

3



2018-2019

Grado 5

Su historial de puntuaciones no se pueden mostrar este año. Si Indianapolis toma la prueba otra vez en el próximo año, esta sección mostrará el historial de puntuaciones

Puntuación del lenguaje oral



1510 | Nivel 3

La puntuación del lenguaje oral es una combinación del desempeño de Indianapolis en Escuchar y Hablar, como se muestra abajo.

	Principiante	Moderado	Bien desarrollado
Escuchar			✓
Hablar		✓	

Puntuación del lenguaje escrito



1560 | Nivel 3

La puntuación del lenguaje escrito es una combinación del desempeño de Indianapolis en Lectura y Escritura, como se muestra abajo

	Principiante	Moderado	Bien desarrollado
Lectura		✓	
Escritura		✓	

Guía del padre/tutor del informe de calificaciones de Indianapolis de la ELPAC

DEL ESTUDIANTE: 9999988002
GRADO: 5

FECHA DE NACIMIENTO: 08/05/2009
FECHA DE LA PRUEBA: March 06, 2019

Este reporte muestra los resultados de Indianapolis en la ELPAC, la prueba estatal del dominio del idioma inglés. La ELPAC provee información acerca del progreso anual de su hijo(a) hacia el dominio del idioma inglés.

PARA EL PADRE/TUTOR DE:
INDIANAPOLIS INDIANA
1234 MAIN STREET UNIT 1234
YOUR CITY, CA 12345

Abajo se muestra información para ayudarlo a comprender la ELPAC sumativa, así como ideas para apoyar el desarrollo de su hijo(a) en el idioma inglés.

Escuela: California Elementary School
LEA: California Unified
Código LEA: 99999919999991



¿Qué es ELPAC?

La ELPAC sumativa mide el progreso del estudiante para alcanzar los Estándares de Desarrollo de la Lengua Inglesa de California (Estándares ELD), los cuales describen las destrezas del idioma inglés que necesitan los estudiantes para tener éxito en la escuela.

La ELPAC sumativa:

- Se administra cada primavera a los estudiantes que han sido identificados como aprendices del idioma inglés
- Incluye preguntas acerca de escuchar, hablar, lectura y escritura

Los resultados ELPAC de su hijo(a):

- Es una medida del dominio que debe verse en conjunto con otra información disponible, como pruebas, tareas y calificaciones del salón
- Puede usarse para ayudar a hablar con el maestro de su hijo(a) acerca de su progreso en el desarrollo del idioma inglés
- Puede usarse para determinar si su hijo(a) está listo para ser reclasificado como estudiante reclasificado competente en inglés

Niveles ELPAC		Lo que los estudiantes generalmente pueden hacer en cada nivel
NIVEL 4		Los estudiantes de este nivel tienen destrezas bien desarrolladas de inglés. <ul style="list-style-type: none"> Generalmente pueden usar el inglés para aprender cosas nuevas en la escuela y para interactuar en situaciones sociales. Ocasionalmente podrían necesitar ayuda en el uso del inglés.
NIVEL 3		Los estudiantes de este nivel tienen destrezas moderadamente desarrolladas de inglés. <ul style="list-style-type: none"> A veces pueden usar el inglés para aprender cosas nuevas en la escuela e interactuar en situaciones sociales. Pueden necesitar ayuda con el inglés para comunicarse en situaciones y temas escolares menos conocidos.
NIVEL 2		Los estudiantes de este nivel tienen destrezas poco desarrolladas de inglés. <ul style="list-style-type: none"> Generalmente necesitan ayuda con el inglés para aprender cosas nuevas e interactuar en situaciones sociales. Frecuentemente usan el inglés en una comunicación sencilla.
NIVEL 1		Los estudiantes en este nivel están en una etapa de principiantes en su desarrollo de las destrezas de inglés. <ul style="list-style-type: none"> Generalmente necesitan mucha ayuda con el inglés para aprender cosas nuevas e interactuar en situaciones sociales. Tal vez conozcan algunas palabras y frases en inglés.

Los cuatro niveles de la ELPAC mostrados en la tabla arriba describen lo que los estudiantes de cada nivel de **desempeño** en la ELPAC generalmente puede hacer en inglés. La tabla abajo muestra cómo estos cuatro niveles de la ELPAC se relacionan con los tres niveles de **desempeño** descritos en los estándares ELD.

Niveles ELPAC	Nivel 1	Nivel 2	Nivel 3	Nivel 4
Estándares ELD de niveles de dominio	Emergente — requiere apoyo lingüístico considerable	En crecimiento — requiere apoyo lingüístico moderado	Superando — requiere poco apoyo lingüístico	

¿Cómo puedo ayudar a mi hijo(a)?

- Regularmente léale a su hijo(a) o pídale que le lea a Ud.
- Use imágenes y pídale a su hijo(a) que le diga lo que está en la imagen o que está ocurriendo en la imagen.
- Provéele a su hijo(a) oportunidades de usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo(a) acerca de las destrezas de su hijo(a) en escuchar, hablar, leer y escribir para apoyar su progreso.

Summative ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Summative ELPAC Overall Scale Score Ranges

In November 2018, the State Board of Education approved the State Superintendent of Public Instruction's proposed overall and composite threshold scale score changes beginning with the 2018–19 Summative ELPAC.

The percentages for determining the Overall performance level on the Summative ELPAC for individual and group results are as follows:

- Kindergarten; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades one through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

The State Superintendent of Public Instruction's approved thresholds for performance levels on the Summative ELPAC are provided below.

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

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

Summative ELPAC Oral Language Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1385	1386–1426	1427–1477	1478–1700
1	1150–1407	1408–1450	1451–1492	1493–1700
2	1150–1413	1414–1459	1460–1509	1510–1700
3	1150–1434	1435–1465	1466–1511	1512–1800
4	1150–1438	1439–1471	1472–1521	1522–1800
5	1150–1446	1447–1476	1477–1532	1533–1800
6	1150–1449	1450–1483	1484–1541	1542–1900
7	1150–1455	1456–1497	1498–1553	1554–1900
8	1150–1460	1461–1504	1505–1568	1569–1900
9 & 10	1150–1464	1465–1511	1512–1578	1579–1950
11 & 12	1150–1469	1470–1513	1514–1582	1583–1950

Summative ELPAC Written Language Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1345	1346–1409	1410–1462	1463–1700
1	1150–1413	1414–1458	1459–1519	1520–1700
2	1150–1432	1433–1480	1481–1553	1554–1700
3	1150–1460	1461–1508	1509–1556	1557–1800
4	1150–1477	1478–1524	1525–1574	1575–1800
5	1150–1486	1487–1549	1550–1586	1587–1800
6	1150–1498	1499–1549	1550–1591	1592–1900
7	1150–1504	1505–1555	1556–1597	1598–1900
8	1150–1509	1510–1561	1562–1609	1610–1900
9 & 10	1150–1519	1520–1577	1578–1631	1632–1950
11 & 12	1150–1528	1529–1594	1595–1645	1646–1950

Note: The Summative ELPAC Crosswalk of Threshold Changes for 2018–19 is located in the Appendix.



California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process, and provides support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California's English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research¹, much of which is consistent with earlier syntheses from the California Department of Education².

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities

¹ National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677

² CDE (1984) Schooling and Language Minority Students: A Theoretical Framework; CDE (1986) Beyond Language: Social and Cultural Factors in Schooling Language Minority Students; and CDE (2010) Improving Education for English Learners: Research-Based Approaches.

- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

California's Vision of Success for English Learners

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

Four Principles

Four principles support our vision and provide the foundation of California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in

safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE web page at <https://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

California Department of Education, July 2017

Designated and Integrated English Language Development

English learners face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education recognize that both Designated and Integrated English language development (ELD) are an integral part of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level. The purpose of this letter is to provide guidance for instruction and additional resources.

As a comprehensive approach to ELD, the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* states:

“English learners at all English proficiency levels and at all ages require **both** Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.”

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*)

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (*5 CCR Section 11300[c]*)

Guidelines for Reclassification

The Summative English Language Proficiency Assessments for California (ELPAC) became operational on February 1, 2018. At that time, the California Department of Education (CDE) provided interim reclassification guidance, using the preliminary threshold scores for the ELPAC approved by the California State Board of Education (SBE) in November 2017.

In November 2018, the SBE approved new Summative ELPAC threshold scores, by grade level for kindergarten through grade eight and by grade span for grades nine and ten and for grades eleven and twelve. These new threshold scores, which are reported on a four performance level scale, will be used by local educational agencies (LEAs) to determine the level designation for English language proficiency (ELP) beginning with the 2018–19 Summative ELPAC administration. The scale score ranges for that administration are available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/documents/selpacscalecores.pdf>.

In January 2019, on the basis of the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC overall performance level (PL) 4 as the statewide standardized ELP criterion (Criterion 1) for reclassification beginning with the 2018–19 Summative ELPAC administration for kindergarten through grade twelve. Criterion 1 is now standardized and will no longer be locally determined. Criteria 2, 3, and 4 continue to be locally determined. For further information, please see “Updated Reclassification Guidance for 2018–19” on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

Reclassification Criteria

The reclassification criteria set forth in California *Education Code (EC)* Section 313 and *California Code of Regulations*, Title 5 (5 *CCR*), Section 11303 remain unchanged. Pursuant to 5 *CCR* Section 11308 (c)(6), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners (ELs). LEAs should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument, including, but not limited to, the state test of English language development [ELD])
2. Teacher evaluation (including, but not limited to, a review of the student’s curriculum mastery)
3. Parent opinion and consultation
4. Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

The CDE has provided guidance to LEAs for using Smarter Balanced Summative Assessment results as a local measure of Criterion 4. LEAs also have been advised that local assessments can be used to identify ELs who meet academic measures indicating they are ready to be reclassified. This guidance can be found in "Updated Reclassification Guidance for 2018–19," on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

The actions to take when applying the four criteria to reclassification policies regarding ELs are as follows:

■ ***For Criterion 1, Assessment of ELP***

- Use the Summative ELPAC results as the primary assessment of ELP. LEAs shall use overall PL 4 as the determination that a student has met the ELP assessment criterion.

■ ***For Criterion 2, Teacher Evaluation***

- Use the student's academic performance as evidence of curriculum mastery. (Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.)

■ ***For Criterion 3, Parent Opinion and Consultation***

- Provide notice to parents/guardians of their right to consult with the LEA regarding their child's ELP status and encourage them to participate in the reclassification process. Offer opportunities for in-person meetings with parents/guardians, as needed.

■ ***For Criterion 4, Comparison of Performance in Basic Skills***

- Identify local or state assessments that the LEA will use to determine whether ELs are meeting academic measures that indicate they are ready for reclassification.

EC Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. The following definitions of related terms may be helpful:

- **performance in basic skills.** The score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- **range of performance in basic skills.** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
- **students of the same age.** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification.

For 2018–19, LEAs should identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels comparable to English-proficient students. Keep the following in mind:

- Students with scores at or above the cut point selected by LEAs should be considered for reclassification.
- For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.
- LEAs must monitor student performance for four years after reclassification, in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Also keep in mind that California regulations—5 CCR sections 11303 (Reclassification) and 11308 [c][6] (Advisory Committee)—specify that any local reclassification criteria must be reviewed by the school district committee on programs and services for ELs.

If you have questions regarding the reclassification policy, please contact the CDE Language Policy and Leadership Office by phone at 916-319-0845.

CARUTHERS UNIFIED SCHOOL DISTRICT ENGLISH LEARNER RECLASSIFICATION FORM

Student's Name:
Grade:
Date:

School:
Teacher:

Grades:	Instrument/Protocol	Criteria	Scores/ Grades	Check If Criteria Met
K-2	ELPAC	Overall Performance Level of 4		
	and ELA Benchmark or Reading Level or i-Ready	Approaching Standard and above At Grade Level and above At Grade Level and above		
	Teacher Evaluation and Recommendation	Student Oral Language Observation Matrix (SOLOM)		
3-8	ELPAC	Overall Performance Level of 4		
	and SBAC ELA or ELA Benchmark or English Grade or i-Ready or Reading Level	Standard Nearly Met and above Approaching Standard and above Grades <u>may</u> be considered as further evidence but are <u>not the ultimate determining factor</u> At Grade Level and above At Grade Level and above		
	Teacher Evaluation and Recommendation	Student Oral Language Observation Matrix(SOLOM)		
9-12	ELPAC	Overall Performance Level of 4		
	and SBAC ELA or ELA Benchmark or English Grade or i-Ready or Reading Level	Standard Nearly Met and above Approaching Standard and above Grades <u>may</u> be considered as further evidence but are <u>not the ultimate determining factor</u> At Grade Level and above At Grade Level and above		
	Teacher Evaluation and Recommendation	Student Oral Language Observation Matrix(SOLOM)		

Teacher Evaluation:

- ☐ Using the above criteria, I find that this student has demonstrated English language proficiency comparable to that of the **average native English speakers** and can participate equally with average native speakers in the regular instructional program.
- ☐ Using the above criteria, I do not find that this student has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with average native speakers in the regular instructional program.

Recommended Placement: (Check one)

- ☐ Reclassify to FEP, and place in a Mainstream classroom, or other appropriate setting, with monitoring for two years.
- ☐ Remain an English Learner and reconsider Reclassification at another time.

Approval of Parent/Guardian: Date _____ Signed _____

Approval of Administrator: Date _____ Signed _____

DISTRITO ESCOLAR UNIFICADO DE CARUTHERS

FORMULARIO DE RECLASIFICACIÓN PARA ESTUDIANTES DE INGLÉS

Nombre de Estudiante:
Grado:
Fecha:

Escuela:
Maestra/o:

Grados:	Instrumento/Protocolo	Criterio	Resultados/ Grados	Verificar si cumple criterios
K-2	ELPAC	Nivel Total de 4		
	y Evaluación de ELA o Nivel de lectura o i-Ready	Acercándose al estándar o superior A nivel de grado o superior A nivel de grado o superior		
	Evaluación y Recomendación de Maestro	Matriz de observación del Lenguaje oral del estudiante (SOLOM)		
3-8	ELPAC	Nivel Total de 4		
	y SBAC ELA o Evaluación de ELA o Calificación de English o i-Ready o Lectura de Habilidad de Nivel	Estándar casi cumplido o superior Acercándose al estándar o superior Calificación <u>puede ser considerado como prueba adicional, pero no será el último factor de determinación</u> A nivel de grado o superior A nivel de grado o superior		
	Evaluación y Recomendación de Maestro/a	Matriz de observación del Lenguaje oral del estudiante (SOLOM)		
9-12	ELPAC	Nivel Total de 4		
	y SBAC ELA o Evaluación de ELA o Calificación de English o i-Ready o Lectura de Habilidad de Nivel	Estándar casi cumplido o superior Acercándose al estándar o superior Calificación <u>puede ser considerado como prueba adicional, pero no será el último factor de determinación</u> A nivel de grado o superior A nivel de grado o superior		
	Evaluación y Recomendación de Maestro/a	Matriz de observación del Lenguaje oral del estudiante (SOLOM)		

Evaluación de maestro/a:

- ☐ Usando los susodichos criterios, encuentro que este estudiante ha demostrado la habilidad de lengua inglesa comparable a aquel de los altavoces ingleses natales medios y puede participar igualmente con hablantes nativos en el programa educacional regular.
- ☐ Usando los susodichos criterios, no encuentro que este estudiante ha demostrado la habilidad de lengua inglesa comparable a aquel de los altavoces ingleses natales medios y puede participar igualmente con hablantes nativos en el programa educacional regular.

Colocación Recomendada: (marque uno)

- ☐ Clasifique de nuevo a FEP, y colocarlo en un aula principal u otro ambiente apropiado, con monitoreo durante dos años.
- ☐ Permanezca un principiante inglés y reconsidere la nueva clasificación en otro tiempo.

Aprobación de administrador: Fecha _____ firma _____

Aprobación de padre o guardián: Fecha _____ firma _____

SOLOM (Student Oral Language Observation Matrix)

Teacher Observation Scale

Student's Name:

Language Rated:			Grade:	Date(s):	
School:			Teacher:	Total Score(s):	
I	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation,	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations,	Misuse of words and very limited vocabulary make comprehension quite difficult	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions,	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary,	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies,	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score					

SOLOM



PO Box 127
Caruthers, California 93609
T: 559-495-6402
F: 559-864-4241
www.caruthers.k12.ca.us

CARUTHERS UNIFIED SCHOOL DISTRICT
Parent/Guardian Notification Letter for Annual Assessment Results
English Learners Being Considered for Reclassification

Student Name:

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for the current or previous school year. Based on your child's performance on this test, they qualify to be reclassified to fluent English proficient (RFEP). In addition to the ELPAC results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents or guardians about his/her proficiency in English, and your child's performance on District and State English Language Arts benchmarks. Please contact your school administrator, if you have any further questions. Thank you for continuing to be actively involved in your child's learning and congratulations on this wonderful accomplishment.

Sincerely,

Principal

Date

Orin Hirsch Korn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate



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DISTRITO ESCOLAR UNIFICADO DE CARUTHERS
Carta de Notificación de Padre/Guardián de Resultados de Evaluación Anual
Aprendices de Ingles Considerados para Nueva clasificación

Nombre de Estudiante:

Queridos Padres o Guardianes:

Las leyes federales y estatales requieren que todos los distritos escolares en California den una prueba estatal de la habilidad en el Idioma ingles cada año a cada estudiante que es identificado como un aprendiz de inglés. En California, el nombre de esta prueba es Evaluación de Habilidad del Idioma ingles de California (ELPAC). Los resultados del ELPAC ayudan a medir como cada estudiante progresa en la habilidad del idioma inglés en las áreas de escuchando, hablando, lectura, y escritura.

Le han dado a su niño el ELPAC para el año escolar corriente o anterior. Basado en la interpretación de su niño en esta prueba, califican para ser clasificados competentes en el idioma inglés fluido (RFEP). Además de los resultados de ELPAC, los criterios usados para tomar esta decisión incluyen una evaluación de la interpretación académica de su niño por el maestro/a, su opinión como los padres o guardián sobre su habilidad en inglés, e interpretación de su niño en el examen de Artes de Lenguaje de inglesas del estado. Por favor póngase en contacto con su administrador escolar, si usted tiene algunas otras preguntas. Gracias por seguir estando activamente implicado en el aprendizaje de su niño y felicitaciones por este maravilloso logro.

Sinceramente,

Principal

Fecha

Orin Hirsch Korn, Superintendent
Board of Trustees – James Cummings, Valori Gallaher, Darren Gilmore, Michael Reid, Kathy Spate

i-Ready Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	362–395	434–457	489–512	511–544	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
	396–423	458–479	513–536	545–560	579–602	609–629	616–640	632–653	642–669	661–684	673–703	692–723	704–735
	424–479	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	685–703	704–723	724–735	736–800

Observation Protocol for Teachers of English Learners (OPTEL)

Student Name:

Grade Level:

Teacher Name:

IEP: ☐ Yes ☐ No

504 Plan: ☐ Yes ☐ No

ELPAC Level:

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

Description of Receptive Skills: Listening and Reading Comprehension (Select one descriptor from the choices below)

Aligned ELD Standards: P.I.A. 1-4, P.I.B. 5-8, P.II.A. 1-2, P.II.B. 3-5, P.II.C. 6-7

☐ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.

☐ **Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.

☐ **Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed)** The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

☐ **Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed)** The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

Instructional Setting(s) in which the student was observed:

☐ ELA/Literacy ☐ ELD ☐ Mathematics ☐ Science ☐ History/Social Science ☐ Other:

Interaction Type (Choose all that apply):

☐ Whole Group (one-to-many) ☐ Small Group (one-to-group) ☐ Pairs (one-to-one) ☐ Other:

What did you consider in selecting this level? You may attach supporting documentation.

Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)

Aligned ELD Standards: P.I.A.1-4, P.I.C.9-12, P.II.A.1-2, P.II.B.3-5, P.II.C.6-7

- ☐ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.
- ☐ **Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar nearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistic supports to express ideas effectively in oral and written English.
- ☐ **Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.
- ☐ **Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

Instructional Setting(s) in which the student was observed:

☐ ELA/Literacy ☐ ELD ☐ Mathematics ☐ Science ☐ History/Social Science ☐ Other: _____

Interaction Type (Choose all that apply):

☐ Whole Group (one-to-many) ☐ Small Group (one-to-group) ☐ Pairs (one-to-one) ☐ Other: _____

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

*The section below is **required** when documenting parent consultation regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, _____ (enter name), ☐ agree/ ☐ disagree (check one) the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature: _____

Title: _____

Date: _____

I was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient. Parent/Guardian Signature: _____ Date: _____

ELD Implementation Tool

Teacher _____

Grade Level _____

Date _____

Type of Instruction: Integrated

Designated

	Evidence	Notes
ELD Standards <ul style="list-style-type: none"> Teacher voiced standard they are teaching and/or Standards are easily observed 	Yes/No	
Connection to Content <ul style="list-style-type: none"> List content connected to 	Yes/No	
Students grouped based on ELPAC Proficiency Levels <ul style="list-style-type: none"> Teacher can state accurate level students are grouped in 	Yes/No	
Number of Student's Interactions with Oral Language <ul style="list-style-type: none"> Tally and state time period of tally 		

School EL Progress Monitoring- Description

Teachers are paired in collaborative teams with Core content partners. During common prep times, as well as required weekly PLC meetings, teachers specify common formative assessments that they use to identify student performance levels. Students that are identified to be low performing, based on the data, will be placed in a fluid intervention program for a three week cycle. The data is analyzed and students that are English Learners and LTELs are placed in an additional intensive intervention. These students will focus on reading and comprehension and fluency using multiple strategies including the Lexia Reading Intervention Program. Teachers use differentiated instruction plans and instructional routines to maximize the achievement of ELL. Student growth is progress monitored using data from formative assessments over a three week cycle.

CUSD EL Monitoring Report

*Table 1 report fields

English Proficiency Code	2018-2019 ELPAC Overall Performance Level	2018-2019 ELPAC Oral Language Performance Level	2018-2019 ELPAC Written Language Performance Level	2018-2019 ELPAC Reading Performance	2018-2019 ELPAC Speaking Performance	2018-2019 ELPAC Listening Performance	2018-2019 ELPAC Writing Performance	2018-2019 SBA Summative (Final) ELA Achievement Level	2017-2018 SBA Summative (Final) ELA Achievement Level

*Table 1 report fields continued

2016-2017 SBA Summative (Final) ELA Performance Level	2018-2019 SBA Summative (Final) ELA Distance From Met	2017-2018 SBA Summative (Final) ELA Distance From Met	2016-2017 SBA Summative (Final) ELA Distance From Met	2018-2019 SBA Summative (Final) Math Achievement Level	2017-2018 SBA Summative (Final) Math Achievement Level	2016-2017 SBA Summative (Final) Math Performance Level	2018-2019 SBA Summative (Final) Math Distance From Met	2017-2018 SBA Summative (Final) Math Distance From Met	2016-2017 SBA Summative (Final) Math Distance From Met

English Learner Monitoring Form

Student Name: _____ Grade Level _____

US School Entry Date _____ CUSD Entry Date _____ LTEL Year/Grade _____

Home Language _____ Initial ELPAC Level _____ EL Date _____

Special Education

504 Plan	Placement	Primary Disability	Secondary Disability

ELPAC Student Data

	Previous	Current
Overall Level		
Oral Language Level		
Written Language Level		

*Proficiency levels: 4= Well developed 3= Moderately developed 2= Somewhat developed 1= Beginning stage

Comparison of Student Performance in ELA

	Fall	Spring
Test Name		
Score		
Level		

*ELA BM, IAB or i-Ready (TK-2nd, 9th, 10th and 12th)

*SBAC ELA (3rd- 8th and 11th)

Additional Supports (Interventions)

	Check if Applicable	Notes
SST		
RTI Classroom		
RTI Reading Lab		
RTI Math		
Other		

Teacher Evaluation (Teacher Input)

Attendance this year: _____ days enrolled _____ days absent

Disciplinary Referrals: _____ this school year _____ previous school year

Comments regarding factors affecting student's achievement or non-achievement:

Analysis of the above data demonstrates that the student is:

- ☐ Progressing satisfactorily
- ☐ Not progressing satisfactorily. Teacher will create in intervention action plan on _____ (Enter date)

Teacher signature _____ Date _____

EL Monitoring Intervention Criteria

Caruthers Unified School District

Reclassification Monitoring Form

When a student is RFEP, they will be monitored for four years at the site and district level. These students need to meet standards and/or exceed standards for three cumulative years on CAASPP to prove proficiency as an RFEP student in our district. Students will be monitored twice yearly at the end of each semester grading period. The district will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. Site and district coordinators will complete the monitoring form and make any necessary program or course adjustments for the RFEP students according to how criteria is met. Teacher recommendation for monitoring the effectiveness of RFEP students may also include:

- 1) Additional Comments/Factors
- 2) Additional Supports/Interventions
- 3) Attendance
- 4) Discipline

Caruthers Unified School District

Monitoring Academic Progress --- Reclassified Fluent English Proficient (R-FEP) Grades K-2

Students Name:					Students Grade Level:			Today's Date:		
ELA Teacher:					Home Language:			School Site:		
Current Monitoring Year:	1	2	3	4			R-FEP Date:			
*Select one										

Monitor student data subsequent to RFEP date

SBA ELA Results

SBA Math Results

SBAC Year	Overall Score	Overall Proficiency Level	SBAC Year	Overall Score	Overall Proficiency Level

English Language Arts

i-Ready Scores		Reading Level	
Fall	Spring	Fall	Spring

Additional Assessments: IAB's, Benchmarks

Interventions

Assessment	Score	Date	Did the student require/receive any additional support through interventions? Please describe

Teacher Evaluation (Teacher Input)

Attendance this year: _____ days enrolled _____ days absent

Disciplinary Referrals: _____ this school year _____ previous school year

Comments regarding factors affecting student's achievement or non-achievement:

Analysis of the above data demonstrates that the student is:

☐ Progressing satisfactorily

☐ Not progressing satisfactorily. Teacher will create in intervention action plan on _____ (Enter date)

Teacher signature _____

Date _____

Caruthers Unified School District **Monitoring Academic Progress --- Reclassified Fluent English Proficient (R-FEP) Grades 3-6**

Students Name:	Students Grade Level:				Today's Date:
ELA Teacher:	Home Language:				School Site:
Current Monitoring Year:	1	2	3	4	R-FEP Date:
*Select one					

****Monitor student data subsequent to RFEF date****

SBA ELA Results

SBA Math Results

SBAC Year	Overall Score	Overall Proficiency Level	SBAC Year	Overall Score	Overall Proficiency Level

English Language Arts

i-Ready Scores	Overall Proficiency Level	AR Reading Level
Fall	Spring	Fall
		Spring

Additional Assessments: IAB's, Benchmarks

Interventions

Assessment	Score	Date	Did the student require/receive any additional support through interventions? Please describe

Teacher Evaluation (Teacher Input)

Attendance this year: _____ days enrolled _____ days absent

Disciplinary Referrals: _____ this school year _____ previous school year

Comments regarding factors affecting student's achievement or non-achievement:

Analysis of the above data demonstrates that the student is:

- ☐ Progressing satisfactorily
☐ Not progressing satisfactorily. Teacher will create in intervention action plan on _____ (Enter date)

Teacher signature _____ **Date** _____

Caruthers Unified School District **Monitoring Academic Progress --- Reclassified Fluent English Proficient (R-FEP) Grades 7-8**

Students Name:	Students Grade Level:				Today's Date:
ELA Teacher:	Home Language:				School Site:
Current Monitoring Year:	1	2	3	4	R-FEP Date:
*Select one					

****Monitor student data subsequent to RFEP date****

SBA ELA Results				SBA Math Results		
SBAC Year	Overall Score	Overall Proficiency Level	SBAC Year	Overall Score	Overall Proficiency Level	

English Language Arts				Middle School GPA	
i-Ready Scores		Spring		Fall	Spring
Fall					

Additional Assessments: IAB's, Benchmarks			Interventions			
Assessment	Score	Date	Did the student require/ receive any additional support through interventions? Please describe			
Teacher Evaluation (Teacher Input)						
Attendance this year: _____ days enrolled _____ days absent						
Disciplinary Referrals: _____ this school year _____ previous school year						
Comments regarding factors affecting student's achievement or non-achievement:						
Analysis of the above data demonstrates that the student is: <input type="checkbox"/> Progressing satisfactorily <input type="checkbox"/> Not progressing satisfactorily. Teacher will create in intervention action plan on _____ (Enter date)						
Teacher signature _____				Date _____		

Caruthers Unified School District **Monitoring Academic Progress --- Reclassified Fluent English Proficient (R-FEP) Grades 9-12**

Students Name:					Students Grade Level:					Today's Date:				
ELA Teacher:					Home Language:					School Site:				
Current Monitoring Year:	1	2	3	4						R-FEP Date:				
*Select one														

Monitor student data subsequent to RFEP date

SBA ELA Results					SBA Math Results				
SBAC Year	Overall Score	Overall Proficiency Level	SBAC Year	Overall Score	Overall Proficiency Level	Overall Score	Overall Score	Overall Proficiency Level	Overall Proficiency Level

English Language Arts					Cumulative GPA				
i-Ready Scores					Cumulative GPA				
Fall		Spring	Fall						Spring

Additional Assessments: IAB's, Benchmarks			Interventions	
Assessment	Score	Date	Did the student require/receive any additional support through interventions? Please describe	
Teacher Evaluation (Teacher Input)				
Attendance this year: _____ days enrolled _____ days absent Disciplinary Referrals: _____ this school year _____ previous school year Comments regarding factors affecting student's achievement or non-achievement: _____ 				
Analysis of the above data demonstrates that the student is: <input type="checkbox"/> Progressing satisfactorily <input type="checkbox"/> Not progressing satisfactorily. Teacher will create in intervention action plan on _____ (Enter date) 				
Teacher signature _____			Date _____	

RFEP Monitoring Intervention Criteria

Assessing Students with Disabilities

Federal Guidance for Learners with Disabilities

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment.

In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELP assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in *Code of Federal Regulations*, Title 34, (34 *CFR*) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging

for an interpreter (34 *CFR* Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7). However, IEP teams can make the determination, on a student-by-student basis, that an alternate assessment to the ELP be administered.

According to 5 *CCR* sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as *EC* Section 313, the initial and summative administration of the ELPAC are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations or an alternate assessment (see *EC* Section 56385, 5 *CCR* 11516.5 through 11516.7). Approved universal tools, designated supports, and accommodations are listed in *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC*, which is found on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>. *Matrix Four* will be updated with additional accessibility resources in the coming year as we transition to a computer-based assessment.

In accordance with 34 *CFR* sections 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which includes LEA and statewide assessments. For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

When an EL with disabilities is not able to take the ELPAC (the entire test or any portion of it), that information is shared at the IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the ELPAC are part of the current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (*EC* sections 56341.1[b] and 56345[b][2]).

Because such alternate means of assessments fundamentally alter what the ELPAC measures, students receive the lowest obtainable scale score (LOSS) on each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the ELPAC. The LOSS on the ELPAC will be used to calculate the ELPI for Title I accountability purposes. If the student is not reclassified, the LOSS will be entered as the "Most Recent Previous Scale Score(s)" at the next year's administration of the ELPAC.

Because of the unique nature of individual students' disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student's IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret ELPAC results) (34 *CFR* Section 300.321[a][5]). Identified ELs with disabilities must take the ELPAC with any accommodations specified in their IEP or take appropriate alternate assessments, as documented in their IEP, every year until they are reclassified.

When a student's IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per 34 *CFR* Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, an increased number of inquiries have been received regarding students identified as selectively mute. Therefore, additional information is being provided below for local consideration.

Selective mutism (SM) is an anxiety disorder that is classified under "mental disorders" in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, (DSM-5). Because of its classification, SM meets the eligibility criteria for necessary accommodations through a Section 504 plan.

A student with SM consistently fails to speak in certain situations (e.g., at school); however, the student speaks at other times (e.g., at home or with friends). SM may cause significant interference with educational or communicative functioning. Studies have demonstrated that immigrant and language-minority students are at a higher risk of developing SM than native-born students. This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period (silent period) of time is to be expected in students acquiring a new language and should, therefore, not be mistaken as SM.

Additional information regarding SM can be found on the National Center for Biotechnology Information website at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538870/> and on the American Speech-Language-Hearing Association website at <http://www.asha.org/public/speech/disorders/selectivemutism/>.

Reclassification of ELs with Disabilities

Students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (*EC* Section 313(f)).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on page 19.

To apply the four criteria in *EC* Section 313(f) to reclassification policies regarding ELs with disabilities, the following suggestions are given:

■ **Criterion 1: Assessment of ELP Using an Objective Assessment Instrument**

- Assessment of ELP using an objective assessment, including, but not limited to, the ELPAC is the first of four criteria in state law per *EC* Section 313(f) to be used by LEAs in determining whether an EL should be reclassified as fluent English proficient (RFEP). The IEP team can use the scores from an alternate assessment aligned with the state 2012 ELD Standards for reclassification purposes if the alternate assessment has been specified in the student's IEP (see "Assessing Students with Disabilities," on page 19 of the ELPAC Information Guide at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide.pdf>).
- An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC. For further information, please see the addendum to "September 23, 2016 Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act" at <http://www2.ed.gov/policy/elsec/leg/essa/elandtitleiiiaddendum1219.pdf>.

- For purposes of Title I accountability requirements, a student assessed with an alternate assessment will receive the lowest obtainable scale score on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use results from the alternate assessment or ELPAC administration with accommodations in conjunction with the other required criteria (i.e., teacher evaluation, parent/guardian opinion and consultation, and the student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to ELPAC results, in general, and are not for the purpose of Title I accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

■ **Criterion 2: Teacher Evaluation**

- Use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD per *EC* Section 56345(a)(2) and *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 300.160(a).

■ **Criterion 3: Parent Opinion and Consultation**

- The parent/guardian is a participant on the IEP team.

■ **Criterion 4: Comparison of Performance in Basic Skills**

- The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts) per *EC* Section 56345(a)(6)(B) and 34 *CFR* Section 300.160(a). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether an EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team must develop a written statement of why the student cannot participate in the regular assessment and why the team has determined that a particular alternate assessment is appropriate for the student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.

Note: The Summative ELPAC Crosswalk of Threshold Changes for 2018–19 is located in the Appendix.

**CARUTHERS UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER RECLASSIFICATION W/DISABILITIES**

Student's Name:
Date:
Disability:

School:
Teacher:
EL IEP Goal:

Grade:

Grades:	Instrument/Protocol	Criteria	Scores/ Grades	Check If Criteria Met
K-2	ELPAC Overall Performance Level or Alternate Language Assessment	Overall Performance Level of 4		
	N2Y and ELA CAA Test/ SBAC or I-Ready Diagnostic or Reading level	Need Level 2 or higher Need at grade level		Met or Not Met
	Student Oral Language Observation Matrix (SOLOM)	Score of _ or better		
3-8	ELPAC Overall Performance Level or Alternate Language Assessment	Overall Performance Level of 4		
	and ELA CAA Test Score/ SBAC or N2Y or I-Ready Diagnostic score or English Grade or Reading level	Level 2 or higher Need Need C or better at grade level		Met or Not Met
	Student Oral Language Observation Matrix (SOLOM)	Score of _ or better		
9-12	ELPAC Overall Performance Level or Alternate Language Assessment	Overall Performance Level of 4		
	and ELA CAA Test Score/ SBAC or Adopted ELA curriculum or I-Ready Diagnostic score or English Grade or Reading level	Level 2 or higher Need Need C or better at grade level		Met or Not Met
	Student Oral Language Observation Matrix (SOLOM)	Score of _ or better		

Team Evaluation:

- ☐ Using the above criteria, I find that this student has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with average native speakers in the regular instructional program.
- ☐ Using the above criteria, I do not find that this student has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with average native speakers in the regular instructional program.

Team Recommended Placement: (Check one)

- ☐ Reclassify to FEP, and place in a Mainstream classroom, or other appropriate setting, with monitoring for two years.
- ☐ Remain an English Learner and reconsider Reclassification at another time.

Approval of Parent/Guardian: Date _____ Signed _____

Approval of Administrator: Date _____ Signed _____

DISTRITO ESCOLAR UNIFICADO DE CARUTHERS
FORMULARIO DE RECLASIFICACIÓN PARA ESTUDIANTES DE INGLÉS CON DISABILIDADES

Nombre de Estudiante:
 Fecha:
 Discapacidad:

Escuela:
 Maestro/a:
 EL IEP Metas:

Grado:

Grados:	Instrumento/Protocolo	Criterio	Resultados/ Grados	Verificar si cumple criterios
K-2	Nivel de rendimiento general de ELPAC o Evaluación de lenguaje alternativo	Nivel de rendimiento general de 4		
	N2Y y Evaluación de ELA CAA/ SBAC o Diagnóstico de I-Ready o Nivel de lectura	Need Nivel 2 o superior A nivel de grado A nivel de grado		Si se cumplen o No se cumplen
	Evaluación y Recomendación de Maestro/a (SOLOM)	Puntaje de _ o mejor		
3-8	Nivel de rendimiento general de ELPAC o Evaluación de lenguaje alternativo	Nivel de rendimiento general de 4		
	y Evaluación de ELA CAA/ SBAC o N2Y o Diagnóstico de I-Ready o Calificación de la clase de Ingles o Nivel de lectura	Nivel 2 o superior Need Need Calificación C o mejor A nivel de grado		Si se cumplen o No se cumplen
	Evaluación y Recomendación de Maestro/a (SOLOM)	Puntaje de _ o mejor		
9-12	Nivel de rendimiento general de ELPAC o Evaluación de lenguaje alternativo	Nivel de rendimiento general de 4		
	y Evaluación de ELA CAA/ SBAC o Plan de estudios de ELA adoptado o Diagnóstico de I-Ready o Calificación de la clase de Ingles o Nivel de lectura	Nivel 2 o superior Need Need Calificación C o mejor A nivel de grado		Si se cumplen o No se cumplen
	Evaluación y Recomendación de Maestro/a (SOLOM)	Puntaje de _ o mejor		

Evaluación del grupo:

- ☐ Usando los susodichos criterios, encuentro que este estudiante ha demostrado la habilidad de lengua inglesa comparable a aquel de los altavoces ingleses natales medios y puede participar igualmente con hablantes nativos en el programa educacional regular.
- ☐ Usando los susodichos criterios, no encuentro que este estudiante ha demostrado la habilidad de lengua inglesa comparable a aquel de los altavoces ingleses natales medios y puede participar igualmente con hablantes nativos en el programa educacional regular.

Colocación Recomendada por el equipo: (marque uno)

- ☐ Clasifique de nuevo a FEP, y colocarlo en un aula principal u otro ambiente apropiado, con monitoreo durante dos años.
- ☐ Permanezca un principiante inglés y reconsidere la nueva clasificación en otro tiempo

Aprobación de padre o guardián: Fecha _____ firma _____

Aprobación de administrador: Fecha _____ firma _____

SOLOM (Students w/ Disabilities Oral Language Observation Matrix)

Teacher Observation Scale

Student's Name:

Language Rated:		Grade:	Date(s):		
School:		Teacher:	Total Score(s):		
I	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation,	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations,	Misuse of words and very limited vocabulary make comprehension quite difficult	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions,	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary,	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies,	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score					

SOLOM