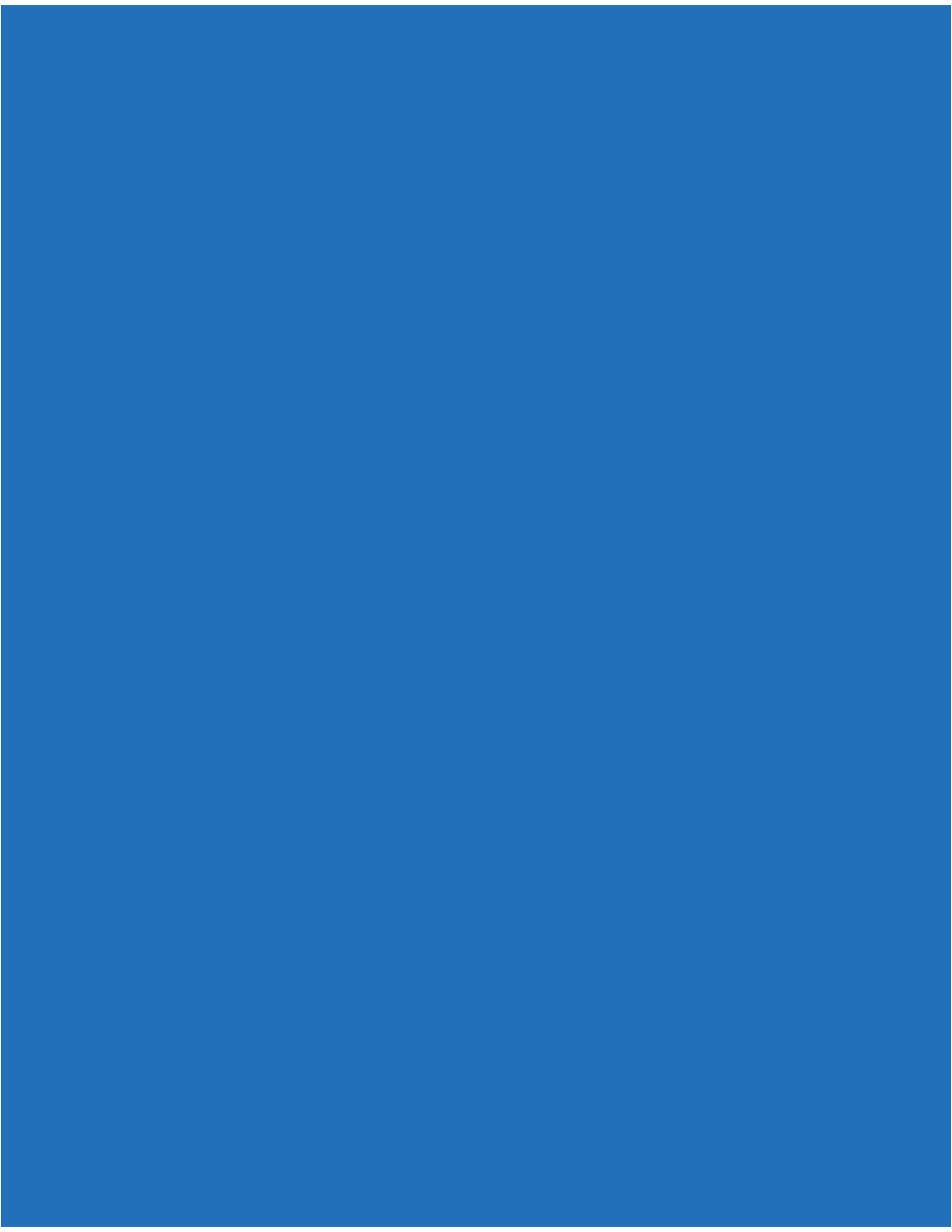


ENGLISH LEARNER PLAN

2024 - 2025





English Learner Plan

2024– 2025

Purpose and Overview

Altus Schools meet the applicable legal requirements for English Learners (EL). We follow the California Department of Education requirements in all guidelines for: the annual notification to parents and guardians, student identification, student placement and progress monitoring, program options, English Language Development (ELD) and core content instruction, teacher qualifications and professional learning, and family engagement. The ultimate goal of this plan is the re-classification of English Learners to fluent English proficient status.

We also monitor and evaluate program effectiveness on a semiannual basis and follow all guidelines with the implementation of standardized testing requirements. The Altus Schools' English Learner Plan is built upon the school's unique ELA/ELD Framework in correspondence with the California English Learner Roadmap.

The Altus Schools English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study
& High-Quality Instruction

Section 3: Teaching and Learning — Essential Elements of
Effective Programs

Section 4: Professional Learning and Support

Section 5: Parent, Family and Community Engagement

Section 6: Multi-Tiered System of Supports (MTSS)

Section 7: References and Appendices

Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

“The new English Learner 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, and parent/community involvement. 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.”- CA Roadmap Policy 2017

This English Learner policy was outlined in a guidance document and made available to LEAs in March 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

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

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Altus Schools have aligned these principles to each of the schools' systems:

CA EL Roadmap Principles	Altus Schools Program Highlights
Assets-Oriented and Needs-Responsive Schools	<ul style="list-style-type: none"> -Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, and services and supports for each EL -Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student
Intellectual Quality of Instruction and Meaningful Access	<ul style="list-style-type: none"> -Comprehensive ELD program includes Integrated ELD and Designated ELD -Curriculum is rigorous and standards-based (CA UC A-G approved) -Instruction is engaging, relevant, and scaffolded based on individual student needs, strengths, and interests
System Conditions to Support Effectiveness	<ul style="list-style-type: none"> -Strategic Planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups -Altus University focuses on English Learners: English Learner Achievement Department's goals to ensure excellence over compliance with implementation of EL Plan and Professional Learning
Alignment and Articulation within and across Systems	<ul style="list-style-type: none"> -Pathways Advisory Council ensures alignment and articulation across curriculum development - Learning Leads ensure consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment, and Reclassification

English Learner Identification

The original Home Language Survey (HLS) given when a student first enrolls in a California public school, TK/ kindergarten, is considered the valid survey. However, upon enrollment at an Altus School, all families are given a Home Language Survey as a method to verify data in CALPADS and to capture survey information for students enrolling for the first time in our state or country.

The completed Home Language Survey responses determine whether the student is given an Initial Language Assessment adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the ELPAC, the student will qualify as an English Learner (EL).

English Learner Assessment

Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- Initial ELPAC—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English. A student will only take the Initial ELPAC one time.
- Summative ELPAC—an annual assessment to measure an English Learner’s progress in learning English and to identify the student’s ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students.
- Alternate ELPAC— the state’s ELP assessment for students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternative assessment.

After assessment, a student score report (SSR) will be generated that indicates the student’s language proficiency level. The score report is divided into two areas: oral language and written language. These areas are combined to provide an overall score which is used to determine the student’s overall proficiency level. The following tables show the correlating proficiency levels for both the Initial and Summative ELPAC:

Initial ELPAC Levels	Novice English Learner Level	Intermediate English Learner Level	Initial Fluent English Proficient Level
Score Descriptor	Students at this level are beginning to develop oral and written English skills	Students at this level have somewhat to moderately developed oral and written English skills	Students at this level have well developed oral and written English skills.
ELD Standards Proficiency Levels	Emerging —Requires substantial linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support

Summative 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	

For students who enroll with previous ELPAC scores and who have not been reclassified as fluent English proficient, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by the Alternate ELPAC as determined by the IEP or 504 team.

The school will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Altus Schools assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students' present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides

specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. This process occurs formally twice per year after applicable assessment windows conclude and data is available. Altus Schools have developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines including those stipulated for students with disabilities identified to take the Alternate ELPAC. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1: Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development.

- **Altus Criteria 1:** English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas with an **ELPAC Overall Performance Level (PL): 4; Alternate ELPAC Overall PL 3.**

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.

- **Altus Criteria 2: Observation Protocol for Teachers of English Learners (OPTEL):** Approved by the California State Board of Education in November 2023, the OPTEL (Appendix A) is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings are eligible for reclassification. For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

CDE Guideline 3: Parent/Guardian opinion and consultation

- **Altus Criteria 3: Parent/Guardian Consultation:** Parent/Guardian is consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency, inclusive of IEP team members.

CDE Guideline 4: 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.

- **Altus Criteria 4: Standards-based Assessment Results:** NWEA MAP Assessment Results: Reading scores reflect the student's grade level range OR Smarter Balanced Assessment Results in ELA: Level 3 or 4.

Students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of

Adequate, Moderately Low or higher in the Communication Domain.

RFEP Student Monitoring

Altus Schools monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. Through the use of *Ellevation*, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form (Appendix B) to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting academic targets, staff analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- NWEA MAP Reading scores and Language Usage scores
- Curriculum embedded assessments
- Participation rates
- Credit completion
- Teacher and parent/guardian observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, the Multi-Tiered System of Supports (MTSS) is utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

- Conference with student and parent/guardian
- Specialized reading and/or writing tutoring sessions
- Placement in ELD and/or Literature and Comprehension courses

Section 2: Equitable Access to Rigorous Course of Study and High Quality Instruction

Comprehensive English Language Development (ELD) Program

Altus Schools' goal for a comprehensive English Language Development (ELD) program is to support the development of ELs' proficiency in English and the core curriculum. Through a **Structured English Immersion (SEI) Program** designed for independent study and flexible learning models, English Learners at Altus Schools receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum for pupils who are learning English. Students participate in a comprehensive ELD program with Designated ELD to support language proficiency, and Integrated ELD to provide access to grade level academic subject matter content. Program participation and program effectiveness are monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

"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. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119

ELs have full access to the school's educational program, including distance learning, through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
 - Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
 - Build both content knowledge and academic English
 - Value and build on primary language and culture and other forms of prior knowledge
- (California ELD Standards, 2014)

Key Components of Integrated ELD at Altus Schools:

- Content courses aligned to CA ELD standards
- English Learner Supplemental Guides to curriculum for each proficiency level
- Achieve 3000 aligned to ELA curriculum (ELA CCSS and CA ELD Standards)
- Embedded Instructional Strategies and Supports: Specifically Designed Academic Instruction in English (SDAIE), scaffolds, resources (BrainPOP, BrainPOP ELL, Achieve3000), graphic organizers, videos, audio texts, native language supports

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency (Echevarría et al., 2017). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 Literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners

and multilingual learners. Integrating these frameworks, our school leverages the following high-leverage research-based practices:

1. Increase access to content with Comprehensible Input (Krashen, 1985).
2. Build on students' backgrounds.
3. Utilize scaffolding techniques appropriate for proficiency level (Gibbons, 2009).
4. Teach and model genre writing as a process.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.
7. Use assessment data to inform instruction.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

Raz-Kids is an online literacy resource for students in TK – 5th grade, that provides a library of differentiated and highly engaging tools, resources, and strategies designed specifically for ELLs. Students experience personalized reading practice linked to content-based texts that encourage close reading skills and support the reading and writing connection with interactive tools. Raz-Kids provides differentiated instructional plans connected with content-based texts for explicit instruction that is scaffolded for reading and language skills development.

The schools utilize a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

Additionally, to support hybrid learning, the Schools offer EL students blended (independent study/online) learning opportunities. Online courses (Imagine Edgenuity) offer many supports for EL students including:

- Read aloud of text available in seven languages
- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction
- On -screen text and transcriptions available for translation into 17 different languages
- Dictionary

Designated ELD enables students to engage in culturally responsive, grade level courses that are aligned to the CA ELD standards in order to develop critical language skills needed for content learning in English. These language development courses:

- Utilize curriculum designed to build students' foundational and academic vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for the ELPAC.
- Assign mastery-based learning pathways individualized for each student's language proficiency level.
- Engage students in blended weekly synchronous and daily asynchronous learning for designated ELD, with interactive activities and videos to support development in all language domains.

- May utilize literacy circles with grade level, standards-based curriculum resources to deliver ELD instruction.
- Provide opportunities for daily live interaction with teachers and instructional support staff.
- Are enhanced with individualized tutoring sessions, in person or virtually, with an instructional focus on developing the four language domains: Reading, Writing, Speaking, and Listening.
- Utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards.

All students who have an English Language Acquisition Status (ELAS) of English Learner (EL) are enrolled in a designated ELD course. Students are identified to participate in appropriate Designated ELD courses based on their language proficiency as determined by the ELPAC. Enrollment in these courses is required during the student's school enrollment until the student is redesignated as fluent English proficient (RFEP). The instructional team, including parents/guardians, sets language and proficiency goals for students with measures and benchmarks for achievement.

Designated ELD Courses for Middle School 6-8

Middle School ELD Language & Literacy 1, 2 (A1607a, A1607b) Grades: 6-8 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2014 ELA/ELD Framework, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

Middle School ELD Language & Literacy 3, 4 (A1608a, A1608b) Grades: 6-8 for ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2014 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

Middle School ELD Language & Literacy 5, 6 (A1609a, A1609b) Grades: 6-8 for ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Middle School ELD Language & Literacy 7, 8 (A1610a, A1610b) Grades: 6-8 for ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each Middle School course: Each lesson incorporates grade level ELD standards and may be customized to include supplemental activities from instructional platforms such as BrainPOP ELL, Achieve3000, and other teacher created resources. Teachers also provide opportunities for daily live interaction and conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Designated ELD Courses for High School 9-12

High School ELD Language & Literacy 1, 2 (A1575, A1576) Grade: 9-12 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

High School ELD Language & Literacy 3, 4 (A1577, A1578) Grades: 9-12 - ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the **Early Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

High School ELD Language & Literacy 5, 6 (A1579, A1580) Grades: 9-12 - ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students

receive focused instruction with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the or **Exit Expanding or Early Bridging** proficiency levels be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

High School ELD Language & Literacy 7, 8 (A1581, A1582) Grades: 9-12 - ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the **Bridging or Exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each High School course: Each lesson incorporates appropriate grade-span ELD standards and may be customized to include supplemental activities from instructional platforms such as BrainPOP ELL, Achieve3000, Literacy and Comprehension courses, and other teacher created resources. Teachers also conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Audeo Kids TK-5 Homeschool students receive a personalized, standards-based, learning roadmap that is developed in partnership with the student's parent/guardian and teacher. With an assets-based approach to second language acquisition, the roadmap is customized to the student's academic strengths, first language literacy, areas of growth, and English language proficiency level. Teachers support parents/guardians as learning coaches to deliver daily designated ELD instruction, with a key focus on explicit and systematic instruction on phonemic awareness and phonics, that is supported with daily synchronous instruction in grades TK-5, and additional options for daily interaction in grades 4-5. Parents/guardians receive training on using the ELL curriculum supports in each content area for integrated ELD instruction delivery at home. Students also have the option to attend a skills-based enrichment session at the resource center each week facilitated by a credentialed teacher. The weekly enrichment session is designed to create purposeful opportunities for students to develop social and academic language skills in a small peer group setting.

EL Progress Monitoring and Ellevation

Altus Schools systematically monitor the academic performance of English Learners through *Ellevation*, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. With *Ellevation*, the instructional team of each English Learner is able to get to know each student in depth and make informed instructional decisions to support the student's language acquisition and academic progress.

By completing an EL Progress Monitoring form (Appendix C) that is integrated into the annual PPEP process,

teachers of English Learners evaluate each student's academic data, and the impact of designated and integrated language supports on the student's content mastery and growth in oral and written language. Teachers also report the student's academic strengths, areas for growth, and results of implemented intervention strategies. Finally, teachers make a recommendation for interventions needed to support each EL in the identified area of need and in relation to the student's assessment data.

During PPEP planning, teachers of English Learners and their instructional lead will review the form and implement appropriate academic supports and interventions by using evidence-based language development strategies, the Altus Multi-Tiered Systems of Support (MTSS) and culturally responsive family engagement.

Access to Honors, Advanced/AP Classes, Early College Credit, Special Education, and Gifted and Talented Education

English learners have the same access to the education programs and services as native English-speaking students. At Altus Schools, a lack of proficiency in English is not a barrier to enrollment in courses meeting the a–g requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Altus Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated Altus coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability.

A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Altus Schools will make every reasonable effort to ensure that all notification requirements governing Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English Learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English Learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements.

Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with the Altus Schools GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

Section 3: Teaching and Learning — Essential Elements of Effective Programs

The majority of students who enroll at Altus Schools are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long-Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs are pupils who have not attained English language proficiency within 7 years of initial classification as an English learner. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically “stuck” at intermediate or below levels on the ELPAC assessment, have low academic English language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This puts this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Research suggests that there should be three elements in high quality ELD programs (Díaz-Rico, 2012):

1. Development of proficiency and fluency in social and academic English
2. Explicit instruction of language and grammatical structures
3. Content learning combined with English acquisition

Embedded within Altus Schools’ comprehensive ELD program comprised of Integrated and Designated language development, Altus Schools have identified essential elements to be highly effective in independent study and flex-learning models: **Specially Designed Academic Instruction in English (SDAIE), Small Group Instruction, and Blended Learning.**

Teachers are trained in **SDAIE and the SIOP** model. SDAIE incorporates various teaching techniques that adapt instruction for English Learners, while considering progression through the ELD standards, and while making content instruction comprehensible (Díaz-Rico, 2012.) It provides students with language support while they are learning academic subjects. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary, thus providing content learning combined with language acquisition. SDAIE is employed during in-person, virtual, synchronous and asynchronous instruction.

The key aspects of SDAIE employed at Altus Schools are:

1. Grade-level content is rigorous and engages students in high-level learning tasks. Instructional techniques are employed to promote language and literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated and scaffolded based on students’ language proficiency so that all material is comprehensible. Essential academic vocabulary is defined, visuals are embedded into instruction (graphic organizers, pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, and literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus on academic language while still developing social language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

Additionally, teachers at Altus Schools are equipped with evidence-based practices to facilitate data-informed, small group instruction to English Learners and support their proficiency growth in reading, writing, and especially speaking and listening. Teachers use a variety of instructional resources and practices to deliver

explicit instruction on language and grammatical concepts that are key to language acquisition. For example, teachers may use literacy circles to deliver designated ELD, and utilize novel study as the context to engage homogeneous groups of students in relevant, high interest learning experiences and deliver standards-based explicit instruction. Literacy Circles focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Literacy Circles utilize the SIOP Model, which includes six key principles of instruction:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link ELs' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate ELs' thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Altus Schools provide English learners with a customized, **Blended Learning program**. The key idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students, increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Blended Learning program combines the school's existing curriculum for ELD Language and Literacy, English Language Arts in conjunction with online curriculum (Imagine Edgenuity) and online tools (Achieve 3000, BrainPop ELL) that provide systemic and personalized learning. The blended learning program employs research-based strategies within the curriculum and utilization of online tools to **combine content learning with language acquisition**:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant, engaging and culturally responsive (web 2.0 tools and high interest content)

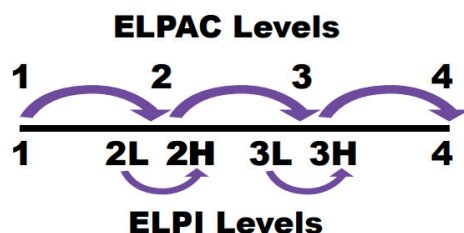
The California School Dashboard and English Learner Progress Indicator

The California School Dashboard (Dashboard) is an online tool that shows how schools and school districts are performing on state and local indicators that are included in California's school accountability system (*Frequently Asked Questions* 2022). There are six state indicators that are reported on the Dashboard, including academic performance indicators, chronic absenteeism, graduation and suspension rates, college and career readiness, and English Learner Progress.

For each of the state indicators, schools and districts receive one of five Status levels, ranging from 'Very Low' to 'Very High' (*Getting to Know the California School Dashboard* 2022.) The Dashboard will also reflect the Status Change from the previous year and an equivalent performance color where applicable.

The English Learner Progress Indicator (ELPI) is the measure that shows the percentage of currently enrolled EL students that are making progress towards English Language proficiency or maintaining the highest

performance level on the ELPAC (Level 4 on the Summative and Level 3 on the Alternate.) Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI. To show progress, EL students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next (*English Learner Progress Indicator 2022.*)



For the 2024 Dashboard, the English Learner Progress Indicator (ELPI) will have Status, Change and performance color using the last three years of ELPAC Summative results.

The ELPI at Altus Schools

It is important to note that a school's ELPI rate reflects the ELPAC scores for all students who were enrolled at the school during the February to May Summative ELPAC assessment window, even those completing the ELPAC immediately upon enrollment or after a very short time in our school. Therefore, these students' ELPI measure do not necessarily reflect the effectiveness of the Altus comprehensive ELD program since these students did not participate in the program prior to taking the Summative ELPAC. When reviewing an Altus School's ELPI rate and Status Level on the Dashboard, the ELPI reflects scores of all English Learners who completed the Summative ELPAC at an Altus school, regardless of the length of enrollment prior to testing. The lack of a distinction in the ELPI indicator between students who have been enrolled from the beginning of the school year versus those who enroll just prior to completing the Summative ELPAC is an important consideration when interpreting the ELPI as a measure of ELD program effectiveness.

Section 4: Professional Learning and Support

The English Language Achievement Department (ELAD) is an extension of the Altus Pathways Advisory Council (APAC). The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with Instructional Administrators, Learning Leads, School Coordinators, Teachers, and APAC Department members in service of the Altus Schools English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Equity and Inclusion Administrator and the Dean of Academic Affairs and Altus Studies, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (EL). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus Pathways Advisory Council (APAC) and the Altus University Professional Learning Program, the ELAD provides these essential supports for teachers of English learners:

- Provide Integrated and Designated ELD training for staff, including peer coaching, of research-based instructional practices and curriculum selection for in person and virtual learning environments.
- Support training on data gathering tools and analysis to inform instruction and curriculum personalization for English Learners.
- Write curriculum and curate instructional resources for Designated ELD courses.
- Present to staff on culturally responsive best practices for engaging ELs and families and utilization of EL online programs and platforms (Achieve3000, BrainPop ELL, Ellevation) to support and monitor academic progress.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to curriculum departments on Integrated ELD, English Learner supplemental guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate parent/family trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Altus University provides customized professional learning experiences for teachers of English Learners across curricular areas. As examples: math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness.

Additionally, Altus Schools partner with county offices of education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent, Family and Community Engagement

Parent and Family Members Participation

Altus Schools partner with parents, guardians and family members to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent and family member input is essential to the design of the PPEP and parent and family member engagement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the Schools allows for teachers, students, parents and family members, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents and family members have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the English Learner Plan and the Local Control Accountability Plan (LCAP.) Parents and family members attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents and family members with important information and solicit parent and family member input regarding curriculum, instruction, and assessment. Altus Schools send surveys (in English and Spanish) several times throughout the year in order to gather input and feedback from parents and family members of English Learners. EL parent and family member engagement contributes to the school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the **School Site Council** and the **English Learner Advisory Committee** (ELAC) at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
<ul style="list-style-type: none">• Annually facilitate the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan.• Ensure the school goals and improvement strategies are measurable and based on an analysis of verifiable state and local data.• Ensure the goals, improvement strategies, and proposed expenditures are legally compliant.• Recommend the School Plan, including proposed expenditures of funds, to the local governing board for approval.• Seek input from all advisory committees.• Develop and regularly review the Parent Involvement Policy and Home-School Compact.• Develop, monitor, and evaluate the LCAP ESSA Federal Addendum.	<ul style="list-style-type: none">• Advises the principal on programs and services for ELs.• Advises the SSC on the development of a site plan for English Learners.• Assists with school needs assessment.• Builds parent and family member awareness on importance of school attendance.• Meets the legal requirements of a DELAC (District ELAC) when the school has at least 51 ELs. These requirements include: plan development for teacher requirements, and review and comment on reclassification procedures and parent notifications.

English Learner Advisory Committee

All California K-12 public schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC)**. The ELAC is a committee for parents and family members of English Learners who advocate for and provide input into the instructional program for ELs. Staff, students, other parents, and community members are welcome to join. Altus Schools hold formal ELAC meetings throughout the year at Resource Centers with high EL populations, as well as virtually to provide access and further support family engagement.

Composition Requirements:

Requirements for the ELAC include:

- (1.) Parents/guardians of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.
- (2.) Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

School Site Council

The School Site Council (SSC) is an elected group representative of the school's staff, parents, and students. All members, with the exception of the principal, are elected by their peer group. The principal is assigned to serve as a permanent, voting member on the council.

Section 6: Multi-Tiered System of Supports

Altus Schools' Multi-Tiered System of Supports (MTSS) focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The same is used for **English Learners**. EL students will receive intentional supports to assist in their English Language Acquisition and academic progress.

Procedural Guidelines and Placement for English Learners:

- Screen to identify students in need of additional supports using the ELPAC.
- Identify student strengths and areas of growth, i.e.: Data collection, student interviews, previous school records.
- Monitor and evaluate students' responses to instruction and intervention supports, i.e.: achievement gap, typical rate of language acquisition.
- Place on tiers of support as applicable: establish which supports to use, research-based instructional strategies, rubrics, growth charts, sensory, visual supports.
- Facilitate parent and family member engagement by providing communication to limited English proficient parents in a language that they can understand.
- Students who demonstrate proficiency in the standards in a course (at least 70%) and/or score at the corresponding ELPAC level may progress to the next ELD course level.

Access and Continuum of the Plan

- Students are assessed multiple times throughout the year to identify those in need of additional support linguistically and academically by teachers that are trained to deliver content in a sustained and cohesive manner.
- Students that need to move across the MTSS continuum to the next tier will receive targeted supports when they don't respond sufficiently to Tier 1 supports.
- Tier 2 supports will include supplemental supports to those in Tier 1, including additional assessment data, work samples, and possible team decisions.
- Tier 3 supports will include the most intensive supports including those from Tiers 1 and 2.

Exiting Plan:

- Students will continually engage in monitoring through assessments, progressing through the curriculum and responding to the supports appropriately. Students may return to Tier 1 when ELPAC scores and proficiency are met in any of the courses in which they are enrolled. They may move between the Tiers until they are reclassified as an English Fluent Proficient student.

Tiered System	Academic	Behavior	Social-Emotional
<p>Tier 1: All Students Universal/ Comprehensive</p> <p>Strategies, Interventions, and Supports</p>	<ul style="list-style-type: none"> • Pathways Personalized Education Plan (PPEP) • Altus Connect Program- Chromebook and internet services • College and Career Pathways: <ul style="list-style-type: none"> • Four-Year College and University • Community College • Military • Career • Early College Credit Program • Blended Learning • Small group tutoring • One-on-One teacher instruction and support • Universal Design Learning Curriculum • Innovative instructional platforms- Virtual Reality math and career explorations • Designated and Integrated ELD instruction for all English Learner students • School Pathways Student and Parent Portal • Altus Math Resource Site for students, parents, and family members • Data Integration Systems <ul style="list-style-type: none"> • NWEA- diagnostic and growth assessments • Illuminate- instructional data warehouse of formative and summative assessments • College and Career Planning Tools • Ellevation- progress monitoring system for English Learner and RFEF students 	<ul style="list-style-type: none"> • Mental Health and Wellness Hub • Character and Leadership Development Program with Cadet Corps • Meal Program • Supervised learning environment • Small learning communities • Flexible scheduling and seating • Regular progress reporting to parents, caregivers, and family members • Behavior conferences, including teacher, student, parent, and family member • Home and/or work visits • Review of Annual School Paperwork <ul style="list-style-type: none"> • Student/Parent Handbook • Master Agreement & Acknowledgment of Responsibilities • Academic Integrity Protocols • Contact Manager and Monthly Storybook monitoring and intervention • Healthy Youth Department: <ul style="list-style-type: none"> • Specialized Instructional Staff • School Nurses • Healthy Youth School Therapists • Equity & Inclusion Administrator • Human Trafficking School Safety Protocol 	<ul style="list-style-type: none"> • Mental Health and Wellness Hub • Youth Mental Health First Aid Training certification for instructional staff • Implementation of Trauma Informed Practices to support mental health needs • Annual staff training on suicide prevention and intervention • Human Trafficking School Safety Protocol • Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources • Intake Survey • Suicide Intervention/ Prevention Protocols • Character and Leadership Development Program with Cadet Corps • Resilience in Students & Education (RISE) Series • Utilization of SEL instructional resources • Mental health online coaching application systems • Family Learning Series • Access to Mental Health Bi-annual Parent Notifications • Promotion of Parent Education Opportunities via Parent Square • Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs

Tiered System	Academic	Behavior	Social-Emotional
<p>Tier 1: All Students Universal/ Comprehensive Strategies, Interventions, and Supports (Continued)</p>	<ul style="list-style-type: none"> • Annual school events <ul style="list-style-type: none"> • Open House Events • Senior Night Events • College and Career Week • Wellness Week • Field trips aligned to student interests, curriculum topics, and individual student college/career plans • Family Learning Series: training and education designed for parents and family members • Annual GATE assessment opportunities for grades 2-5, 7, and 9 		<ul style="list-style-type: none"> • Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.)
<p>Tier 2: Some Students Targeted/Supplemental Strategies, Interventions, and Supports</p>	<ul style="list-style-type: none"> • Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Pre-scriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students 	<ul style="list-style-type: none"> • Intervention Counselor Conference • Behavior Intervention Plan • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management 	<ul style="list-style-type: none"> • Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling

<p>Tier 2: Some Students Targeted/Supplemental Strategies, Interventions, and Supports</p> <p>(CONTINUED)</p>	<ul style="list-style-type: none"> • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management 		
<p>Tier 3: Few Students Intensive Strategies, Interventions, and Supports</p>	<ul style="list-style-type: none"> • Intervention Lead Conference • Supplemental math instruction • Ascend literacy intervention for Students with Disabilities 	<ul style="list-style-type: none"> • Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling 	<ul style="list-style-type: none"> • Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

Response to Intervention (RTI²) Model

Altus Schools utilize a **Response to Intervention (RTI²) Model** to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI² Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

Tier One focuses on preventing learning difficulties and providing best first instruction all students. Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.

Tier Two interventions are designed to meet the needs of strategic intervention students. Strategic students may be “one to two standard deviations below the mean according to state assessments” (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. Students’ response to these interventions is monitored closely to determine if additional interventions are needed.

Tier Three interventions are designed to meet the needs of intensive intervention students. Intensive is defined as “seriously at risk as indicated by their extremely and chronically poor performance on one or more measures” (RLA Framework, p. 265, Mathematics Framework, p. 231). Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. Each tier simultaneously provides the best instructional program for students. The interventions are consistently and regularly implemented and are monitored for student response. Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. As student achievement of standards improves, students gradually move down the RTI² pyramid when data indicates that less support is needed.



Section 7: References and Appendices

References

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Appendices

Appendix A: Observation Protocol for Teachers of English Learners (OPTEL) for Reclassification

OPTEL for Reclassification (CDE)

Form Name: OPTEL for Reclassification (CDE)

District: Altus Affiliated Schools

Name:

Student ID:

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

Student Demographics

Name

Student ID

Date of Birth

Grade

EL Status

IEP

504

ELP Tests

Name and Date

Result

EXAMPLE DATA -
- Test for ELLs

Composite	Listening	Speaking
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4	5	4
(555)	(444)	(333)
Oral	Reading	Writing
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
5	4	5
(523)	(324)	(532)
Comprehension	Literacy	
1 2 3 4 5 6	1 2 3 4 5 6	
3	4	
(244)	(343)	

Latest Observation Date

Form Date

MM/DD/YYYY

Description of Receptive Skills: Listening and Reading Comprehension

(Select one level from the choices below)

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

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

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

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

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

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

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

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

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

* Required

 Level 1- Emerging

- ☐ Level 2 - Early-Mid Expanding
- ☐ Level 3 - Late Expanding-Early Bridging
- ☐ Level 4- Mid-Late Bridging

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

Receptive Skills: Listening and Reading Comprehension Instructional Setting

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

* Required

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

Include date(s) of observation(s) and notes.

Receptive Skills: Listening and Reading Comprehension Interaction Type

Choose all that apply.

* Required

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

Other:

IEP Accommodations for Receptive Skills

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

*** Required**

- ☐ Present
- ☐ Not present
- ☐ Not applicable

Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

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

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

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

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

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

discussions and relies on varying linguistic supports in order to do so.

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

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

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

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

*** Required**

- ☐ Level 1 - Emerging
- ☐ Level 2 - Early-Mid Expanding
- ☐ Level 3 - Late Expanding-Early Bridging
- ☐ Level 4 - Mid-Late Bridging

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

Expressive Skills: Speaking and Writing Instructional Setting

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

*** Required**

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

Include date(s) of observation(s) and notes.

Expressive Skills: Speaking and Writing Interaction Type

Choose all that apply.

*** Required**

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

Other:

IEP Accommodations for Expressive Skills

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

*** Required**

- ☐ Present
- ☐ Not present
- ☐ Not applicable

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent input occurred regarding this student's progress towards acquiring English Proficient status.

Parent/Guardian Reclassification Consultation

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

* Required

- ☐ In agreement of reclassification
- ☐ Does not agree to reclassification
- ☐ Unable to make contact with parent/guardian
- ☐ Student is 18+ years old, has educational rights and participated in this discussion

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

A full glossary of terms can be found at: <https://www.cde.ca.gov/sp/el/t3/documents/opteltool.pdf>

Signatures

Appendix B: RFEP Student Monitoring Form

TK-5 RFEP Student Monitoring

RFEP Student Monitoring

Test ID #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Exited Monitoring Status					

Monitoring Questions

1. Academic Performance

Based on your observations of the student and collaboration with the parent/guardian, check the appropriate boxes.

	Does not meet expectations	Meets expectations	Exceeds expectations
School participation with work completion in the home school setting			
Actively making progress on grade level standards			
Participation in synchronous learning sessions			
Regularly attends teacher check-in meetings for academic support/curriculum coaching			

2. English Language Development Skills

	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

3. Grade Level Standards Mastery

Based on your time with the student, how much language support does the student require to access course content and demonstrate proficiency in grade level standards?

	Significant Language Support	Moderate Language Support	Minimal Language Support	None
English				
Social Studies				
Science				
Math				
Electives				

4. Is the student consistently working below grade level in language arts?

Yes
No

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one
Adequate Progress - student shows adequate progress in both home study and enrichment learning environments and will continue with existing interventions. Parent/Guardian is following home study teaching expectations and guidance.
New or Targeted Intervention - Student is not making sufficient progress and/or is working one or more grade levels behind currently assigned grade level. I will adjust instruction to provide new or more targeted interventions.
Academic Intervention - Lead/Coordinator should meet with student and parent/guardian to discuss other factors outside the classroom that may be contributing to limited or no progress. Teacher will work with Lead/Coordinator to schedule this intervention.
Grade Level Intervention - Student and parent/guardian need a more intensive intervention to be discussed with my lead/coordinator.

Signatures

Subject: _____ Date: _____

6-12 RFEP Student Monitoring

RFEP Student Monitoring

Test ID #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Exited Monitoring Status					

Monitoring Questions

1. Academic Performance

Based on your observations of the student, check the appropriate boxes.

	Does not meet expectations	Meets expectations	Exceeds expectations
School participation with Homework/ Assignments Completion			
Credit Completion			
Participates in Assigned Tutoring Sessions			
Self Advocates for Support			

2. English Language Development Skills

Based on your observation, rate the student's progress in each language domain.

	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

3. Credit Completion

Based on your time with the student, how much language support does the student require to access course content and demonstrate proficiency in course standards?

	Significant language support	Moderate language support	Minimal language support	None
English				
Social Studies				
Science				
Math				
Electives				

4. Does the student currently have a failing grade in ELA?

Yes
No

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one
Adequate Progress - student shows adequate progress in the classroom and will continue with existing interventions
New or Targeted Intervention - Student is not making sufficient progress and/or has failing grades. I will adjust instruction to provide new or more targeted interventions.
Counselor Intervention - Counselor should meet with student to discuss other factors outside the classroom that may be contributing to limited or no progress. Teacher will work with the counselor to schedule this intervention.
Grade Level Intervention - Student needs a more intensive intervention to be discussed with my lead/coordinator.

Signatures

Subject _____ Date: _____

Appendix C: EL Progress Monitoring Form

EL Progress Monitoring Form

EL Progress Monitoring

Test ID #:

Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is an English Learner (EL). In accordance with existing CA and Federal regulations, all ELs are required to be "monitored" and as this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Middle Initial		Last Name	
Local ID		Date of Birth		Grade Level	
School		IEP		District Enrollment	
Entered EL		Native Language		Home Language	

Monitoring Questions

1. The student is currently enrolled in an ELD Language & Literacy Course	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
2. If selected "No" above, please provide reason why.	
3. Designated Supports Please check all designated supports that this student receives:	
<input type="checkbox"/>	Enrolled in an ELD course (ELD Lang. & Literacy 1,2,3,4,5,6,7,or 8)
<input type="checkbox"/>	Small Group Designated ELD Instruction in Literacy Circles
<input type="checkbox"/>	Designated ELD Coursework
<input type="checkbox"/>	Special Designated ELD Workshop in Content Courses
<input type="checkbox"/>	One-on-One ELD Tutoring
<input type="checkbox"/>	Other (Comment Below)
4. If you selected "Other" above, please specify the ELD course, workshop, and/or support	

5. Monitoring Questions (based on teacher observation)

Provided with the appropriate linguistic support at their current ELP level (Emerging, Expanding, Bridging), is the student making adequate growth and progress for this time of the year in the following domains?

	Never	Seldom	Sometimes	Often	Always
LISTENING comprehension skills to participate in small group or tutoring activities					
ORAL communication & speaking skills to participate in small group or tutoring activities					
READING comprehension skills to access grade level texts in the classroom or on coursework					
WRITING skills to write for a specific audience and purpose					

6. Does the student currently have a failing grade in ELA?

Yes
No

7. If the student is failing their ELA course, what factors may be contributing to the failing grade?

Academics
Attendance
Behavior
Work Habits
Other (comment below)
N/A- Student is currently passing ELA

8.

If you selected "Other" above, please share the reason.

--

9. What are the student's current academic areas of need?

Basic communication skills in the English language
Poor reading skills
Poor writing skills
Lack of attention and participation
Failure to turn in assignments that demonstrate mastery
Poor assessment results
Low level of literacy in native language
Not Applicable

10. What specific intervention strategies or scaffolds have you used this year to address the previously noted academic areas of need?

--

	Use of EL support strategies embedded in Curriculum
	Visuals
	Manipulatives
	Activate Prior Knowledge/Experiences
	1:1 Instructions/Additional Guiding Questions
	Graphic Organizers & Thinking Maps
	Alternative Assessments
	Precision Partnering / Preferential Seating
	Explicitly Teaching Tier 2/3 Vocab
	Vocabulary Bank
	Extra Time
	Modeling
	Multi-Step Checklists
	Sentence Frames
	Audio Supports
	Chunking Text
	Color Coding
	Bilingual Dictionary/Native Language Support
	Explain/Use Cognates
	Total Physical Response (TPR)
	Supplemental Literacy Programs (Achieve 3000 & Common Lit)
	Native language literacy support
	Not Applicable
	Other (comment below)
11. If you selected "Other" above, please write the strategy below.	
12. Intervention Results Indicate the success of the interventions AND any modifications/changes that need to be made if the student is still unsuccessful.	

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend (check option below):

Select one	
<input type="checkbox"/>	1 - Continue Existing Interventions - Student is making progress with instructional supports.
<input type="checkbox"/>	2 - New or Targeted Interventions - Student is not making sufficient progress and/or has failing grades. I will adjust instruction to provide new or more targeted interventions.
<input type="checkbox"/>	3 - Grade Level Intervention - Student needs a more intensive intervention to be discussed with my lead/coordinator and ELAD representative.
<input type="checkbox"/>	4 - Counselor Intervention - Counselor should meet with student to discuss other factors outside of the classroom that may be contributing to limited or no progress. Teacher will work with counselor to schedule this intervention.

Signatures

Subject : _____ Date: _____

Appendix D: Annual EL Parent Notification Letter

Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: **Last Name, First Name** School: **School Name** Date: **Test Date**

State 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	Performance Level
Overall		
Oral Language (Listening and Speaking)		
Written Language (Reading and Writing)		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file:
Yes or No

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

Academic Achievement Results

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

Smarter Balanced Assessment Consortium (SBAC)	English Language Arts	Mathematics
Performance Level		
NWEA MAP Results	RIT	Grade Level Equivalency
Reading		
Language Usage		
Mathematics		

Long Term English Learner (LTEL)/ At Risk of Becoming a Long-Term English Learner (ARLTEL)

[AB 81](#) requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long-Term English Learner (LTEL) or At Risk of Becoming a Long-Term English Learner (ARLTEL).

Your child is a Long-Term English Learner: [Yes or No](#)

Your child is At Risk of Becoming a Long-Term English Learner: [Yes or No](#)

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for seven years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four to six years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

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 Charter School's exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Charter School Criteria
English Language Proficiency Assessment	<i>ELPAC Overall Performance Level 4 Or Alternate ELPAC Overall Performance Level 3</i>
Teacher Evaluation	<i>Observation Protocol for Teachers of English Learners (OPTEL)</i>
Parental Opinion and Consultation	<i>Parent consultation</i>
Comparison of Performance in Basic Skills	<i>Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4</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 ____ percent.
The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Dashboard <https://www.caschooldashboard.org/>

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]).

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

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact your child's teacher 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]).

Appendix E: Initial EL Parent Notification Letter

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

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

State 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 laws require us to assess your child and notify you of your child's English language proficiency level. This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

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

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

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

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 contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

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

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

Required Criteria (EC Section 313[f])	Charter School Criteria
English Language Proficiency Assessment	<i>ELPAC Overall Performance Level 4 Or Alternate ELPAC Overall Performance Level 3</i>
Teacher Evaluation	<i>Observation Protocol for Teachers of English Learners (OPTEL)</i>
Parental Opinion and Consultation	<i>Parent consultation</i>
Comparison of Performance in Basic Skills	<i>Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4</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 ____ percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (EC Section 305[a][2]).

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

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

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a

different program from those listed above, please contact your child's teacher to ask about the process.

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

NOTES

