

Oroville Union High School District
MASTER PLAN
English Learner Programs and Services



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Oroville Union High School District

MASTER PLAN

English Learner Programs and Services

Vision:

Oroville Union High School District's (OUHSD) Vision aligns with the California Department of Education's English Learner Roadmap: "English learners fully and meaningfully access and participate in twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages."

Mission:

Oroville Union High School District's (OUHSD) Mission aligns with the California Department of Education's English Learner Roadmap: "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus enduring a thriving future for California."

Goals:

All English learners will:

1. Achieve proficiency in listening, speaking, reading, and writing equal to that of their native English-speaking peers as rapidly as possible through instruction that is systematic, articulated, and based on a comprehensive diagnosis of pupil needs.
2. Receive English Language Development (ELD) instruction at the appropriate level of language proficiency.
3. Be assessed in all modes of language (reading, writing, speaking, and listening) as they advance toward full English competence.
4. Have equal access to a challenging core curriculum through scaffolded instruction and primary (reporting) language support as needed.
5. Receive activities and instruction that are meaningful and lead to positive self-esteem and appreciation of their culture and language.

PART I: INVOLVEMENT

EL 01: English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements: (California *Education Code* [EC] sections 52176[b], 62002.5; Title 5, *California Code of Regulations* [5 CCR] Section 11308)

- A. Parent members are elected by parents or guardians of ELs.
- B. Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
- C. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- D. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
- E. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "B", above. (EC Section 52176[b]; 5 CCR Section 11308[d])

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. (5 CCR Section 11308[b])

ELAC meetings may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

For monitoring purposes, ELAC physical and digital documentation shall be maintained, specifically: member rosters with their child's English Language acquisition status (ELAS), roles, meeting agendas, attendance records, minutes, including input for the SPSA, needs assessment and training materials. Physical documentation shall be maintained in ELPAC binders at school sites, and electronic documentation shall be added to the OUHSD ELD Team shared drive within 72 hours of each ELAC meeting.

ELAC:

Person Responsible	Responsibilities for ELAC
Site Administration	facilitate formation of the ELAC, run ELAC meetings, maintain member rosters with student EL acquisition status, roles, meeting agendas, attendance records, minutes, including input for the SPSA, needs assessment and training materials, hold 4 ELPAC meetings/year, upload documentation to OUHSD shared drive and maintain physical binder of ELD materials for a minimum of 3 years
EL Parent or Guardian	voluntary participation in ELAC, attend meetings, review procedures and policies, provide input to administration and School Site Council
Bilingual Services Aide	facilitate parent participation: call parents informing them about ELAC meetings, translate correspondence, translate at the ELAC meetings, translate minutes from meeting as needed
Site ELD Teacher/s, ELD Coordinator	voluntary assistance with/attendance at ELAC activities

EL 02: District English Learner Advisory Committee (DELAC)

Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (EC sections 52176[a], 62002.5; 5 CCR Section 11308)

Oroville Union High School District's DELAC shall advise the school district governing board on at least the following tasks:

- A. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
- B. Conducting an LEA-wide needs assessment on a school-by-school basis.
- C. Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.
- D. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- E. Review and comment on the LEA's reclassification procedures.
- F. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
- G. Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)

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

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative OUHSD DELAC member. (5 CCR Section 11308[b])

OUHSD shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions. (5 CCR Section 11308[d])

The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (EC Section 64000[c])

ELAC meetings may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

DELAC:

Persons Responsible	Responsibilities for DELAC
Director of Education	facilitate formation of the DELAC, run DELAC meetings, maintain member rosters, roles, meeting agendas, minutes, attendance records, needs assessment, training materials, and written input into the LCAP development, hold 2 meetings/year, and upload documentation to shared drive
EL Parent or Guardian	voluntary participation in DELAC, attend meetings, review procedures and policies, provide input to district administration
Bilingual Services Aide	facilitate parent participation: call parents informing them about ELAC meetings, translate correspondence, translate at the ELAC meetings, translate minutes from meeting as needed
Site ELD Teacher, ELD Coordinator	voluntary assistance with/attendance at DELAC activities

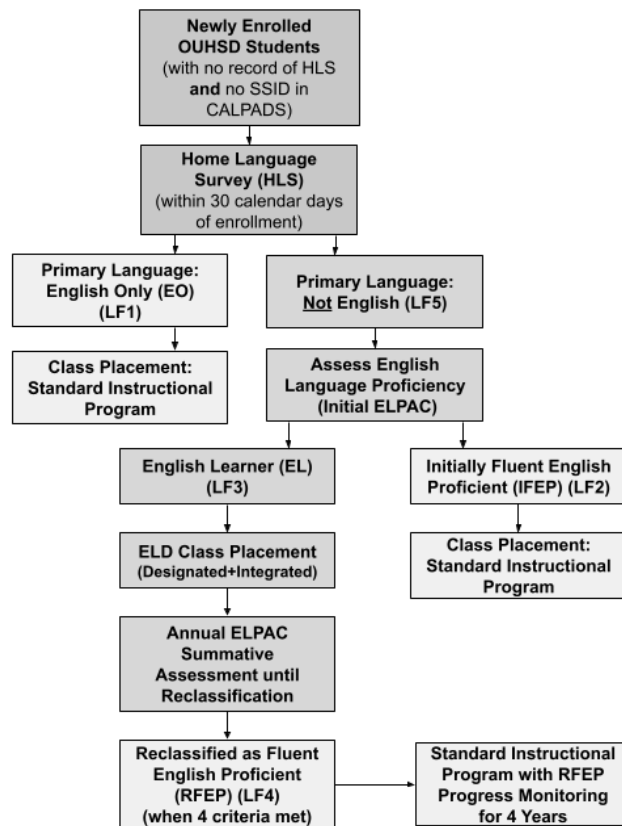
PART II: GOVERNANCE AND ADMINISTRATION

EL 03: EL Identification and Assessment

OUHSD follows a multi-step process to determine and assess a student's current English proficiency level and monitor their progress in learning English over time across subject areas through the use of the Home Language Survey (HLS) and the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments.

The process shown below identifies appropriate instructional programs and services to students. OUHSD is required by state and federal laws to provide adequate language programs and services to help support students in their English language development (ELD) and academic achievement. State law also provides identification criteria and criteria for English learner (EL) students to exit programs upon attaining English proficiency and academic achievement.

EL 03: OUHSD Initial Identification and Assessment of English Learners



EL Identification:

Oroville Union High School District must properly identify and assess all students who have a home language other than English. (20 United States Code [U.S.C.] 6823[b][2]; EC sections 313, 60810)

EL Initial Identification Policies and Procedures:

At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary (reporting) or native language of the student is a language other than English. (20 U.S.C. 6823[b][2], 5 CCR Section 11518[a])

Home Language Survey:

A Home Language Survey (HLS) is completed by the parent or guardian at the time of first enrollment in a California public school to determine the student's primary (reporting) language. The HLS consists of the following four questions about the language spoken when the student first began to speak, as well as the language (or languages) most frequently used at home:

1. Which language did this student learn when they began to talk?
2. What language does your student most frequently use at home?
3. What language do you most frequently use to speak to your student?
4. Name the language most often spoken by adults at home.

Parent or guardian responses to the HLS assist the school in determining if a student's English proficiency should be assessed using the ELPAC. The HLS will remain on file in the students' cumulative file and will only be administered once. The options below, English Only (EO) and To Be Determined (TBD), for a student's primary (reporting) language shall be determined by the HLS; this information will be entered into Aeries and CALPADS:

English Only (EO): if the answers to Questions 1, 2, 3, **and** 4 are "English":

- The student is classified as LF1 "English Only" (EO) in Aeries.
- The ELPAC is not administered, and EL program services are not required.
- The student is placed in the standard instructional program.
- English is listed as the student's primary (reporting) language.
- The process stops.

English Only (EO): if the answers to Questions 1, 2, and 3 are "English," **but** only Question 4 is other than "English":

- The student is classified as LF1 "English Only" (EO) in Aeries.
- The ELPAC is not administered, and EL program services are not required.
- The student is placed in the standard instructional program.
- English is listed as the student's primary (reporting) language.
- The process stops.

To Be Determined (TBD): if Questions 1, 2 **or** 3 are answered with a language other than English:

- The student is flagged as LF5 “To Be Determined” (TBD) in Aeries.
- The student is designated as having a primary (reporting) language other than English and the assessment process begins.
- ELPAC initial assessment shall take place within 30 calendar days of enrollment. Schools must attempt to obtain the initial ELPAC score, within the 30-day period, from the student’s former school district and/or access results in TOMS and/or CALPADS.
- The student is placed in the appropriate program (standard instructional program or SEI) based on the results of the initial ELPAC.

Transfer Students:

Transfer Students from Local Feeder Schools:

In January of each school year, OUHSD Supplemental Ed. Techs visit area feeder schools to administer the MAP Reading 6+ assessment to ELs (as sites will allow) and upload scores into Aeries. The ELD Team analyzes this data to make appropriate ELD class placements for incoming 9th grade year. Additionally, Supplemental Ed. Techs request information including most recent ELPAC scores and ELD teacher recommendations for placement, and iReady testing information from local feeder schools that may not use MAP testing. The ELD Team analyzes as much data as available to determine proper placement: students determined to be at the Emerging Level are placed in ELA Transitions (Integrated) and ELD Beginning Reading (Designated); students determined to be at the Expanding Level are placed into grade-level English (Integrated) and ELD Advanced Grammar (Designated). Adjustments to class placement may be made as further assessment information becomes available, including ELPAC scores from the Spring administration.

Transfer Students from Other California Schools:

Incoming Identified ELs whose transcripts indicate ELD history are placed at the appropriate level. Counselors and ELD Team determine proper class placement based on available data/scores. The “ELD Class Placement Guidelines” chart is used for initial placement. If ELPAC scores are not available, the Counselor or ELD Teacher will administer the “Diagnostic Writing Prompt,” and the ELD teacher will score and recommend class placement. After a student is placed in an ELD class, the ELD Teacher will notify the Counselor if a change of placement is needed. Students from other districts within California who have an identified language status (EO, RFEP, IFEP and EL) do not need to go through OUHSD initial identification process. Language status will be verified in TOMS and CALPADS, and previous records will be used to make an appropriate placement.

Transfer Students from Out of State/Country:

OUHSD follows the **EL 03: OUHSD Initial Identification and Assessment of English Learners** chart (see above) for students entering the district from another state or country (including foreign exchange students).

EL Newcomers:

As it pertains to *Education Code (EC)* sections 51225.1, 51225.2, and 60811.8, Assembly Bill 714 defines “newcomer pupil” the same as “immigrant children and youth,” as defined in Section 7011(5) of Title 20 of the United States Codes as the following: Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years.

Newcomers are identified using the HLS and the US Schools Enter K-12 date in Aeries and confirmed in CALPADS. Students are placed in ELA Transitions (Integrated) and ELD Beginning Reading (Designated) for maximum support; classes may be repeated for credit. A Bilingual Para is provided in both classes on a consistent basis to assist students; additionally, the Bilingual Para pushes into students’ core classrooms to provide assistance as needed. Translation devices may be provided to students as an accommodation.

EL Newcomer CAASP Exemption (ELA Only):

The California Assessment of Student Performance and Progress (CAASP) System exempts English learners who are in their first 12 months of attending a school in the United States from participation in the ELA portion only.

English Language Assessments for California (ELPAC) Initial Assessment:

If a parent/guardian HLS response indicates a primary (reporting) or native language other than English (as determined by responses to questions 1, 2 and 3), and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent/ guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 U.S.C. 6823[b][2]; 5 CCR Section 11518.5[c])

1. The parent or guardian is notified, in writing (“Initial ELPAC Notification Letter”), in both English and primary (reporting) language (as determined by response to question 4) within 10 calendar days of student enrollment that the initial ELPAC will be administered to determine language fluency and program placement.

The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent/guardian, in writing, of the results of the initial assessment within 30 calendar days after the student’s initial date of California enrollment. (20 U.S.C. 6823[b][2]; EC Section 313; 5 CCR Section 11518.5[d])

Upon completion of ELPAC initial assessment and production of the Student Score Report (SSR), one of the following letters is sent home with 30 calendar days of the CALPADS enrollment date in both English and home language to explain English language fluency and program placement based on student results:

1. “EL: Initial ELPAC Results Parent Notification Letter” is sent when results indicate **ELD program placement is required** by scores of either Performance Level 1 “Novice English Learner” or Performance Level 2 “Intermediate English Learner”; **or**
2. “IFEP: Initial ELPAC Results Parent Notification Letter” is sent when results indicate **ELD program placement is not required** by a score of Performance Level 3 “Initially Fluent English Proficient.”

- Paper copies of all letters related to the ELPAC initial assessment kept in students' cumulative files.

Initial ELPAC Overall Scale Score Ranges/ELD Class Placement:

Initial ELPAC Overall	Performance Level 1	Performance Level 2	Performance Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Initially Fluent English Proficient (IFEP)
CA ELD Standards Proficiency Level	Emerging	Expanding	Bridging
Score Range	150-369	370-449	450-600
Program Placement	Structured English Immersion (ELD)	Structured English Immersion (ELD)	Standard Instructional Program (no ELD)
ELD Class Placement (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	N/A
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	N/A

Initial ELPAC:

Person Responsible	Initial ELPAC Duties
ELD Coordinator	complete yearly training, communicate with Ed. Services Tech. and Supp. Ed. Techs for testing, confirm "test-by" 30-day timeline, follow-up for completion, update all letters/forms in shared drive
Educational Services Technician	complete yearly training, assign SSIDs, communicate with ELD Coordinator and Supp. Ed. Techs to begin testing, monitor TOMS and CALPADS and Moodle, update AERIES as needed, upload Student Score Reports (SSRs) to shared drive within notification timelines
Supplemental Education Technician	complete yearly training, mail home all relevant testing letters, maintain copies of all testing letters and SSRs in cumulative files, complete Initial ELPAC testing in TOMS within 30-day window, communicate with Ed. Services Tech. and ELD Coordinator for issues/completion

English Language Assessments for California (ELPAC) Summative Assessment:

OUHSD must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G]; EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

The Summative ELPAC is an annual assessment given to students who are identified as English learners through the Initial ELPAC. The Summative ELPAC is administered every spring between February and May until the EL student is reclassified by meeting the four criteria to exit the program. The purpose of the Summative ELPAC is to determine the English language proficiency level of an EL student, assess the

student's progress in acquiring English skills (listening, speaking, reading, and writing), and support decisions for reclassifying a student to the RFEP status, when appropriate.

Upon completion of ELPAC summative assessment and production of the Student Score Report (SSR), one of the following letters is sent home with 30 calendar days of student enrollment in both English and home language to explain English language fluency and program placement based on student results:

1. The "Summative ELPAC Computer-Based Assessment Notification Letter" is mailed to parents of ELs prior to the annual assessment window in both English and home language with intent to administer the annual ELPAC summative assessment to measure a student's progress toward English language proficiency (ELP) and academic progress; **or**
2. The "MAP Reading 6+/Summative ELPAC Computer-Based Assessment Notification Letter" is mailed to parents of ELs who have opted out of ELD classes prior to the annual assessment window in both English and home language with intent to administer the annual ELPAC summative assessment to measure a student's progress toward English language proficiency (ELP) and academic progress.

Paper copies of all letters related to the ELPAC summative assessment are kept in students' cumulative files.

Summative ELPAC Overall Score Ranges/ELD Class Placement:

Summative ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Description of English Skills	Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
CA ELD Standards Proficiency Level	Emerging	Lower Expanding	Upper Expanding	Bridging
Score Range Grades 9-10	1150-1492	1493-1544	1545-1605	1606-1950
ELD Class Placement: Grade 9 + Newcomers (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	ELD Advanced Grammar (Designated)	ELD Advanced Grammar (Designated)
Score Range Grades 11-12	1150-1499	1500-1554	1555-1614	1615-1950
ELD Class Placement: Grades 10-12 (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	ELD Accelerated ELD 1 (Designated)	ELD Accelerated ELD 2 (Designated)
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	Integrated ELD	Integrated ELD

Summative ELPAC:

Person Responsible	Summative ELPAC Duties
ELD Coordinator	complete yearly training, communicate with Ed. Services Tech. and Supp. Ed. Techs for testing, confirm testing schedule/timeline, follow-up for completion, update all letters/forms in shared drive, maintain/share list of Opt Outs with Supp. Ed. Techs for testing, test students at CIS

Educational Services Technician	complete yearly training, assign SSIDs, communicate with ELD Coordinator and Supp. Ed. Techs to begin testing, monitor TOMS and CALPADS and Moodle, update AERIES as needed, upload Student Score Reports (SSRs) to shared drive within notification timelines
Supplemental Education Technician	complete yearly training, mail home all relevant testing letters according to timelines, maintain copies of all testing letters and SSR in cume files, assist ELD teachers, complete individual Speaking testing, testing of absent students and Opt Outs, complete Summative ELPAC testing within the testing window, report issues to Ed. Services Tech. and ELD Coordinator, complete testing for new students enrolled within testing window after ELD classroom testing is completed, complete testing process for PHS/CDS students as may apply
ELD Teacher	complete yearly training, set an ELPAC testing schedule, provide testing schedule to Director of Education, site Principal, ELD Coordinator and Supplemental Ed. Techs, test students with Listening, Reading and Writing tests for Summative ELPAC, complete testing before the end of testing window, complete testing for new students enrolled within testing window
Bilingual Services Aide	complete yearly training, assist ELD Teacher/Supp. Ed. Techs with ELPAC testing as needed

ELPAC Designated Supports and Accommodations:

When administering an initial or summative ELPAC assessment to a student with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)

English learners receiving SPED services participate in the ELPAC initial and/or summative assessments to the extent specified in their Individualized Education Programs (IEP) or Section 504 Plan. SPED staff work with ELD Teachers/ELD Coordinator to identify how to best assess students with IEPs/504s by utilizing the CDE's California Assessment Accessibility Resources Matrix to determine appropriate universal tools, designated supports, accommodations and unlisted resources on the ELPAC. Some resources are embedded into the technology platform for computer-based tests; others are considered non-embedded, since they are provided by the local educational agency. Appropriate accommodations and modifications will be specified in EL/SPED students' IEPs/504 Plans.

When a student's IEP team determines that the student has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 CCR Section 11518.30)

The procedures and services for all SPED students also apply to SPED English learners. Alternative reclassification criteria may be utilized when appropriate. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

ELPAC Designated Supports and Accommodations:

Person Responsible	SPED/ELPAC Supports Duties
ELD Coordinator	identify ELs with IEPs/504 Plans by school site, contact School Site Psychologist, case carriers and counselors with updated language for designated supports/accommodations, request SEIS updates, verify SEIS activation with Ed. Services Tech prior to ELPAC window, identify ELs with designated supports/accommodations to site ELD teachers, Supp. Ed. Techs and Bilingual Aides who may be administering testing
Educational Services Technician	monitor SEIS for proper documentation of SPED/504 Plan students prior to ELPAC testing window
School Psychologist/IEP/504 Plan Team/Case Carrier/Counselor	include addendums for designated supports/accommodations to IEPs/504 Plans as appropriate to students, activate SEIS prior to ELPAC testing window
Supplemental Education Technician	implement designated supports and accommodations during testing
ELD Teacher	provide input for IEPs/504 Plans; implement designated supports and accommodations during testing

English Language Assessments for California (ELPAC) Initial/Summative Alternate Assessments:

The California Department of Education developed the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the ELPAC is twofold: (1) the Initial Alternate ELPAC provides information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and (2) the Summative Alternate ELPAC provides information on student annual progress toward ELP and supports decisions for students to be redesignated fluent English proficient (RFEP).

The Alternate ELPAC provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities. IEP Teams should determine well in advance of the testing window which English language proficiency assessment is most appropriate for their students. If the student is determined to have the most significant cognitive disabilities and their primary (reporting) language is other than English, they should be assigned:

- the Initial Alternate ELPAC upon enrolling in a California school for the first time, or
- if they are already an English learner, the Summative Alternate ELPAC.

Initial Alternate ELPAC Overall Score Ranges/ELD Class Placement:

Initial Alternate ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Fluent English Proficient
Score Range	150-369	370-449	450-600
ELD Class Placement: (Integrated and Designated)	Per IEP Team	Per IEP Team	Per IEP Team

Summative Alternate ELPAC Overall Score Ranges/ELD Class Placement:

Summative Alternate ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Fluent English Proficient
Score Range	601-643	644-659	660-699
ELD Class Placement: (Integrated and Designated)	Per IEP Team	Per IEP Team	Per IEP Team

EL 04: Implement, Monitor and Revise Title III Plan

OUHSD will utilize the DELAC process to implement, monitor, and revise the Title III plan. This will be conducted on an annual basis to ensure that the plan is current and in compliance with state and federal requirements. The Title III plan is included below.

Immigrant Services and Procedures:

OUHSD is committed to ensuring that all students have the needed support in place for success. This is especially true for immigrant children and youth. An immigrant student is defined as an individual student who is (a) aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and has not been attending any one or more schools in the United States for more than three full school years. (20 U.S.C. 7011[5].) Our goal is to provide supplemental instructional support and transitional assistance to immigrant students in their primary (reporting) language to the extent possible, and based on available resources. OUHSD may hire personnel on a short term basis for the sole purpose of providing this instructional assistance for the student(s) during class time. This paraprofessional may also provide assistance to the family and act as a liaison between the family and the school to help facilitate the transition process. While each student is issued a Chromebook, supplemental digital resources specific to the student(s) needs may be necessary. School principals will work with the Director of Education to determine student needs and appropriate response to those needs.

LEA Title III Plan:

Professional Development: District staff continue to provide professional learning to site administrators and secondary teachers regarding research-based strategies to supplement and strengthen instruction. Instructional Coaches may be partially funded by Title III funds, as needed.

Professional learning is a significant focus in OUHSD. Staff will continue to attend conferences related to meeting English learner needs. Upon return from conferences, attendees will complete a reflection form and develop a plan for implementing the learning, specifically addressing ways to remove barriers and ensure meaningful access for English learners. Educational Services staff and principal visits to schools and classrooms will evaluate the implementation of conference take-aways.

District staff meet individually with each school site's administrative teams to identify areas of need and approve their plan of professional learning for the school year. School administration facilitates grade level and department collaboration time to focus on selected content and specifically, meaningful access for English learners in the focused content area. In addition, admin provides short professional learning

opportunities, including strategies specific to addressing language for English learners, during staff meetings and Planning Days. Feedback from participants is elicited through questionnaire forms, reviewed, and addressed.

Admin are focused on implementing research-based strategies, including specific strategies aimed at building positive learning environments for English Learners as well as providing surface, deep, and transfer learning opportunities. Admin will provide professional learning that will take place at school sites, and follow-up will occur through Educational Services and principal classroom visits to ensure that implementation is occurring.

Title III Programs and Activities: Staff will continue to provide high-quality instruction focused on developing English language proficiency as well as teaching the academic content standards. District office staff will work with teachers and site administrators to use research-based practices aimed to help English learners build language proficiency. One focus will be on helping teachers employ strategies to build self-efficacy in English learners so that they can identify strategies they can use to foster their own growth.

Title III funds may be used for digital and supplemental instructional resources to develop academic language. Professional learning opportunities will be provided for teachers, paraprofessionals, and administrators on effective strategies and additional resources that focus on meaningful access for English learners in all academic content areas and language development, especially for our Long Term English Learners and those at risk of becoming Long Term English Learners.

English Proficiency and Academic Achievement: Ongoing data analysis is built into the everyday practices in OUHSD through the implementation of the PLC process. Specifically, teams work through the Instructional Cycle which includes regularly monitoring evidence of student learning. Sites engage in CAASPP and ELPAC review and analysis as well as looking at the performance of English learners on local measures (district assessments and common formative assessments).

There are a multitude of strategies used by district staff to hold sites accountable for ensuring academic growth for English learners. These include:

- School plan evaluation and revision process. An annual needs assessment is completed, which includes a comprehensive review of state indicator and local indicator data.
- Annual instructional site visits. Visits include district and school staff, and the focus is on identifying evidence of student learning, including a focus on English learners.
- Accountability also occurs through regular informal classroom walkthroughs from district administration, monitoring the work of the PLC team, and progress through the instructional cycle.
- Using a data management system, Ellevation, funded by Title III, is specifically used for monitoring and analyzing the progress of English learners.

Another focus will be on the formative use of data and feedback from English learners so that teachers can make effective real-time decisions to strategically support English learners in both English language skills and content knowledge.

EL 05: EL Program Inclusion in the SPSA (Schoolwide)

EL Program Inclusion in the SPSA or School Plan:

School sites will complete their SPSA according to district approved procedures and processes. As a component of the SPSA, each site will include specific strategies and activities that will address the needs of English learners. These strategies and activities will be written separately from whole school strategies

and activities, under each SPSA so that they can be addressed specifically. Funding will be allocated to these strategies and activities as needed. District administration will work with school site administration to monitor program implementation and compliance.

EL 06: Title III Inventory

Equipment Inventory Records:

For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by: (2 CFR Section 200.313[d][1]); *EC* Section 35168; 5 *CCR* Section 3946)

- A. Type/description;
- B. Model/name;
- C. Serial/identification number;
- D. Funding source;
- E. Acquisition date;
- F. Original Cost;
- G. Location and use;
- H. Percentage of Federal participation in the project costs for the Federal award under which the property was acquired;
- I. Title holder;
- J. Current condition; and
- K. Transfer, replacement, or disposition of obsolete or unusable equipment.

Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. (2 CFR Section 200.439[b][2])

Equipment purchased with a fair market value in excess of \$5,000 may be retained, sold, or disposed of with written approval of the Federal awarding agency or pass-through entity. Equipment with a current fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the Federal awarding agency or pass-through entity. (2 CFR Section 200.313[e][1]-[4])

Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (2 CFR Section 200.313[d][2])

PART III: FUNDING

EL 07: Supplement, Not Supplant with Title III

General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. (EC sections 300, 305[a])

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. Section 6825[g])

The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 – 200.405)

Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year. (20 U.S.C. Section 6825[b])

OUHSD follows funding mandates as required by the California Ed. Code, federal and state regulations, and district policies and procedures. The Local Control Accountability Program (LCAP) and Title III (LEP, Immigrant) funds are used to supplement the base educational program, not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office.

Instructional Materials:

OUHSD's list of locally adopted and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources is found below:

Courses	Standard Instructional Materials	Supplemental Instructional Materials	Funding Source
ELA Transitions (9-12)	<p>Hampton-Brown, <i>Edge Reading, Writing & Language, Level A</i>:</p> <p><i>Student Book</i>. National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285439488.</p> <p><i>Interactive Practice Book</i>. National Geographic Learning, Cengage Learning, 2014. ISBN: 978128544064.</p> <p><i>Grammar & Writing Practice Book</i>. National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285734835.</p>	<p>Scholastic Periodicals (Print and Digital): <i>ACTION</i></p> <p>Digital: Rosetta Stone Quizlet Kahoot!</p>	Title III

ELD Beginning Reading (9-12)	<p><i>SRA Corrective Reading: Decoding Strategies B1, B2 and C: Student Book.</i> SRA/McGraw Hill, 2008. ISBN: 9780076112159 (B1); ISBN: 9780076112268 (B2); ISBN: 9780076112388 (C).</p> <p><i>SRA Corrective Reading: Decoding Strategies B1, B2 and C: Workbook.</i> SRA/McGraw Hill, 2008. ISBN: 9780076112166 (B1); ISBN: 9780076112272 (B2); ISBN: 9780076112395 (C).</p>	<p>Scholastic Periodicals (Print and Digital): <i>ACTION</i></p> <p>Digital: Rosetta Stone Quizlet Kahoot!</p>	Title III
ELD Advanced Grammar (9-12)	<p>Gibbins and Schroeder, <i>Lift, Level 2:</i></p> <p><i>Student's Book.</i> Cengage Learning, Inc., 2023. ISBN: 9780357501146.</p> <p><i>Language Companion.</i> Cengage Learning, Inc., 2023. ISBN: 9780357501221.</p>	<p>Print: Hampton-Brown, <i>Edge Reading, Writing & Language, Level B:</i></p> <p><i>Student Book.</i> National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285439587</p> <p><i>Interactive Practice Book.</i> National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285760476</p> <p><i>Grammar & Writing Practice Book.</i> National Geographic Learning, Cengage Learning, 2014. ISBN: 9781285734859</p> <p><i>English Essentials.</i> Townsend Press, Inc., 2005. ISBN: 9781591940227</p> <p>Scholastic Periodicals (Print and Digital): <i>ACTION; Junior Scholastic</i></p> <p>Digital: Listenwise Quizlet Kahoot!</p>	Title III
ELD Accelerated I and ELD Accelerated II (9-12)	<p>Gibbins and Schroeder, <i>Lift, Level 3:</i></p> <p><i>Student's Book.</i> Cengage Learning, Inc., 2023. ISBN: 9780357501153.</p> <p><i>Language Companion.</i> Cengage Learning, Inc., 2023. ISBN: 9780357501238.</p>	<p>Print: <i>Six-Way Paragraphs: Middle Level.</i> Jamestown Publishers, 2000. ISBN: 0844221198</p> <p>Scholastic Periodicals (Print and Digital): <i>ACTION; Junior Scholastic</i></p> <p>Digital: Listenwise Quizlet Kahoot!</p>	Title III

Title III Funded Professional Development:

The Education Services department will maintain a list of standard instructional program professional development and Title III funded supplemental professional development designed to enhance the learning and instruction of English learners and immigrant students. This will include sign-in sheets and agendas for each professional development opportunity.

Duty Statements:

Each employee position in OUHSD has a board approved duty statement or job description attached to the position. Any employee position that has specific responsibility for English learners will have that noted in the duty statement or job description. Copies of these will be kept on file in the district office.

EL 08: Time and Effort Requirements (Title I and Title III)

Time and Effort Policies and Procedures:

Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state.

All employees who are fully or partially funded by federal categorical dollars (resource codes 3000-5999) must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are worked. Semi-annual or monthly reports are completed after the work period. Employees must fill out only one form that fits their position. Employees will be provided direction on the most appropriate PAR form to complete, or they may contact Education Services staff.

Each Program Director/Administrator must ensure that all state and federally funded employees are familiar with time documentation guidelines and are complying with these requirements. For Program Directors/Administrators, this means becoming proficiently acquainted with their allocated resources and their respective guidelines pertaining to salary and wage expenditures and allowable activities.

Time and Effort Records:

Employees fall under one of two categories that correspond with the methods of time accounting documentation listed below:

- Periodic (Semiannual) Certification: Single-funded employees' supervisory must bi-annually sign a document that certifies that employees worked solely towards the cost objective of the resource from which their salary and wages are funded.
- Personnel Activity Report: Multi-funded employees must complete a monthly activity distribution log known as the Personnel Activity Report.

Duty Statements:

Each employee position in OUHSD has a board approved duty statement or job description attached to the position. Any employee position that has specific responsibility for English learners will have that noted in the duty statement or job description. Copies of these will be kept on file in the district office.

PART IV: STANDARDS, ASSESSMENT AND ACCOUNTABILITY

EL 09: Evaluation of Title III-Funded Services and Programs

Title III-Funded Services and Supplemental Program Evaluation:

Site administrators, in conjunction with stakeholders, complete the annual Needs Assessment for English Learners. Data reviewed includes the California state assessment (SBAC) results and the English Language Proficiency Assessment for California (ELPAC) results. Additionally, other program monitoring pieces are included in the needs assessment, such as attendance rates, suspension rates, tutoring, ELD program monitoring, and any other unique services provided at the school site. The needs assessment is shared with both the ELAC and the School Site Council during the revision process of the School Plan for Student Achievement. The intention is to analyze the results and determine areas of inequity in order to address student needs. Achievement gaps are addressed and discussion includes a determination of need and the development of a plan, which will lead to mastery of the state standards and/or ELD standards. School sites indicate supports within the SPSA and goals are reviewed by the Site Council. The District monitors the implementation of services noted within the SPSA as well as completion of the needs assessment.

Continual progress monitoring takes place at a minimum quarterly for EL students and RFEP students at each site. Parent/teacher conferences are held as needed throughout the school year. The ELlevation software system will assist in ongoing achievement monitoring since the system will track benchmark data from NWEA as well as annual assessments, ELPAC and SBAC. If monitoring indicates an RFEP student is not meeting academic standards, a parent/teacher conference is scheduled for that student.

The Director of Education visits campuses and classrooms regularly and works specifically with site administrators on collection of data and monitoring of the annual Needs Assessment. An additional layer of monitoring includes the Director of Education meeting annually with site administrators to address assessment results, review reclassification criteria, discuss unique site needs for professional development or progress monitoring, and identification of EL students in special education.

EL 10: Reclassification

OUHSD's reclassification process enables students initially identified as English learners to exit specialized ELD program services and participate in the standard instructional program without further language assistance as Reclassified Fluent English Proficient (RFEP). ELs will be designated as RFEP when they have acquired the English language skills necessary to receive instruction and achieve academic progress at a level equivalent to students of the same age or grade whose primary (reporting) language is English.

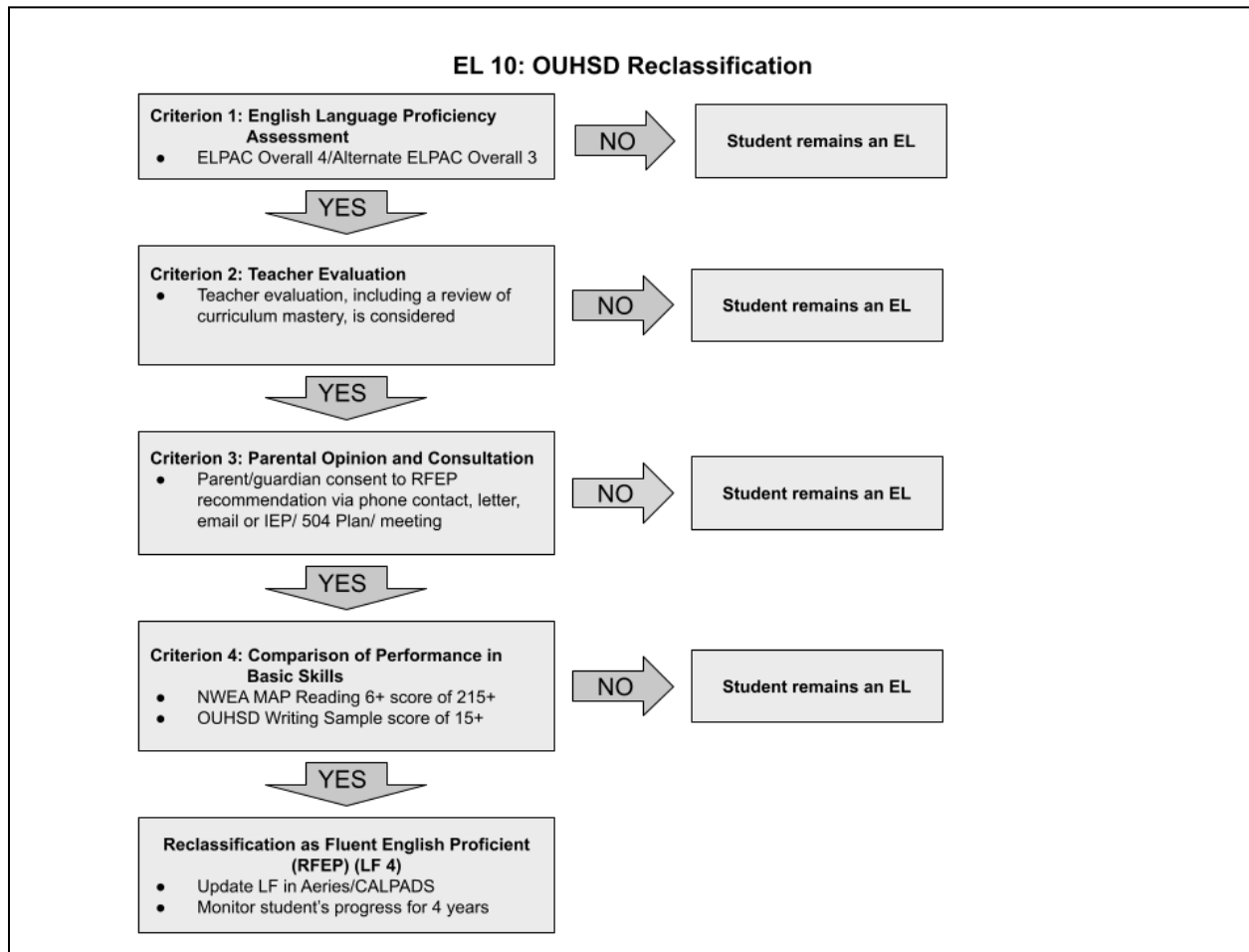
Reclassification Criteria:

Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following:

1. Assessment of ELP. (*EC* Section 313[f][1]; 5 *CCR* Section 11303[a])
2. Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* Section 313[f][2]; 5 *CCR* Section 11303[b])

3. Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC* Section 313[f][3]; 5 *CCR* Section 11303[c])
4. Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC* Section 313[f][4]; 5 *CCR* sections 11302, 11303[d])

OUHSD follows the board-approved reclassification process as shown in the **EL 10: OUHSD Reclassification** chart below. Students must meet all four district-approved criteria for reclassification.



OUHSD Reclassification Criteria:

Required Criteria EC Section 313 (f)	Method	OUHSD Criteria
1. English Language Proficiency Assessment	ELPAC/ Alternate ELPAC	<p>ELPAC Overall Performance Level 4/Alternate ELPAC overall Performance Level 3 is required.</p> <p><u>Required Documentation:</u> "Summative/Alternate ELPAC Student Score Report"</p>
2. Teacher Evaluation	Teacher Evaluation	<p>Teacher evaluation, including a review of the student's curriculum mastery, shall be considered when determining reclassification. <i>*Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.</i></p> <p><u>Required Documentation:</u> acknowledgment of teacher evaluation</p>
3. Parental Opinion and Consultation	Parent/Guardian Consent	<p>Parent/guardian consent to RFEP recommendation via phone contact, letter, email on IEP/504 Plan/ meeting.</p> <p><u>Required Documentation:</u> record of parent/guardian response</p>
4. Comparison of Performance in Basic Skills	MAP Reading 6+ <u>and</u> Writing Sample	<p>MAP Reading 6+: minimum score of 215 is required.</p> <p><u>Required Documentation:</u> MAP Reading 6+ score recorded in Aeries</p> <p style="text-align: center;"><u>and</u></p> <p>OUHSD Writing Sample: minimum score of 15 on a 4-Point Argumentative Writing Rubric</p> <p><u>Required Documentation:</u> "OUHSD Writing Sample: 4-Point Argumentative Writing Rubric" score</p>

The following assessments are given to ELs during the school year in order to meet the requirements for reclassification:

1. Assessment of English Language Proficiency: the Summative/Alternate ELPAC assesses English learners in four domains: Listening, Speaking, Reading, and Writing. Students receive an Overall score that falls into one of four levels (Summative ELPAC) or three levels (Summative Alternate ELPAC). Students must achieve an Overall 4 (Summative) or Overall 3 (Alternate) to meet the requirements of Criterion 1.
2. Teacher Evaluation: Teacher evaluation, including a review of the student's curriculum mastery, shall be considered when determining reclassification. **Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.* Teacher evaluation is considered for Criterion 2.
3. Parental Opinion and Consultation: OUHSD's recommendation for reclassification will include parental or guardian consent to reclassify through a signed letter, record of phone contact, email or IEP/504 Plan/meeting to meet Criterion 3.
4. Comparison of student performance in basic skills based upon the performance of English proficient students of the same age is addressed through the MAP Reading 6+ test score of 215 or above and an OUHSD Writing Sample minimum score of 15 on a 4-point argumentative writing rubric to satisfy Criterion 4.

OUHSD Assessment Timeline for Reclassification:											
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Initial/Alternate ELPAC (as may apply)										
							Summative/Alternate ELPAC				
					MAP 1					MAP 2	
									OUHSD Writing Sample		
	Parent/Guardian Communication (Ongoing)										

Reclassification Process:

Throughout the school year the school year, the ELD Team (ELD Coordinator, ELD teacher, parent and other relevant specialists) collects and reviews transcripts, ELPAC scores, MAP Growth 6+ assessment data, student grades and teacher recommendations for EL students; on the basis of this review, the ELD Coordinator and ELD teachers identify students who are eligible for reclassification per the **OUHSD Reclassification Criteria** guidelines above.

The ELD Coordinator or ELD teacher notifies parents/guardians of their student's eligibility for reclassification and is asked to provide consent via letter, email, phone contact or meeting. Documentation of parent consent, date, and method of consent are noted on the reclassification form, and signed parent/guardian letters (if applicable) are included as evidence in the reclassification paperwork.

Special Circumstances Reclassification for ELs with IEPs/504 Plans:

If the IEP/504 Plan Team determines that an EL with an IEP/504 Plan would benefit from reclassification and exit EL services, but the student's basic skills are not within the above **OUHSD Reclassification Criteria**, the IEP/504 Plan Team may determine if factors other than English language proficiency are responsible for limited achievement in ELA and recommend a Special Circumstances Reclassification. The following factors may be determined and noted in the student's IEP:

- student's basic skills appear to be commensurate with their intellectual ability due to a disability versus a language difference; **and/or**
- error patterns mirror the patterns of errors made by students with a similar disability versus peers with language differences.

If the IEP/504 Plan Team recommends reclassification, the IEP/504 Plan must be updated to include proper language and documentation (as listed above). The ELD Coordinator will include the updated IEP/504 Plan in the reclassification paperwork and forward to the district office for approval.

Reclassification Process:

Person Responsible	Reclassification Process Duties
ELD Coordinator	review criteria for reclassification/determine student qualifications with ELD Teacher, complete OUHSD Reclassification Form/Special Circumstances Reclassification Form with evidence attached, sign reclassification papers, submit to DO for approval, checks status in Aeries, notify site Counselor for schedule change into standard instructional program as applicable
Educational Services Technician	update RFEP status (LF4) in Aeries/CALPADS, forward RFEP paperwork to site Registrars/Counseling Secretaries to be kept in cume files
ELD Teacher	review criteria for reclassification/determine student qualifications with ELA Teacher as needed, provide evidence to ELD Coordinator to be included in paperwork, ELA/ELD teacher recommendation as needed, signed parent letter (as may apply), Writing Sample Rubric
Parent	provide response to RFEP recommendation via letter, phone, email or meeting
School Psychologist/IEP/504 Plan Team/Case Carrier/Counselor	include addendums for designated supports/accommodations to IEPs/504 Plans as appropriate to students, activate SEIS prior to ELPAC testing window
Site Registrar/Counseling Secretary	file RFEP paperwork in student cume files
Director of Education	authorize/sign reclassification papers

Reclassification Records/Forms:

Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record: language and academic performance assessments; participants in the reclassification process; and any decisions regarding reclassification. (5 CCR Section 11305)

After a student is Reclassified Fluent English Proficient (RFEP) and language fluency has been changed to LF4 in Aeries at the district level, all reclassification records/forms with proof of parent/guardian consultation will be sent from the district office to site Registrars/Counseling Secretaries to be kept in students' cume files as documentation.

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring:

Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)

Students reclassified to RFEP status will be monitored and reviewed for four academic school years (8 semesters beginning the semester of RFEP) to be sure that the student is continuing to progress. The **"OUHSD EL 10 RFEP Monitoring"** spreadsheet, including local student id, school site, grade level, ELPAC test date, ELPAC summative score, RFEP date, current status showing courses failed or standards not met, interventions (if applicable), and notation of RFEP through the IEP process shall be updated and monitored throughout the year. Students receiving Ds or Fs in core classes at the end of Semester 1 will receive notice of the targeted intervention support services offered at the site, including

consultation, tutoring services, referrals to counselor, social worker, SST/IEP/505 Team, and/or interventions to improve attendance/tardies based on teacher input. The “RFEP Four-Year Monitoring Form” and “RFEP Four-Year Monitoring Intervention Letter” are updated to include teacher recommendations and sent home to parents or guardians.

Parents who feel that their student was exited from EL services prematurely, incurred a deficit due to participation in an EL program, and/or is not meaningfully participating in the standard instructional program equal to non-EL peers are asked to contact the school’s counselor immediately to discuss additional EL programs and services.

RFEP Progress Monitoring:

Person Responsible	Reclassification Duties
Educational Services Technician	update EL 10 RFEP Monitoring spreadsheet annually
ELD Coordinator	update EL 10 RFEP Monitoring spreadsheet annually, including Quarter 1 grades, monitors RFEP students with Ds and Fs in core classes, emails Supp. Ed. Techs names of students for intervention process, updates documents in shared drive
Supplemental Education Technician	initiate intervention process, use available student data to complete OUHSD RFEP Monitoring Form, send OUHSD RFEP Monitoring Teacher Input Google Form to teachers as needed, complete/mail RFEP Monitoring Notification Letter to parents or guardians based on suggested intervention input from teachers, follow-up on returned letters/resend as needed, include a copy of RFEP Monitoring letters in students’ cume files.
Teacher	complete and submit OUHSD RFEP Monitoring Teacher Input Google Form in a timely manner, recommend interventions for acquiring content knowledge during the academic year

OUHSD Timeline for RFEP Progress Monitoring:

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
						RFEP Monitoring/Ellevation					
							RFEP Intervention Letters/Ellevation				

PART V: Staffing and Professional Development

EL 11: Teacher EL Authorization

EL Teacher Authorization:

Teachers assigned to provide ELD and instruction in subject matter courses in which ELs are enrolled must have the appropriate authorizations and be fluent in English. (20 U.S.C. Section 6826 [c]; *EC* sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 *CCR* Section 11309[c][2])

OUHSD ensures that all teachers whose assignment includes English learners shall hold an appropriate EL authorization issued by the Commission on Teacher Credentialing (CTC) to provide English language development (ELD) or access to core curriculum through scaffolded instruction and/or primary (reporting) language instruction. The goal of the district is to ensure all teachers in grades 9-12 are authorized to teach ELD and scaffolded instruction.

EL 12: Professional Development Specific to English Learners

EL-Specific Professional Development:

Each LEA must provide sufficient professional development (PD) to effectively implement the LEA's EL program. (5 *CCR* 11309(c)(2); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013)

Implementation of EL-Specific PD:

The LEA ensures that PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is: (20 U.S.C. Section 6825[c][2][A–D])

- A. Designed to improve the instruction and assessment of ELs;
- B. Focused explicitly on Integrated ELD and Designated ELS, including:
 - a. Targeted staff training modules (15-20 min.) embedded in scheduled staff meetings;
 - b. Required classroom implementation tasks following each staff meeting;
 - c. Administrator walkthrough monitoring designed to each PD focus;
 - d. Administrator-only ELD training sessions to support supervision, feedback, and compliance; and
 - e. An extended, districtwide ELD training for all staff at the beginning of the school year.
- C. Designed to provide understanding and implementation of curricula, assessment practices and measures, and instructional strategies for ELs;
- D. Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- E. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom to ensure that professional development is ongoing and job-embedded, consistent with EL 12.1(d):

- a. Professional learning occurs through cycles of training, implementation, monitoring, and feedback across semesters of school years.
- b. Duration is established through multiple ELD sessions over time, ongoing classroom application, administrator walkthroughs, and review of teacher artifacts and instructional evidence.

OUHSD is committed to providing high quality professional development to all teacher, principals, administrators and site support staff; as such, OUHSD professional development is designed to:

1. Deepen teachers' content knowledge by providing research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately.
2. Prepare district staff to support English learners, create safe, orderly and supportive learning environments, and set high expectations for academic achievement.

Implementation of EL-Specific Professional Development:

Person Responsible	Description of Responsibilities
Site Administration	<ol style="list-style-type: none"> 1. Plan and deliver ELD professional development according to the timeline, topics, and structure outlined in the approved plan (including staff and administrator trainings). 2. Ensure ELD PD sessions occur as scheduled within staff meetings or designated training times. 3. Collect and retain documentation for each PLD session, including: <ul style="list-style-type: none"> • A sign-in sheet with participant names and dates. • The agenda identifying the ELD focus (Designated or Integrated ELD). • Copies of instructional materials, slides, handouts, or resources used during the training. • This documentation is essential to demonstrate the LEA is not only offering ELD PD, but also that it is implemented with fidelity and supported by evidence, as required by CDE. 4. Use the ELD Walkthrough Tool following trainings to monitor implementation, as outlined in the plan.
ELD Staff	ELD teachers and district ELD staff will support PD delivery, instructional guidance, and alignment to the California ELD Standards.

PART VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL 13: Language Acquisition Program Options and Parent Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* sections 305[a][2], 306[c][3])

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (*EC* sections 306[c], 310[a]; 5 *CCR* sections 11300[d], 11309[c])

Parental Notice:

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following: (*EC* sections 305, 306, 310, 48980, 48981, and 5 *CCR* Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

1. A description of any language acquisition programs provided, including Structured English Immersion.
2. Identification of any language to be taught in addition to English, when the program model includes instruction in another language.
3. The information set forth in section 5 *CCR* Section 11309[c].
4. The process to request establishment of a language acquisition program.
5. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

OUHSD provides parental contact and notice through the following letters: the "Initial ELPAC Computer-Based Assessment Notification Letter," the "EL: Initial ELPAC Results Parent Notification Letter," the "IFEP: Initial ELPAC Results Parent Notification Letter," the "Annual Parent Notification Letter," the "Summative ELPAC Computer-Based Assessment Notification Letter," and/or the "MAP Reading 6+/Summative ELPAC Computer-Based Assessment Notification Letter." All letters are sent to parents in English and home language. Letters may include student language assessment results, OUHSD reclassification criteria, a description of language acquisition programs offered (SEI), and parental choice options for program placement (including the right to opt out).

Program Request Process:

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such a program to the extent possible. (EC Section 310[a])

When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

Parental notice of the language acquisition program request process is included in the Initial and Annual Letters sent to parents in English and home language. Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP), and contact information is provided for parents interested in a different program for their student. The right to opt out of ELD classes is also mentioned in the letters.

Requesting a Language Program:

Parents and guardians may request a language program by contacting the Director of Education as mentioned in the Initial and Annual Letters and filling out a "Parent Request for Language Programs" form. The form will be mailed or emailed to the parent or guardian requesting the language program (based on parent or guardian preference), or the parent or guardian may fill out the form in person at the District Office.

If, during the last three years, a total of 20 parents or guardians of students at the same grade level or 30 in the school have requested a particular language program, the district must follow a process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site. See "Parent Requests for Language Programs Procedures" located in the OUHSD ELD Team shared drive for the process that will be followed by school sites and the district.

Opting Out of EL Services:

OUHSD notifies parents and guardians of the right to opt their student out of daily Designated ELD in writing in both the Initial and Annual letters sent home within the first 30 calendar days of enrollment. If a parent or guardian opts their students out of EL services, the school remains responsible to provide Integrated ELD through full access to the standard instructional program, to monitor opt out students' progress, and to alert parents or guardians and provide additional support if they are not meeting minimum progress expectations.

A parent or guardian requesting an opt out will meet in person with the counselor to discuss, review, and initial/sign/complete the opt out form (provided by the ELD Coordinator). The counselor will scan a copy of the completed form to the ELD Coordinator for review and place the original in the student's cume file. Once reviewed, the ELD Coordinator will approve a schedule change, notify the counselor to proceed, and forward the opt out form to the Ed. Services Tech. for notation in Aeries. The ELD Coordinator adds

the student to the current “OUHSD Opt Out Students” document in the shared drive; this list will be available to Supplemental Ed. Techs for parent notifications, MAP Reading 6+ testing and ELPAC administration.

Opt outs are valid for the current school year only. Parents or guardians must repeat the opt out process for each additional school year or until reclassification.

Parent Request For Language Acquisition Programs/Opt Out:

Person Responsible	Language Acquisition Program Requests Duties
ELD Coordinator	update all parent/guardian letters, provide Opt Out form to Counselor upon request, forward a copy of signed document to Educational Services Tech for Aeries update/follow up, update Opt Outs list in shared drive
Educational Services Technician	update opt out status in Aeries upon notification from ELD Coordinator
Supplemental Education Technician	mail Annual, Initial/Summative ELPAC letters to parents.guardians according to timelines
Director of Education/Educational Services Technician	mail/email “Parent Request for Language Programs Form” upon request, make a written record of each request (including date of request, names of parent and pupil a general description of the request, pupil’s grade level on the date of request), maintain a record of verbal request with the same information listed above, assist parents in clarifying requests, retain written records of parent requests for at least three years from the date of request, consider requests for a multilingual program from parents of pupils enrolled in the school who are native speakers of English when determining whether a 30/20 threshold is reached (if so, within 10 school days, notify parents, teachers, administrators and LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program), identify costs and resources to implement new program, determine within 60 calendar days of reaching a 30/20 threshold if possible to implement program, and provide notice, in writing, to parents, teachers and administration, create and publish a reasonable timeline of actions necessary to implement program, and/or if not possible to implement new program provide in written form an explanation of the reason(s) the program cannot be provided
Parent or Guardian	follow instructions in letters to request a new language acquisition program or opt out, complete and submit forms, meet with Counselor to complete opt out form for current school year only
Counselor	request opt out form from ELD Coordinator upon opt out request from parent, meet in person with parent to review/complete opt out form, scan a copy of completed form to ELD Coordinator for review, change class schedule as approved, file original opt out form in student’s cume file

PART VII: TEACHING AND LEARNING

EL 14: ELD

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

OUHSD's comprehensive ELD program includes both designated and integrated ELD. In order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities, ELD instruction is explicit, well-articulated and standards-based. (20 U.S.C. Section 6825 [c][1][A], *EC* sections 305, 306, 310; 5 *CCR* sections 11300 [a] and [c], 11309; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989)

Additionally, OUHSD must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. (20 U.S.C. sections 1703 [f], 6825 [c][1][A]; *EC* sections 300, 305, 306, 310; 5 *CCR* sections 11302[a], 11309; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989)

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. (20 U.S.C. Section 1703 [f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009–1010; 5 *CCR* Section 11309)

Designated ELD Program Description:

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 *CCR* Section 11300 [a])

OUHSD's English learners are placed in one period of Designated ELD with a teacher who is qualified to teach both ELD and scaffolded instruction. A Structured English Immersion (SEI) instructional setting program must be provided for all English learners who have less than reasonable fluency in English. Curriculum, materials, and instructional strategies are designed to promote the EL's second language acquisition of listening, speaking, reading and writing skills with the goal of achieving grade level content equal to their native English speaking peers. ELs who have incurred deficits should receive additional services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

OUHSD is committed to providing a challenging Designated ELD curriculum for English Language Learners that is aligned with the CA ELD Standards; as such, ELD is standards-driven, systematically planned, and follows a scope and sequence of language skills to promote student learning within a reasonable amount of time. It is designed to teach ELs at their proficiency levels and to bring them to the next proficiency level by ensuring that instruction is differentiated to meet student needs. It is recommended that students be grouped by proficiency level for ELD instruction.

- **OUHSD English Language Development (ELD) Courses:**

ELA Transitions (Integrated ELD) is an a-g course designed to be taught in conjunction with ELD Beginning Reading (Designated ELD) or another appropriate ELD course to further the growth of students entering and/or continuing school with fluency in English at an “Emerging” level with minimally developed oral and written English skills. Students will earn English credits toward graduation for course completion. ELA Transitions may be taken more than once for English credit.

ELD Beginning Reading (Designated ELD) is designed to be taught in conjunction with ELA Transitions (Integrated ELD) to further the growth of students entering school with fluency in English at an “Emerging” level with minimally developed oral and written English skills. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

ELD Advanced Grammar (Designated ELD) is designed to further the growth of students entering school with fluency in English at an “Expanding” level with somewhat developed oral and written English skills. Students will earn elective credit and receive additional required instruction in their development of English fluency through ELD Advanced Grammar. Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

ELD Accelerated I (Designated ELD) is designed to further the growth of students entering school with fluency in English at “Expanding” or “Bridging” levels with moderately to well developed oral and written English skills, but who are not yet ready to meet Reclassified as Fluent English Proficient (RFEP) requirements. Students will earn elective credit and receive additional required instruction in their development of fluency through ELD Accelerated . Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

ELD Accelerated II (Designated ELD) is designed to further the growth of students entering school with fluency in English at “Expanding” or “Bridging” levels with moderately to well developed oral and written English skills, but who are not yet ready to meet Reclassified as Fluent English Proficient (RFEP) requirements. Students will earn elective credit and receive additional required instruction in their development of fluency through ELD Accelerated . Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

OUHSD ELD Course Progression:

Course	Student Placement	Curriculum	Assessments	Advancement Criteria
ELA Transitions (Integrated ELD/ English A-G Core Credit)	ELPAC Level 1 Diagnostic score of 1/2	Methods used: verb tense studies, syntax surgery, four picture stories, and morph house. <i>Edge</i> curriculum.	Classroom Performance Unit Exams/Quizzes Benchmark Exams MAP Reading Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results

ELD Beginning Reading (Designated ELD/ Elective Credit)	ELPAC Level 1 Diagnostic score of 1/2	<i>SRA Corrective Reading</i> curriculum.	Classroom Performance Unit Mastery Tests MAP Reading 6+ Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results
ELD Advanced Grammar (Designated ELD/ Elective Credit)	ELPAC Level 2-4 Diagnostic score of 3/4	<i>Lift</i> curriculum. <i>Edge</i> curriculum. Advanced methods used: verb tense studies, syntax surgery, single picture webs, morph house, and expository writing. Academic Vocabulary for English Learners, Grammar in Context, Academic Vocabulary Toolkit. Supplemented with Scholastic magazines, Listenwise.	Classroom Performance Unit Exams/Quizzes Benchmark Exams MAP Reading Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results
ELD Accelerated I and ELD Accelerated II (Designated ELD/ Elective Credit)	ELPAC Level 2-4 Diagnostic score of 3/4	<i>Lift</i> curriculum. Supplemented with Scholastic magazines, Listenwise.	Classroom Performance Unit Exams/ Presentations MAP Reading Score Written Language Diagnostic	Student meets RFEP criteria

EL Instructional Scheduling:

OUHSD provides a Structured English Immersion (SEI) program for English learners. SEI is a language acquisition program 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 in the standard instructional program with Integrated ELD.

The OUHSD ELD Team works actively collaborates to create a student-centered ELD master schedule and accurate student class placements. In January, ELD teachers create and submit master schedules with specific classes/periods to site Administration and Counselors. Next, the OUHSD ELD Team collaborates to review data (ELPAC, MAP and iReady scores, and ELD teacher recommendations) for incoming Freshmen ELs and creates/emails an "OUHSD Incoming EL Class Placement List" for site Administration and Counselors to establish data-driven placements. Additionally, the ELD Team creates site-specific "Ongoing EL Class Placement Lists" for continuing students who do not RFEP by the end of the school year based on class performance, ELPAC and MAP scores, performance in core classes and EL Monitoring Forms. The ELD Coordinator monitors appropriate schedule changes based on reclassifications and/or Opt Outs and communicates immediately with Counselors and ELD teachers.

The following courses denote enrollment in Designated ELD courses: ELD Beginning Reading, ELD Advanced Grammar, and ELD Accelerated I and II; these ELD courses and other courses in the standard instructional program are noted on site Master Schedules and on student transcripts. ELA Transitions is a class designed for ELs in the standard instructional program and counts for one year of core ELA credit and meets A-G requirements; this class is paired with ELD Beginning Reading to provide both integrated and designated instruction for students at the lower levels of language proficiency. Students who have opted out of EL services receive only Integrated ELD through the standard instructional program and must complete the annual summative ELPAC and MAP testings at the end of each semester until reclassification.

OUHSD's English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL's level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and elective classes offered.

ELD Evaluation:

OUHSD actively monitors base data and qualitative data to evaluate its ELD program.

Base Data includes the number of English learners enrolled in the district and its 3 sites, students at-risk of becoming Long-term English Learners (LTEL) (6+ years), and students at risk of becoming LTELs (4-5.9 years).

Quantitative data may include AP course enrollment; chronic absenteeism; college and career readiness; CTE enrollment; disciplinary referrals, suspensions, and expulsions; participation in designated and integrated ELD; participation in SPED; ELA and math assessment results; ELP results, and graduation rates.

OUHSD is committed to developing effective EL instructional programs and services. The goal of program evaluation is to provide information about the effectiveness of EL services; this information gives direction to the district's comprehensive program for continuing, modifying, or discontinuing program elements.

English Learner Data:

Each EL's physical and digital (ELlevation) cume file will be maintained to include the HLS, testing information from initial and summative testing, copies of parent or guardian notification letters, reclassification forms and RFEP Four-Year Monitoring forms. Information documented in Aeries includes assessment results, enrollment, primary (reporting) language, language proficiency, pupil national origin, parent information, date of reclassification, EL graduation data, and initial designation as IFEP or RFEP codes.

EL progress in ELD and the mastery of the ELD standards is monitored by performance on ELPAC, ELD assessments, benchmarks, performance tasks, and progress monitoring. Ongoing data review and review of proper documentation occurs throughout the academic year to ensure that students are receiving appropriate instruction in ELD and scaffolded instruction, and that ELs' progress has been documented.

The ELPAC is used to measure the skills of ELs in the district's ELD program. The results help inform the district if the student is ready to be reclassified as proficient in English. Identifying students who need help based on their ELPAC scores is important so that they can get the extra help they need to do well in school and access the full curriculum. Every year students who are ELs will take the Summative ELPAC to measure their progress in learning English. These results are used in addition to assessment scores, class grades and teacher input to create an Ongoing Placement List given to counselors to schedule ELs into the proper class level for the next school year. Placement may be amended upon receipt of additional student data.

Reclassified Student Data:

Additionally, OUHSD monitors the progress of reclassified ELs for a four-year period to be certain the student is continuing to progress and to intervene through site Multi-Tier Support Systems (MTSS) to prevent students from falling behind. Failing grades (D or F) in academic core classes and SBAC proficiency levels are documented annually. If a student shows signs of failing or falling behind, OUHSD provides intervention and additional support to ensure success in the standard instructional program.

Instructional Materials:

OUHSD's list of locally adopted and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources may be found in section **EL 07: Supplement, Not Supplant with Title III** above.

Integrated ELD Program Description:

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

OUHSD ELs will be placed with teachers who have the appropriate EL authorization to teach Integrated ELD or scaffolded instruction to access the core curriculum (English, Math, Science, and History-Social Science) and grade level content standards in order to meet state and local high school graduation requirements. Curriculum, materials, and instructional strategies should be designed for the EL to achieve learning grade level content equal to native English-speaking peers.

Previewing and reviewing lessons, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with ELs to develop academic vocabulary. Other strategies to support ELs' access to the core curriculum should include activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, academic language moves, and semantic webs. ELs who have incurred deficits should receive additional intervention services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

EL 15: Access to Standard Instructional Program

EL Access to the Standard Instructional Program:

Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.

OUHSD provides ELs with access to well-articulated, standards based core curriculum in the standard instructional program. In general education settings, the core instruction occurs in English, with the use of scaffolded instruction across the curriculum.

Instructional materials in all content areas are reviewed by OUHSD curriculum adoption committees to be implemented on a district-wide basis. ELD and Language Arts classes use strategies to teach language structures and vocabulary for students to learn English. History-Social Science, Math, Science and other subjects use scaffolded instruction strategies to make language structures and vocabulary relevant to content; additionally scaffolded instruction strategies are used to make content comprehensible through access to Core/Integrated curriculum and culturally responsive pedagogy.

EL Instructional Scheduling:

Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

- A. Enrollment in the standard instructional program, which, at a minimum, consists of:
 - a. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - b. Courses required to meet state and local high school graduation requirements, and
 - c. Courses required for middle school grade promotion;
- B. Enrollment in a full course load of courses that are part of the standard instructional program, and
- C. Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

OUHSD provides a Structured English Immersion (SEI) program for English learners. SEI is a language acquisition program 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 in the standard instructional program with Integrated ELD.

The following courses reflect English learner enrollment in Designated ELD courses: ELD Beginning Reading, ELD Advanced Grammar, and ELD Accelerated 1 and 2; these ELD courses and other courses in the standard instructional program are noted on site Master Schedules and on student transcripts. Please note that ELA Transitions is a class designed for ELs in the standard instructional program and counts for one year of core ELA credit only.

OUHSD's English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL's level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and elective classes offered within the standard instructional program.

Initial ELPAC Overall Scale Score Ranges/ELD Class Placement:

Initial ELPAC Overall	Performance Level 1	Performance Level 2	Performance Level Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Initially Fluent English Proficient (IFEP)
CA ELD Standards Proficiency Level	Emerging	Expanding	Bridging
Score Range	150-369	370-449	450-600
Program Placement	Structured English Immersion (ELD)	Structured English Immersion (ELD)	Standard Instructional Program (no ELD)
ELD Class Placement (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	N/A
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	N/A

Summative ELPAC Overall Scale Score Ranges/ELD Class Placement:

Summative ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Description of English Skills	Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
CA ELD Standards Proficiency Level	Emerging	Lower Expanding	Upper Expanding	Bridging
Score Range Grades 9-10	1150-1492	1493-1544	1545-1605	1606-1950
ELD Class Placement: Grade 9 + Newcomers (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	ELD Advanced Grammar (Designated)	ELD Advanced Grammar (Designated)
Score Range Grades 11-12	1150-1499	1500-1554	1555-1614	1615-1950
ELD Class Placement: Grades 10-12 (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	ELD Advanced Grammar (Designated)	ELD Accelerated ELD I (Designated)	ELD Accelerated ELD II (Designated)
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	Integrated ELD	Integrated ELD

EL Student Progress Monitoring:

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; *EC* sections 305[a][2], 310; 33126, 60811.8; 5 *CCR* Section 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989,)

OUHSD's current ELs are monitored and reviewed throughout the school year to determine academic progress. The spreadsheet **OUHSD EL 03, 13 and 15** includes local student id, school site, grade level, most recent ELPAC and academic assessment results (MAP), language acquisition program placement, LTEL status, and ELs at risk of becoming LTELs. The spreadsheet and data are updated throughout the year and analyzed when making ongoing ELD class placement decisions. Additional information includes current status showing core courses failed (D or F) or standards not met and interventions (if applicable). Students receiving Ds or Fs in core classes at the end of Semester 1 and their parents or guardians are notified via the "EL Student Progress Monitoring Letter" of the support services and interventions offered in the district, including consultation, tutoring services, referrals to counselor, social worker, SST and/or IEP Teams, Summer School, and/or interventions to improve attendance/tardies.

EL Student Progress Monitoring:

Person Responsible	Reclassification Duties
Educational Services Technician	updates EL 10 RFEP Monitoring spreadsheet annually
ELD Coordinator	updates EL 10 RFEP Monitoring spreadsheet annually, including Quarter 1 grades, monitors ELs with Ds and Fs in core classes, emails Supp. Ed. Techs names of students for intervention process, updates documents in shared drive
Supplemental Education Technician	initiate intervention process, use available student data to complete OUHSD EL Student Progress Monitoring Form, send OUHSD EL Student Progress Monitoring Teacher Input Google Form to teachers as needed, complete/mail EL Student Progress Monitoring Notification Letter to parents or guardians based on suggested intervention input from teachers, follow-up on returned letters/resend as needed, include a copy of EL Student Progress Monitoring letters in students' cumulative files.
Teacher	complete and submit OUHSD EL Student Progress Monitoring Teacher Input Google Form in a timely manner, recommend interventions for acquiring content knowledge during the academic year

Language Instruction in the Standard Instructional Program:

English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL's level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and electives offered within the standard instructional program.

OUHSD's program for English learners is designed to incorporate the following:

- Designated ELD instruction that is explicit, well-articulated, standards-based, and differentiated according to student needs, using district-adopted materials.
- Integrated ELD/core academic instruction in the standard instructional program (English, History-Social Science, Math, and Science) that is explicit, well-articulated, standards-based, and differentiated according to the needs of the student, using district-adopted materials.

For Designated ELD instruction, English learners are placed in one period of Designated ELD with a teacher who is qualified to teach both ELD and scaffolded instruction. A Structured English Immersion (SEI) instructional setting program must be provided for all English learners who have less than reasonable fluency in English. Curriculum, materials, and instructional strategies are designed to promote the EL's second language acquisition of listening, speaking, reading and writing skills with the goal of achieving grade level content equal to their native English speaking peers. ELs who have incurred deficits receive additional services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

For Integrated ELD, ELs will be placed in the standard instructional program with teachers who have the appropriate EL authorization to teach Integrated ELD or scaffolded instruction to access the core curriculum (English, Math, Science, and History-Social Science) and grade level content standards in order to meet state and local high school graduation requirements. Curriculum, materials, and instructional strategies are designed for the EL to achieve learning grade level content equal to native English-speaking peers.

Previewing and reviewing lessons, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with ELs to develop academic vocabulary. Other strategies to support ELs' access to the core curriculum should include activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, academic language moves, and semantic webs. ELs who have incurred deficits receive additional intervention services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

OUHSD Timeline for EL Progress Monitoring:											
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Ongoing EL Monitoring via District Trainings/ELD Team Collaboration/ELPAC Test Prep./MAP Reading 6+ Testing/Holistic Scoring of OUHSD Writing Prompt/IEP/504 Plan/SST Meetings/ELAC and parent/guardian contact											
						EL Monitoring/Elevation: Teacher Recommendation for Intervention					
							Parent/Guardian Intervention Letters/Services				