

CLOVIS UNIFIED SCHOOL DISTRICT
MASTER PLAN
A GUIDE TO SERVICES FOR
ENGLISH LEARNERS



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MASTER PLAN A GUIDE TO SERVICES FOR ENGLISH LEARNERS

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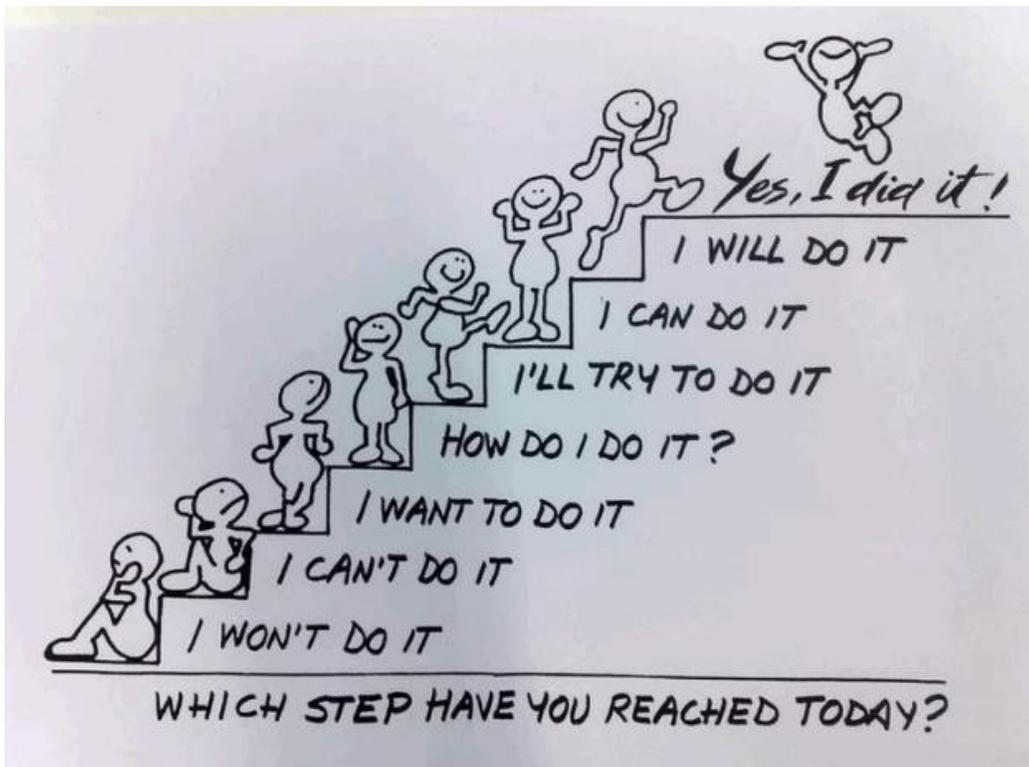
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Note: This document, Master Plan A Guide to Service for English Learners, is written in an organizational sequence beginning with identification of English Learners, followed by program monitoring, and ending with reclassification.

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION | 4 |
| CUSD Vision, Mission, and Aims | 5 |
| CUSD Core Values | 6 |
| Goals for English Learners | 8 |
| Legal Requirements..... | 9 |
| Key Sources of Federal Law | 10 |
| Desired Outcomes, Program Dimensions..... | 11 |
| State Services for English Learners..... | 12 |
| | |
| PART A: PUPIL IDENTIFICATION, PARENT NOTIFICATION, AND PLACEMENT | 23 |
| Home Language Survey | 24 |
| English Language Proficiency Testing | 27 |
| Primary Language Survey..... | 31 |
| Documentation and Parent Notification of Initial Testing..... | 32 |
| Program Placement for English Learners | 34 |
| Required On-going Documentation of Services to English Learners | 35 |
| | |
| PART B: INSTRUCTIONAL SERVICES | 36 |
| Instructional Settings..... | 38 |
| CUSD EL Flowchart for Grades TK-12..... | 43 |
| Required Elements of EL Instructional Program | 44 |
| CA ELD Standards..... | 45 |
| Integrated and Designated ELD..... | 46 |
| Elementary Instructional Models..... | 48 |
| Suggested Program Design for Grades TK-12 | 50 |
| Assessment of Pupil Progress | 55 |
| Overview of the Single Plan for Student Achievement..... | 57 |
| | |
| PART C: PROGRAM EVALUATION | 58 |
| Pupil Evaluation and On-going Monitoring..... | 60 |
| Reclassification | 62 |
| CUSD Criteria and Standards for Reclassification | 63 |
| | |
| PART D: STAFFING AND PROFESSIONAL DEVELOPMENT | 65 |
| English Learner Authorization for Teaching Personnel | 66 |
| Bilingual Instructional Assistants | 67 |

| | |
|---|------------|
| Professional Development | 67 |
| PART E: | |
| PARENT NOTIFICATION AND ADVISORY COMMITTEES | 68 |
| Parent Notification..... | 70 |
| English Learner Advisory Committees | 71 |
| District English Learner Advisory Committee (DELAC)..... | 71 |
| Parental Exception Waiver..... | 72 |
| | |
| PART F: FUNDING..... | 76 |
| Supplemental Funds..... | 78 |
| | |
| PART G: ENGLISH LEARNERS WITH SPECIAL NEEDS | 83 |
| English Learners with Special Needs..... | 89 |
| ELPAC Alternative Assessment..... | 90 |
| Accommodations for ELPAC..... | 90 |
| Modifications for ELPAC | 92 |
| Notification of Initial Placement Results | 94 |
| Frequently Asked Questions | 95 |
| Instructional Settings..... | 96 |
| Reclassification of English Learners with Disabilities..... | 97 |
| Learning Disability versus Language Difference..... | 100 |
| Reclassification Special Education Addendum | 102 |
| Student Oral Language Matrix (SOLOM)..... | 103 |
| Monitoring Reclassified EL Students | 105 |
| | |
| PART H: GLOSSARY OF TERMS | 106 |
| | |
| PART I: APPENDIX..... | 114 |



INTRODUCTION

MISSION, GOALS,

&

LEGAL REQUIREMENTS

CLOVIS UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN

OUR VISION

To be America's benchmark for excellence in education.

OUR MISSION

To be a quality educational system providing the resources for all students to reach their potential in Mind, Body, and Spirit.

OUR AIMS

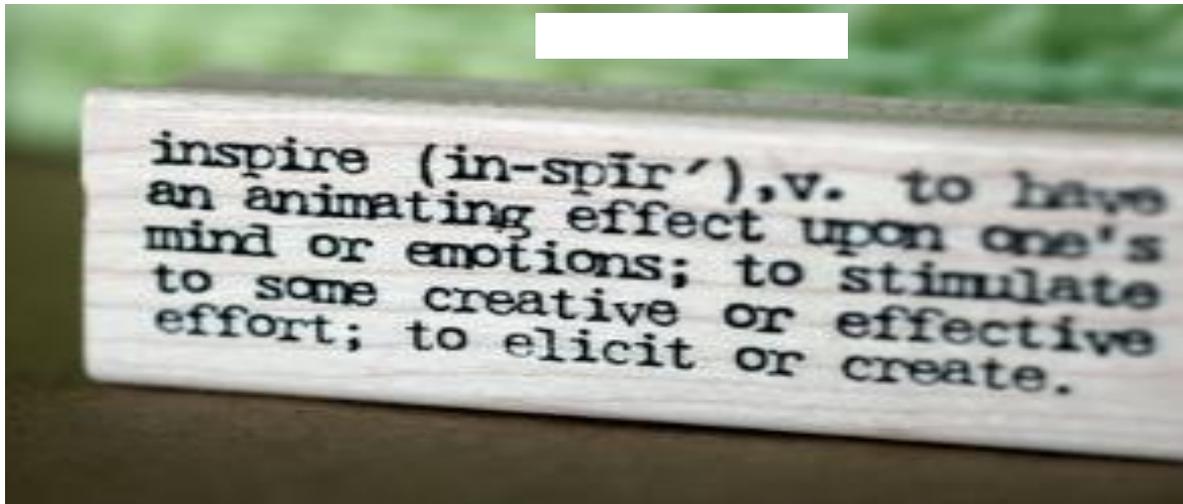
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| <u>AIM I:</u> Maximize Achievement For ALL Students | <u>AIM II:</u> Operate With Increasing Efficiency and Effectiveness | <u>AIM III:</u> Hire, Develop, Sustain, and Value a High Quality Diverse Workforce |
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OUR NON-NEGOTIABLE CORE VALUES

| | | | |
|---|--|--|---|
| Students | Employees | Community | Schools and Facilities |
| <i>"A fair break for every kid." -Doc</i> | <i>"It's people, not programs, that make the positive difference for</i> | <i>"Education revolves around teamwork and trust."</i> | <i>"When you do something, only do it first class."</i> |

| | | | |
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| <ul style="list-style-type: none"> • Educate the whole child in Mind, Body, and Spirit. • Base all decisions on what is best for students' academic, social, and emotional well-being. • Commit to a safe and inclusive learning environment for ALL students. • Believe every child can learn and we can teach ALL children. | <p>students.” -Doc</p> <ul style="list-style-type: none"> • Foster a climate of trust and respect through relationships and communication. • Collaborate and empower all employees in the decision-making process at the site, area, and department level. • Be accountable to high standards, both individually and collectively. • Surround students with the very best role models and mentors. • Support life-long learning by providing ongoing professional development for all employees. | <p>-Doc</p> <ul style="list-style-type: none"> • Great schools build great communities and great communities build great schools. • Engage with parents and the community to support ALL students. • Recognize the cultural perspective of our community. • Be accessible to parents and the community as we continue to grow. | <p>-Doc</p> <ul style="list-style-type: none"> • Provide safe, student-centered, world-class schools. • Build state-of-the-art facilities that promote student success. • Maintain quality campuses that creates community pride. • Design learning environments that serve ALL students now and in the future. |
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CUSD 2016-19 Strategic Plan

| Aim I: Maximize Achievement For ALL Students | |
|--|--|
| <i>The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.</i> | |
| ACTIONS | INDICATORS |
| <p>Focus on Learning Align curriculum, instruction, and assessment to meet the academic needs of every student.</p> | <p><i>Aim I indicators will be applied to multiple actions that reflect the Local Control Accountability Plan (LCAP) matrix.</i></p> <p>Student Achievement Data:</p> <ul style="list-style-type: none"> ▪ Annual growth of ALL students ▪ Achievement gap analysis ▪ English Learner reclassification and success rates <p>Clovis Assessment System for Sustained Improvement (CLASSI) Model:</p> <ul style="list-style-type: none"> ▪ Component 1- disaggregated student achievement data ▪ Component 2- co-curricular/athletics, visual and performing arts, school/community involvement, graduation rates, scholarship awards ▪ Component 3- cultural competency and proficiency <p>Survey Data:</p> <ul style="list-style-type: none"> ▪ Climate Assessment, School Assessment and Review Team (SART), Professional Development Needs Assessment, Title I, Special Education, and student surveys <p>School and District Attendance and Discipline Data:</p> <ul style="list-style-type: none"> ▪ For all students ▪ Gap analysis <p>College and Career Readiness:</p> <ul style="list-style-type: none"> ▪ Graduation requirements, graduation rates, percent of students completing FAFSA, UC/CSU eligibility, Early Admission Program (EAP) pass rates, ACT/SAT success rate, Advanced Placement (AP) success rate ▪ Enrollment in Career Technical Education (CTE), Center for Advanced Research and Technology (CART), and dual enrollment courses <p>Systematic Intervention Data:</p> <ul style="list-style-type: none"> ▪ Number of sites with effective Multi-Tier Systems of Support (MTSS) ▪ Number of Clovis Support Intervention (CSI) groups ▪ Increased level of family involvement |
| <p>Professional Learning Communities (PLC) Optimize the PLC process to develop and support a collaborative culture by identifying best practices and research-based strategies to maximize the success of ALL students and staff.</p> | |
| <p>College and Career Readiness Effectively implement the California State Standards to ensure college and career readiness, including technology and 21st Century Learning for ALL students.</p> | |
| <p>Systematic Intervention Ensure multiple systems of support are in place to meet the unique needs of each student.</p> | |
| <p>Educate the Whole Child Provide curricular and co-curricular programs to develop the "Mind, Body, and Spirit" of every student.</p> | |

| Aim II: Operate With Increasing Efficiency and Effectiveness | |
|---|--|
| <i>The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.</i> | |
| ACTIONS | INDICATORS |
| <p>Communication Maximize means of direct and timely communication and transparency with all stakeholders.</p> | <ul style="list-style-type: none"> ▪ Stakeholder satisfaction as measured by surveys and data collection ▪ Diverse stakeholder engagement in committee and employee groups ▪ Access by stakeholders to a variety of up-to-date and high quality communication tools (e.g. District and school web sites, social media, District and site digital media, <i>2 Minutes Today</i>, and <i>CUSD Today</i>) ▪ Increase in number, completion, and usability of digitized forms/processes for all stakeholders |
| <p>Safety Provide a safe environment for staff, students, and community.</p> | <ul style="list-style-type: none"> ▪ Number of annual district-wide safety related incidents as measured by reports and data collection ▪ Survey data reflecting student, parent, employee and public perception of safety (e.g. SART survey, senior student survey, climate assessment surveys) ▪ Number and regularity of safety and crisis scenario drills and training for all stakeholders ▪ Degree of collaboration between District and all local law enforcement agencies (e.g. City of Clovis, City of Fresno, Fresno County) |
| <p>Utilization of Time Optimize systems and workflow to maximize time management.</p> | <ul style="list-style-type: none"> ▪ Positive changes in time management as measured by review of schedules, surveys, and data collection ▪ Establish and maintain efficient workflow systems ▪ Regular review of current practices and procedures to maximize efficiency |
| <p>Fiscal Management Demonstrate fiscal responsibility.</p> | <ul style="list-style-type: none"> ▪ Financial stability as measured by identified performance indicators ▪ Prioritize resources to support the Strategic Plan, District Aims and Local Control Accountability Plan (LCAP) goals ▪ Complete capital facility projects to District standards, on time and on budget |
| <p>Innovation and Agility Promote continuous improvement, innovation, and entrepreneurial spirit.</p> | <ul style="list-style-type: none"> ▪ Recognize and support innovative practices through documented resource allocation (e.g. awards, grant funding, leveraging resources, and professional development) ▪ Recognition of successful practices internally and externally |

CUSD 2016-19 Strategic Plan

| Aim III: Hire, Develop, Sustain, and Value a High Quality Diverse Workforce <i>The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.</i> | |
|---|--|
| ACTIONS | INDICATORS |
| Workforce Development Hire, mentor, and retain the best and brightest employees through training of the District's core values, high standards, and traditions. | <ul style="list-style-type: none"> ▪ Employment and retention rates ▪ Competitive compensation package ▪ Performance evaluation process ▪ Number of CUSD Job Fair participants ▪ Number of and participation in annual Classified Career Workshop |
| Collaborative Environment Foster a professional climate and culture that values, empowers, and connects employees to an inclusive and transparent organization. | <ul style="list-style-type: none"> ▪ Representation of all active employee groups on District compensation-related committees ▪ Results of the annual employee Climate Assessment Survey and completion of resulting Action Plans |
| Continuous Learning Promote a culture of professional learning, mentoring, training, and support for all employees. | <ul style="list-style-type: none"> ▪ Results of annual Professional Development Needs Assessment and Professional Development evaluations (for certificated and classified employees) ▪ Implementation of annual professional learning opportunities for all employees |
| Recognize Excellence Recognize and celebrate exceptional individual and collaborative work. | <ul style="list-style-type: none"> ▪ Participation in internal recognition and appreciation award programs available to all employee groups ▪ Recognition of certificated and classified employees by external organizations |

GOALS FOR ENGLISH LEARNERS

All English Learners will:

1. Achieve proficiency in listening, speaking, reading, and writing English 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 developmental 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 Specially Designed Academic Instruction in English (SDAIE) and primary 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.



LEGAL REQUIREMENTS

School districts are required to follow the guidelines of the State Services for ELs contained in the California Department of Education's Categorical Program Monitoring (CPM) Manual in accordance with the California Education Code, Sections 300-313 and Section 62002; and Title 5 of the California Code of Regulations, Sections 11300-11310. California requirements follow both federal and state statutes. This Master Plan addresses these requirements. See *Key Sources of Federal Law and State Services for English Learners* on page 8. The CDE provides assistance to local schools and districts to achieve the following goals:

- Ensure that English Learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English Learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English Learners from their native English-speaking peers. English Learners who acquire a good working knowledge of English during a temporary transition period and meet the district's reclassification criteria are then transferred into English language mainstream classrooms. English Learners are reclassified to fluent English proficient after meeting district criteria established to ensure these pupils have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English language proficiency comparable to that of the school district's average native English language speakers.

The *Program Dimensions*, on page 10, expand on each area of required services for English Learners. All areas have been addressed in this CUSD Master Plan for English Learners.

PARENT NOTIFICATION IN PRIMARY LANGUAGE

When 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language. (EC 48985)

In addition, Clovis Unified School District makes every effort to communicate with non-English speaking parents in their native language through the use of documents in their primary language, bilingual staff members, community volunteers, other parents, or pupils.

KEY SOURCES OF FEDERAL LAW

- **Title VI of the Civil Rights Act – 1964**

Prohibits discrimination against pupils on the basis of their language minority status.

- **OCR May**

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Memorandum – 1970

Where the inability to speak and understand English excludes pupils from “effective participation” in the education program, the district must take “affirmative steps to rectify the language deficiency in order to open its instructional program to these pupils.”

- **Lau v. Nichols – 1974**

Classes taught exclusively in English and which provide no assistance in learning English deny LEP pupils a meaningful opportunity to participate in the educational program.

- **Equal Educational Opportunities Act: 20 U.S.C. § 1703 (f)**

Requires educational agencies to take “appropriate action to overcome language barriers that impede equal participation” by pupils in their instructional programs.

- **Castañeda v. Pickard – 1981**

Development of a three-prong test to evaluate the effectiveness of a district program:

- Is the program informed by an educational theory recognized as sound by at least some experts in the field?
- Are the district’s programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

DESIRED OUTCOMES

1. English learners acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703{f}, 6892; EC 300{f}, 5 CCR 11302{a})
2. English learners meet state standards for academic achievement. (20 USC 1703{f}, 6892; 5CCR11302{b})

PROGRAM DIMENSIONS

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. **Involvement.** Parents, staff, pupils, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

STATE SERVICES FOR ENGLISH LEARNERS

I. INVOLVEMENT

EL 01: Parent Outreach and Involvement

1.0 The local educational agency (LEA) must implement outreach to parents or guardians of English learners (ELs) that includes the following:

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.
- (b) The LEA provides training activities to parents on how they can be involved and become active participants in assisting their children to:
 - i. Attain English proficiency
 - ii. Achieve at high levels in core academic subjects
 - iii. Meet challenging state academic content and achievement standards

expected of all students.

EL 02: Translation of Information for Parents

- 2.0 The LEA must provide parents or guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.
- 2.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, or records sent to the parent or guardian of such students must be written in English and the home language.

EL 03: Private School Consultation and Participation

- 3.0 The LEA must contact private school officials in the LEA enrollment area to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible ELs and ensure that immigrant students participate on an equitable basis.
- 3.1 On an annual basis, the LEA must consult with all non-profit private schools within its boundaries as to whether the private schools' students and teachers will participate in the Title 2020–21 EL Program Instrument Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Program as part of the federal programs available to them.
- 3.2 For participating private schools, the LEA must consult with appropriate private school officials during the design and development of the program concerning the following:
 - (a) Identification of students' needs
 - (b) Services and/or products to be offered
 - (c) Service delivery options, including services through a contract with a third party provider
 - (d) Assessment and improvement of services
 - (e) The size and scope of services and the proportion of funds allocated
 - (f) Program delivery options
 - (g) Reasons for not using a contractor preferred by private school officials
 - (h) The right to complain to the state educational agency (SEA) that the LEA did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official
 - (i) Parent participation on an equitable basis in parental involvement services and activities
 - (j) The LEA's annual assessment of identified students for English language proficiency using a valid and reliable instrument

EL 04: English Learner Advisory Committee (ELAC)

4.0 A school site with 21 or more ELs must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- (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 school-wide 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 submitting the plan to the school site council for consideration of inclusion in the Single 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

4.1 The 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.

4.2 The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district.

EL 05: District English Learner Advisory Committee (DELAC)

5.0 Each LEA with more than 50 ELs must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district.

5.1 The DELAC shall advise the school district governing board on all of the following tasks:

- (a) Development of a district master plan for educational programs and services for ELs that takes into consideration the SPSA.
- (b) Conducting of a district-wide needs assessment on a school-by-school basis.

- (c) Establishment of district program, goals, and objectives for programs and services for ELs.
- (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.

5.2 The LEA shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out legal advisory responsibilities.

5.3 The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

II. GOVERNANCE AND ADMINISTRATION

EL 06: English Learner Identification and Assessment

6.0 The LEA must properly identify and assess all students who have a home language other than English.

6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions.

6.3 The LEA must annually assess the English language proficiency and academic progress of each EL.

6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window.

6.5 Each EL on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment as specified in the student's IEP or Section 504 Plan.

- 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years.

EL 07: Parent/Guardian Notifications

7.0 The LEA must provide notifications to parents and guardians.

7.1 Parents/guardians of ELs must be notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students must be notified of their child's English language proficiency assessment results

7.2 Parents/guardians of ELs must be notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

7.3 For LEAs receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learners must be notified of:

- (a) Their child's initial English language proficiency level
- (b) How such level was assessed
- (c) Their child's language designation
- (d) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available
- (e) Program placement
- (f) Exit criteria
- (g) For ELs on an active IEP, how such program will meet the objectives of the IEP
- (h) The expected rate of graduation from secondary school is if funds under this part is used for children in secondary school

7.4 For LEAs receiving Title III funds, parents/guardians of ELs must be informed annually, not later than 30 days after the beginning of the school year, of:

- (a) Their child's English proficiency level

- (b) How such level was assessed
- (c) The status of the child's academic achievement
- (d) Their child's language designation
- (e) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available
- (f) Program placement
- (g) Exit criteria
- (h) For ELs on an active IEP, how such program will meet the objectives of the IEP
- (i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school

EL 08: Implementation, Monitoring & Revision of LEA Plans

- 8.0 Each LEA operating Title III programs must annually update, implement and monitor performance goal 2 of the approved local educational agency plan (LEAP).

- 8.1 The plan must contain the following minimum required components:
 - (a) Title III required and allowable programs and activities to be implemented
 - (b) Description of how funds will be used
 - (c) Description of how school sites will be held accountable for:
 - i. Meeting areas of improvement
 - ii. Making adequate yearly progress for ELs
 - iii. Annually measuring the English proficiency of ELs
 - (d) Description of how school sites will promote parental and community participation in programs
 - (e) Description of how all EL programs will be carried out to ensure that ELs are served
 - (f) Assurance that the EL program(s) will be based on effective approaches and methodologies enabling ELs to meet challenging state academic content and student academic achievement standards
 - (f) Description of high-quality student academic assessments that the LEA and schools use:
 - i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made

toward meeting the state student academic achievement standards

- ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that ELs meet the state student academic achievement standards

8.2 LEAs and Consortia Leads (with input from consortia members) that have failed to make progress towards meeting the areas of improvement for two consecutive years shall develop an improvement plan addendum for goal 2 of the LEAP no later than three months after notification of status.

8.3 LEAs and consortia that have failed to make progress towards meeting the areas of improvement for four consecutive years shall modify their curriculum, program, and method of instruction in a revised improvement plan addendum for goal 2 of the LEAP

EL 09: EL Program Inclusion in Development of the Single Plan for Student Achievement (SPSA)

9.0 The EL program must be included in the development of the SPSA

9.1 The approved SPSA must contain:

- (a) An analysis of academic performance and language development data to determine EL student and program needs
- (c) School goals to meet the identified academic and language proficiency needs of ELs
- (d) Activities to reach school goals to improve the academic performance of EL students
- (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards
- (f) Expenditures of EIA-LEP carryover allocated to the school through the Consolidated Application and Reporting System (CARS)

9.2 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (e.g., the school is designated in Program Improvement [PI]).

9.3 The SPSA must be consistent with the district local improvement plans including the LEAP.

9.4 LEAs that distribute Title III funds or services directly to schools must ensure that Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA plan submitted to the CDE, and adhere to all applicable statutes and regulations.

EL 10: Inventory

10.0 For all categorical programs, the LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA(Economic Impact Aid)-LEP (Limited English Proficient) and Title III funds. The record must describe the acquisition by:

- (a) Type
- (b) Model
- (c) Serial number
- (d) Funding source
- (e) Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment

10.1 The school district must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.

III. FUNDING

EL 11: Supplement, Not Supplant, with Title III & EIA-LEP

11.0 General fund resources must be used to provide services and programs for ELs, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

11.1 The LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds.

11.2 For LEAs with EIA-LEP carryover, the LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students.

11.3 The LEA must use Title III funds only to supplement, not supplant, other federal, state, and local public funds. The use of Title III funds must meet the following requirements:

- (a) The LEA utilizes no less than 98 percent of Title III LEP apportionments on direct services to ELs and may not use more than two percent of such funds for the administration of this program
- (b) The LEA assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement.

EL 12: Time Accounting Requirements

- 12.0 The LEA must properly assess charges for direct or indirect costs of Title III LEP and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.
- 12.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used.
- 12.2 Employees funded solely under Title III must complete a semiannual certification of such employment

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

EL 13: Evaluation of English Learner Program Effectiveness

- 13.0 A program evaluation shall be provided by the LEA and shall be used to determine:
 - (a) Necessary improvements to programs and activities for which Title III funds have been used for LEP and immigrant students
 - (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
 - (c) Whether to eliminate specific EL activities proven to be ineffective
 - (d) The degree to which, within a reasonable amount of time:
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

EL 14: Reclassification

- 14.0 The LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:
- (a) Assessment of English language proficiency
 - (b) 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 that demonstrate 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.
 - (c) 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.
 - (d) Opportunities for parent opinion and consultation during the reclassification process
- 14.1 The LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):
- (a) Language and academic performance assessments
 - (b) Participants in the reclassification process
 - (c) Decision regarding reclassification
- 14.2 The LEA must monitor the progress of reclassified pupils for a minimum of two years to ensure correct classification, placement, and additional academic support, as needed

EL 15: Teacher EL Authorization

- 15.0 Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately authorized

V. STAFFING AND PROFESSIONAL DEVELOPMENT

EL 16: Professional Development Specific to English Learners

- 16.0 The LEA must provide professional development specific to the implementation of programs for ELs.
- 16.1 The LEA must provide sufficient professional development to effectively implement the LEA's EL program.
- 16.2 For LEAs receiving Title III, the LEA must provide supplemental high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (a) Designed to improve the instruction and assessment of ELs
- (b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for ELs
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the student’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills
- (d) 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

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL 17: Appropriate Student Placement

17.0 All students must be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program in which some or all of the instruction is delivered in the student’s home language. Based on LEA criteria of reasonable fluency, ELs must be placed in one of the following programs:

- (a) **Structured English Immersion (SEI)**—A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.
- (b) **Alternative Program (Alt)**—A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver.

EL 18: Parental Exception Waiver for Alternative Program

18.0 Parents and guardians of ELs must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil’s primary language.

18.1 LEA procedures for granting parental exception waivers must include the

following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of SEI and Alternative Programs, and all educational opportunities offered by the school district and available to the student. The descriptions of the programs shall include the educational materials to be used in the different options
- (b) Parents and guardians must be informed that the pupil must be placed for a period of not less than 30 calendar days in an English language classroom and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation
- (d) All parental exception waivers shall be acted upon by the school within 30 instructional days of submission to the school principal. However, parental waiver requests under Education Code section 311(c) shall not be acted upon during the 30- day placement in an English language classroom. These waivers must be acted upon either no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the parental waiver to the school principal, whichever is later.

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the student

18.3 If a waiver is denied, parents and guardians must be informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court.

18.4 Schools in which the 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 that is designed to provide language instruction shall be required to offer such a program to the extent possible.

VIII. TEACHING AND LEARNING

EL 19: English Language Development

19.0 As part of the core program provided through general funds, each EL must receive a program of English language acquisition in order to develop

proficiency in English as rapidly and effectively as possible, consistent with state priorities.

EL 20: Access to the Core Subject Matter

- 20.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.
- 20.1 The LEA must have a means to assist ELs to achieve at high levels in the core Academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.
- 20.2 The LEA shall continue to monitor student academic progress and provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers. Actions to overcome academic barriers must be taken before the deficits become irreparable.

PART A

IDENTIFICATION, PARENT NOTIFICATION, AND PLACEMENT



PART A
**PUPIL IDENTIFICATION, PARENT NOTIFICATION,
AND PLACEMENT**

PROGRAM DIMENSION II: GOVERNANCE AND ADMINISTRATION

EL 06: IDENTIFICATION AND ASSESSMENT

EL 07: PARENT/ GUARDIAN NOTIFICATIONS

PROGRAM DIMENSION VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS
EL 17: PLACEMENT IN INSTRUCTIONAL PROGRAMS

HOME LANGUAGE SURVEY (HLS)

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|-----------------------------------|---|
| Principal or Designee | <ul style="list-style-type: none"> • Ensures that the <i>Home Language Survey</i> (HLS) is part of the registration process at the school |
| School Office Registrar | <ul style="list-style-type: none"> • Ensures that HLS is completed as part of the registration process. • Attend annual registration training offered by the district. |
| EL Site Coordinator* | <ul style="list-style-type: none"> • Assists with explanations, requests, and arranges for interpreters as needed • Oversees in collaboration with Administration all aspects of EL Program • Validates HLS and initiates any initial ELPAC assessments and/or gathers previous ELPAC scores • Collects all required EL documentation |
| Director of Supplemental Services | <ul style="list-style-type: none"> • Maintains and revises the <i>Home Language Survey (HLS) Directions Translations Booklet</i> • Coordinates district trainings • Provides assistance to school sites and collects data from schools |

***EL Site Coordinator may include any of the following: Guidance Instructional Specialist (GIS), Resource Teacher (RT), and Teacher on Special Assignment, (TSA), Learning Director (LD), or Classroom Teacher.**

IDENTIFICATION

Guidelines for Home Language Survey Process

As part of the enrollment procedures at each school site, the parent or legal guardian of **all** new TK-12 pupils shall complete a *Home Language Survey* (HLS) under the guidelines outlined below. (See HLS sample in Appendix). Schools are encouraged to explain and assist parents with understanding the purpose, process, and meaning of the HLS, as well as, accurately understanding of the document. Schools are responsible for obtaining the original HLS. This allows for the most accurate information that can efficiently assist pupils in an appropriate program placement and instructional setting.

A. Pupils transferring from within Clovis Unified School District (CUSD):

1. Do not complete a new HLS.
2. Obtain a copy of the HLS from the previous CUSD School.

B. Pupils transferring from outside CUSD:

1. A pupil entering Kindergarten or a California school for the first time, the parent/guardian will complete a HLS.
2. A pupil transferring from another California school, parents/guardians will complete the HLS, and the school will request a copy of the original HLS from the previous school of attendance. **The original HLS will take precedence as the official HLS for the pupil.** All other HLS documents will be destroyed.
3. If a HLS is not received from the previous school, an initial English Language Proficiency Assessment for California (ELPAC) will be administered within 30 days of enrollment.

The registrar shall use the *Home Language Survey (HLS) Directions and Translation Booklet* as a guide for implementing the HLS. The booklet contains information, procedures, and a set of HLS in 34 languages. Note: **The CUM file should contain only one HLS.** If there more than one HLS exists, retain only the one with the **earliest** date. Attach the original HLS to the EL Home Language Survey CUM card and place in the CUM file (EL Form# 4.1C in Appendix).

Oral translations shall be provided for parents or guardians needing assistance with completion of the HLS, when possible. The HLS has four questions. Each question **must** be answered. The HLS shall be signed and dated by the parent/guardian.

Common Questions

- A. What happens if the HLS indicates all English?
 1. A copy of the HLS shall be placed in the pupil's CUM file.
 2. ELPAC is NOT administered nor EL program services required.
 3. The pupil is placed in the school's mainstream academic program.
 4. English is listed as the primary language in student information system.

- B. What happens if the HLS indicates a language other than English only on question #4?
 1. The pupil is FEP. A copy of the HLS shall be attached to the *HLS CUM Card* (EL Form# 4.1C in Appendix).and placed in the pupil's CUM file. Check the appropriate FEP box on the card.
 2. A copy of the HLS shall be given to the person responsible for the EL program at the school site.
 3. ELPAC is NOT administered nor EL program services required.
 4. The pupil is placed in the school's mainstream academic program.
 5. The pupil's name is placed on the *Demographic Sheet* (EL Form # 1S) and columns 1-7 are completed with the current information. Column 12 of the Demographic Sheet must be checked as the HLS #4.
 6. The language other than English from the HLS must be entered into student information system as the primary language.
 7. The pupil is placed in the school's base/core academic curricular program and designated as an Fluent English Proficient (FEP).

C. Sample New Student Checklist

| STUDENT NAME | Grade | Entry Date | Check CUSD/Site HLS | Primary Language Survey (lang other than English 1-2-3) | Check Original HLS dating back to Kinder/Initial Registration (Original HLS EO-STOP) | Line 4 only STOP. Place on Demo Sheet | Request CELDT info from previous site | CELDLT Scores Rec'd | ELL FOLDER - Request from CUSD school OR Set-up (new to CUSD) | Initial Testing (30 DAYS) | Initial Identification Results Card | Annual Testing (due 10-31) | Ann. Parent Informed Consent (30 days) OR Parent Notice of Initial Testing Results (2wks) | Parent Exemption Waiver (if requested) | Cover of EL Folder | Historical: Right Side of EL Folder | Active: Left Side of Folder | Cumulative File - Attach HLS and Green Card to Goldenrod card and put in cum | Reclassification - Meets criteria - Parent Consult & Reclass. Form - Submit to Spec. Proj./File in EL Folder | Notes |
|--------------|-------|------------|---------------------|---|--|---------------------------------------|---------------------------------------|---------------------|---|---------------------------|-------------------------------------|----------------------------|---|--|--------------------|-------------------------------------|-----------------------------|--|--|------------------|
| John D. | 1 | 8/17/2015 | EO | | EO | | | | | | | | | | | | | | | |
| Mao V. | 3 | 6/9/2015 | EL | Hmong | EL | | Y | N | New | Y | Y | NA | Y | N | | | | | | Private |
| Alejandro M. | 5 | 42235 | EO | Spanish | EL | | Y | Y | New | NA | NA | Y | Y | N | | | | | | Teague (Central) |
| Jacob B. | 6 | 42234 | EO | | EO | | | | | | | | | | | | | | | |

C. What happens if the HLS indicates at least one response other than English on **questions #1-3?**

If a parent/guardian elects to put two languages on a line;

Example 1: English/Hmong: The language other than English must be listed in student information system, and ELPAC is administered.

Example 2: Hmong/Thai: You must confirm with parent/ guardian the dominant language and enter it into student information system, and ELPAC is administered.

1. The pupil shall be designated as having a primary language other than English and the assessment process begins. This includes migrant, special education, and alternative education pupils.
2. A copy of the HLS shall be given to the person at the school site who is responsible for the EL program.
3. A copy of the HLS shall be attached to the *HLS CUM Card* and placed in the pupil's CUM file. The pupil is administered the Initial ELPAC. A pupil who has an overall score of Novice or Intermediate is an English Learner (EL) and receives services. If a pupil scores Initial Fluent English Proficient they are listed as (IFEP) and will not need EL services.
4. The initial (ELPAC) 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 pupil's former school district. If official results are not available, the school shall administer an informal initial ELPAC within the 30-day period.
5. The pupil's name shall be placed on the *Demographic Sheet* reflecting the pupil's scores. If ELPAC results are from another district, a copy of the pupil's report must be attached to the Demographic Sheet.
6. The pupil is placed in the appropriate instructional setting based on the results of the initial ELPAC.

English is never entered into student information system as a primary language, when the HLS has another language

ASSESSMENT

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA: ELPAC

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|-----------------------|---|
| Principal or Designee | <ul style="list-style-type: none"> Responsible for process at school |
| Director or Designee | <ul style="list-style-type: none"> Responsible for procedures, training, technical assistance, and support Coordinates data collection and input data received from school sites Provides ELPAC materials, and training, and testing reports and coordinates shipments of ELPAC to ELPAC Customer Support Center |
| EL Site Coordinator* | <ul style="list-style-type: none"> Responsible for and oversees coordination of test administration Administer ELPAC within 30 days of enrollment unless a previous score is received for new students, |

****EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.***

Procedures for Administering ELPAC

Education Code 313 establishes the ELPAC as the initial and annual test for English learners. ELPAC is to be administered for initial identification purposes within 30 calendar days of initial enrollment to a pupil whose primary language is other than English, as determined by the Home Language Survey, and who has not previously been assessed for English language proficiency in a California public school in Trans-Kindergarten – grade 12.

English learners take the Summative ELPAC annually to monitor their progress in attaining English proficiency.

- Initial ELPAC Assessment: Given within 30 calendar days of initial enrollment between August-June**
- Summative ELPAC Assessment Window: February 1, - May 31, during the school year.**

All EL students with an ELPAC level of high expanding/low bridging must be appropriately placed in an EL Program that reflects his/her needs and level of proficiency.

There are four (4) proficiency levels within ELPAC:

1) Minimally Developed 2) Somewhat Developed 3) Moderately Developed 4) Well Developed

Foreign Exchange Pupils: When registering Foreign Exchange Pupils, the process follows the same procedure as any other pupil registering at a school. When the guardian of a Foreign Exchange Pupil enrolls a student, completes a Home Language Survey, and responds to questions 1, 2, or 3 with any language other than “English”, they must be initially tested with the ELPAC within 30 calendar days of enrollment. If they answered question 4 with a language

other than English, that language is entered into student information system and added to the monthly Demographic Sheet. The pupil will be identified as Initial Fluent English Proficient (IFEP).

Pupil placement into EL Program: The ELPAC provides scores for the skill areas of listening, speaking, reading, and writing as well as an overall score. Standards Proficiency levels (Emerging, Expanding, Bridging) were developed for each skill area and for the overall score as well as Performance Proficiency levels.

- A. The EL Site Coordinator monitors administration of ELPAC. **A pupil is administered the initial ELPAC test only once.** If the pupil has been in an EL program in another school in CUSD or in a school in another district, an effort **must** be made to obtain the ELPAC scores within 30 days after enrollment.
- B. ELPAC shall be administered to each pupil by a credentialed teacher or a qualified staff member who has been trained to administer the ELPAC.
- C. When administering the ELPAC, follow the directions in the *Examiner's Manual* and in the *Scoring Guide*.
- D. Use the correct grade level and form for the child to be assessed.
Grade level spans are:
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grades 3-5
 - Grades 6-8
 - Grades 9-10
 - Grades 11-12
- F. Pupils receiving Special Education services or those with a 504 Plan will be administered the ELPAC assessment with accommodations, modifications, or an alternate assessment, as specified in their IEP or 504 Plan. Accommodations as per the Matrix 4 must be documented in (SEIS) Special Education Information System.
- G. After administering the ELPAC, print the *Student Score Report* in ELPAC TOMS. Copies are to be available to parents, teachers, and filed in the CUM and EL Folder.

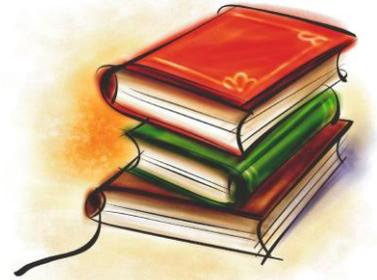
Note: For further information about ELPAC, refer to the Annual ELPAC Section, Alternate Assessment Guidelines for ELPAC and Accommodations. The Alternative Assessment Guidelines and Accommodations may be used when administering the initial ELPAC.

- H. When identifying a pupil receiving Special Education services as an EL, program placement should not rest on a single test score. Other available information within the IEP shall be used to determine appropriate assessment and services.

The law requires districts to use the Initial ELPAC Assessment as a primary indicator of English proficiency for the initial identification of English Learners. However, the following criteria are recommended to guide the initial identification of a pupil as either fluent English proficient (FEP) or as an English Learner (EL).

1. A pupil with an overall proficiency level of IFEP be identified as FEP.

2. A pupil scoring Novice or Intermediate level should be identified as an EL.
3. Documentation should be retained for accountability purposes.

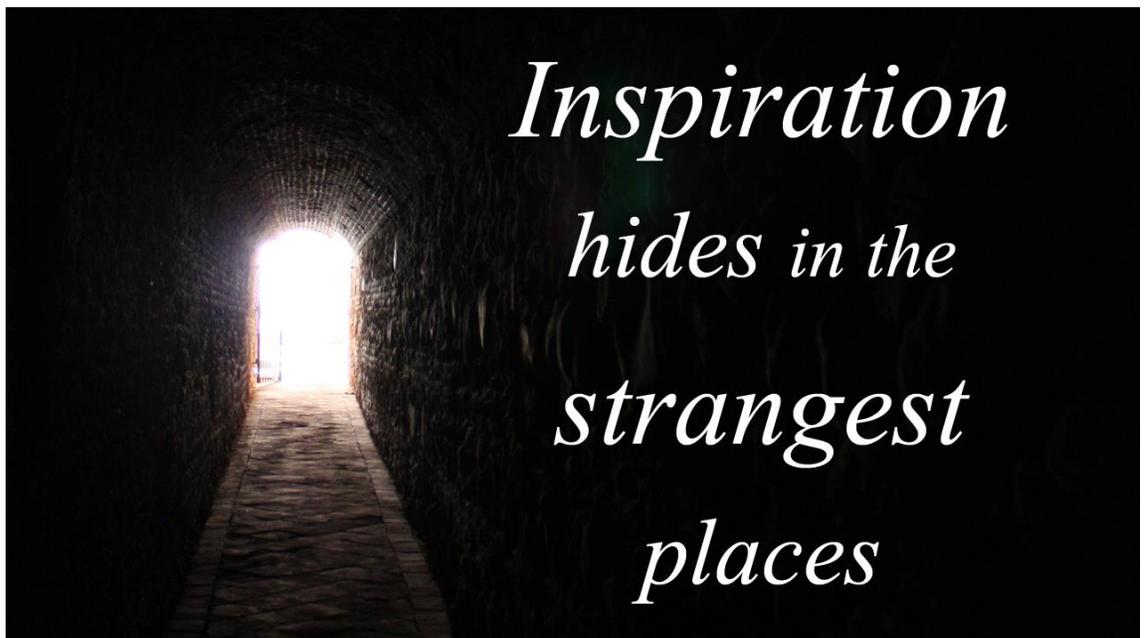


NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND STUDENT PLACEMENT

Initial Placement Steps:

- A. Use the Local Scoring Tool (LST) scoring guide to establish the pupil's overall proficiency level. The LST user's instructions and scoring guide are available at the following URL: <http://www.elpac.org>
- B. Once the pupil's initial overall proficiency level is determined, the determination of EL or IFEP can be made
 - **EL:** Novice, Intermediate
 - **IFEP:** IFEP
- C. After determining whether the pupil is EL or IFEP, choose one of the following steps:
 1. **If the pupil is EL:**
 - a. Place the pupil in Structured English Immersion setting placement
 - b. Place the pupil's name on the Demographic Sheet and complete columns 1 through 11. In column #11, please state the language proficiency level
 - c. Administer primary language survey within 90 days
 - d. Create and document the progress of each EL pupil in the EL folder
 - e. Send home the *Parent Notification of Initial Testing Results and Placement for English Learners* letter
 - f. Mark EL box on *CUM CARD* (EL Form #4.1C) and place in pupil's CUM file, along with primary language survey results
 2. **If the pupil receives Special Education services and is also an EL**, the Individual Education Plan (IEP) shall guide the pupil's placement and instructional program relative to English Language Development, special needs, and alternate assessments
 3. **If the pupil is IFEP**, no further testing is necessary.
 - a. The pupil is placed in the school's regular academic programs
 - b. Place the pupil's name on the *Demographic Sheet* and state the language proficiency level
 - c. No EL folder is needed; however place Initial ELPAC testing information in the CUM and Cat files
 - d. Mark appropriate IFEP box on *CUM CARD* (EL Form #4.1C) * see attached and place in pupil's CUM
- Submit the following documentation monthly to Supplemental Services:
 - *Demographic Sheet* with necessary attachments

- Attach all reclassification documents
- If no assessments were administered for the month, notify Supplemental Services that no tests were administered on a completed *Demographic Sheet* stating “None” and add a copy to your categorical files



PRIMARY LANGUAGE PROFICIENCY SURVEY

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|---|---|
| Principal, Registrar, or Designee | <ul style="list-style-type: none"> Responsible for process at school |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> Responsible for procedures, training, technical assistance, and support Maintains and revises the <i>EL Pupil Identification Procedures and Initial Testing Procedures and Information</i> booklet on annual basis Coordinates data collection, and input received from school site Provides ELPAC materials, and training |
| EL Site Coordinator* | <ul style="list-style-type: none"> Administer primary language survey to pupils scoring EL on ELPAC using the following instrument within 90 days of enrollment: <i>Primary Language Survey</i> (for all languages other than English) |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

All pupils identified as English Learners are further assessed for primary language proficiency **within 90 calendar days** of the pupil's enrollment. Each English Learner shall have their primary language assessed using the *Primary Language Survey* for all languages. The pupil's primary language proficiency shall be assessed in listening, speaking, reading, and writing in grades TK-12.

- A. **Pupils who speak any language other than English:** A Bilingual Cross-cultural Language and Academic Development (BCLAD) teacher or supervised bilingual instructional assistant (one who speaks the student's primary language) administers the Primary Language Survey. Family members or members within the community may also be used to assist with the survey.
- B. If a pupil has been in an English Learner program in another school or district, schools should seek the English Learner's primary language survey or assessment from the previous school/district within the 90 day period. If the information is not available within 90 days, the school shall administer the *Primary Language Survey*.
- C. When primary language survey is completed, documentation is placed in the pupil's EL folder and entered on the *CUM Card* (EL Form #4.1C).

DOCUMENTATION AND PARENT NOTIFICATION OF INITIAL TESTING

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|--|--|
| Principal or Designee | <ul style="list-style-type: none"> • Responsible for process at school |
| EL Site Coordinator* | <ul style="list-style-type: none"> • Oversees the completion of the <i>Initial Identification Results</i> card • Oversees the distribution of the parent notification letters within 30 days of initial enrollment |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> • Responsible for procedures and provides technical assistance and support • Revises the <i>Initial Identification Results</i> card |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

An *Initial Identification Results Card* (EL Form #6 C) shall be completed for **all pupils** who were administered the ELPAC. (See sample card in Appendix). Cards are available from the Department of Supplemental Services. Make sure **all** results are accurately recorded and appropriate placement is made with an authorized teacher.

- A. For all TK-12 pupils who score IFEP on the ELPAC, sections 1, 3, and 4, of the *Initial Identification Results Card* shall be completed.
1. **Send** the parent/guardian *Parent Notification of Initial ELPAC Student Score Report and Placement for English Learners* letter. (See sample letter in Appendix). All required initial testing information shall be completed:
 - a. Record the results of the ELPAC.
 - b. Place an "X" in the box for Initial Fluent English Proficient (FEP).
 - c. List the name of a contact person and a telephone number.
 - d. The principal or his/her designee must sign the letter.

The parent notification of initial testing letter is also available in other languages via www.elpac.org .

2. **Staple** the Initial ELPAC Pupil Score Report and a copy of the *Parent Notification of Initial Testing Results and Placement for English Learners* to the card and file in the school's categorical FEP testing results file.
3. Mark the box next to IFEP on the *CUM Card* (EL Form #4.1C) and place in the CUM file.



B. For all K-12 pupils who score Novice or Intermediate on the ELPAC, Sections 1, 2, 3, and 4 of the *Initial Identification Results Card* (EL Form 6C) shall be completed.

1. **Send** the parent/guardian the *Parent Notification of Initial Testing Results and Placement for English Learners* letter. All required initial testing information shall be completed:
 - a. Record the results of the ELPAC.
 - b. Based on the overall proficiency, place an "X" in the box for:
 - English Learner (EL) – Novice or Intermediate
 - c. Record the primary language survey results.
 - d. List the name of a contact person and a telephone number.
 - e. The principal or his/her designee must sign the letter.

The *Parent Notification of Initial Testing Results and Placement for English Learners* letter including translations in other languages and are available on <http://elpac.org>

2. **An EL folder should be established as soon as initial testing is completed.**
3. **Place** the *Initial Identification Results Card*, *Initial ELPAC Student Score Report*, the primary language survey, and a copy of the parent letter in the pupil's **EL folder**.
4. The pupil shall be placed in the Structured English Immersion setting program services for EL.

PROGRAM PLACEMENT FOR ENGLISH LEARNERS

A. Procedures to Determine Proficiency Level

Initial English proficiency levels from the ELPAC reflect the pupil's development in English fluency. This information shall be used to determine the pupil's English Language Acquisition Status (ELAS).

| OVERALL PROFICIENCY LEVEL | English Language Acquisition Status |
|---------------------------|-------------------------------------|
| Novice | English Learner (EL) |
| Intermediate | English Learner (EL) |
| IFEP | Fluent English Proficient (FEP) |

B. Instructional Setting Program Placement for English Learners

1. ELs scoring at the Novice/Intermediate level is placed in a Structured English Immersion class placement.
2. ELs scoring IFEP on the Initial ELPAC shall be considered Initial Fluent English Proficient (IFEP).
3. An EL shall receive EL services until he/she meets the criteria for reclassification.
4. Special Education ELs shall receive appropriate academic **and** EL services including primary language support, as needed, according to their IEP.

C. EL Authorizations for Teachers

1. ELs must be placed with teachers who hold an appropriate EL Authorization (See Board Policy #6210 and Staffing Requirements in Appendix).

CORRECTION OF CLASSIFICATION ERRORS

Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform ordinary classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC. Please see *California Code of Regulations*, Title 5, Section 11518.20(a) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTI>.

Correction Process B

Process B is used if an LEA administers the Initial—or Summative—ELPAC to a student who is not eligible to be assessed. Please see *California Code of Regulations*, Title 5, Section 11518.20(b) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTI>.

Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC. Please see *California Code of Regulations*, Title 5, Section 11518.20(c) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTl>.

If a pupil is classified as EO pursuant to section 11518.5(b), but the LEA has an indication that the pupil's primary or native language is not English, and the pupil is unable to perform ordinary classroom work in English, the LEA may collect and review evidence and correct EL classification.

Following the administration of the initial assessment to a pupil, but before the administration of the summative assessment to that pupil, upon request from the pupil's parent or guardian or certificated employee of the LEA. The LEA shall collect and review evidence and correct EL classification.

The LEA shall notify pupil's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the pupil's enrollment in the California public school system.

Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include:

1. The results of the survey administered pursuant to section 11518.5(a);
2. The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC Assessment; Benchmark, Study Sync, and Collections curricula.
3. Parent or guardian opinion and consultation results; and
4. Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7-12) and English language development, as applicable, obtained from the pupil's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

REQUIRED ON-GOING DOCUMENTATION OF SERVICES TO ENGLISH LEARNERS

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|------------------------------|--|
| Principal or Designee | <ul style="list-style-type: none"> • Responsible for process at school |
| EL Site Coordinator* | <ul style="list-style-type: none"> • Monitors EL Folders and required documentation • Provides support and materials for teachers • Sends parent notification letter • Administrated Initial ELPAC |

| | |
|---|---|
| | |
| Classroom Teacher (with appropriate EL authorization) | <ul style="list-style-type: none"> • Maintains the <i>Mastery of ELD Standards, Student Performance Report</i> • Administers the annual ELPAC |
| Director of Supplemental Services or Designee | <ul style="list-style-type: none"> • Provides technical assistance and support |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

Procedures for Documenting EL Services

1. Each English Learner shall have an EL Folder. The folder shall contain all the required items for documenting services to the EL. The required items are listed on the *EL Folder Checklist* (EL Folder Cover).
2. Initial State EL testing information shall be in each EL Folder. See Part C.
3. ELD progress shall be documented on the “*CUSD EL Progress Monitoring*” chart using the *Student Performance Report* from Illuminate. ELs shall be assessed at each semester for progress monitoring.
4. On an annual basis, each parent shall be sent the *Parent Notification* letter.
5. ELs placed in a bilingual (alternative) program shall have an approved *Parental Exception Waiver* in their EL folder. See *Parental Exception Waiver* procedure in Part E.
6. ELs whose parents/guardians have withdrawn/declined the Structured English Immersion placement shall have a *Parent Withdrawal/Decline* letter in their EL Folder.

Note: EL Folders are the property of Clovis Unified School District and used to monitor the progress of our English Learners. DO NOT send to other districts when student withdraws from CUSD.

PART B

INSTRUCTIONAL SERVICES

B

PART B

INSTRUCTIONAL SERVICES

PROGRAM DIMENSIONS VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL 17: APPROPRIATE STUDENT PLACEMENT

PROGRAM DIMENSION VII: TEACHING AND LEARNING

EL 19: ENGLISH LANGUAGE DEVELOPEMNT

EL 20: ACCESS TO THE CORE SUBJET MATTER

CUSD is committed to a program that assures all children equal educational opportunities. The district intends to provide English Learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist pupils in becoming productive members of our society. CUSD maintains Board Policy and Administrative Regulation 3504 that describes the curriculum and instruction policy for EL programs and services.

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|---|---|
| Principal or Designee | <ul style="list-style-type: none"> • Responsible for implementation of program/services at school • Places pupils in appropriate classrooms, validates implementation of program and services • Monitors pupil progress |
| EL Site Coordinator* | <ul style="list-style-type: none"> • Monitors implementation of program/services, and maintains <i>EL Folders/ Progress Monitoring</i> • Provides support for teachers • Administers the Initial and Summative ELPAC • Oversees administration of the Initial and Summative ELPAC |
| Classroom Teacher (with appropriate EL authorization) | <ul style="list-style-type: none"> • Implements program and services (Structured English Immersion, and additional appropriate services); provides instruction, and maintains the <i>Mastery of ELD Standards and Student Performance Report</i> • Administers the Initial and Summative ELPAC |
| Bilingual Instructional Assistants | <ul style="list-style-type: none"> • Assist with implementation of programs and services; provide primary language assistance and support |
| Supplemental Services Department | <ul style="list-style-type: none"> • Provides training, technical assistance and support • oversees data collection and monitors records |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

The district will offer the following instructional setting program options to English Learners: (1) Structured English Immersion (SEI) and (2) Alternative Programs. Each of these options is designed to ensure that students acquire English language proficiency and to prevent and address any academic deficits that may have developed in other areas of the core curriculum.

All English Learners shall be placed in the appropriate instructional program/services based on their English language proficiency level and receive an instructional program which includes the following required components:

- Well-articulated, standards-based and research-based differentiated English Language Development (ELD) specifically designed for ELs.
- Well-articulated, standards-based differentiated instruction shall gain access to the core curriculum through Designated ELD, Integrated ELD, Specially Designed Academic Instruction in English (SDAIE), or primary language assistance and support.

INSTRUCTIONAL SETTINGS

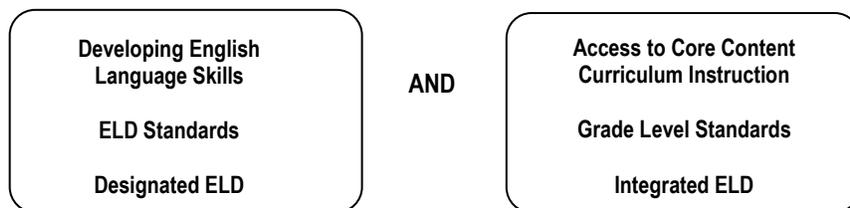
TK-12 Structured English Immersion (SEI)

Structured English Immersion is an English language acquisition program in which nearly all classroom instruction is in English, but the curriculum and presentation is designed for those learning the English language. The program is designed to help pupils acquire English through various instructional models that use communicative and content based approaches. Clarification, explanation, assistance, and support may be in the pupil's primary language. The goal is to teach language proficiency in English rapidly and effectively. Content instruction will be given simultaneously with English Language Development (ELD) so the English Learner will not incur academic deficits.

The Structured English Immersion instructional program is designed for all English Learners who have scored level 1, 2, 3, or 4 of English language proficiency assessment as measured by the ELPAC.

STRUCTURED ENGLISH IMMERSION

(Instruction nearly all in English)



The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. English Learners will receive daily Designated ELD instruction. In addition, access to the core

content is accomplished through instructional strategies using Integrated ELD and Specially Designed Academic Instruction in English (SDAIE) techniques which may include an increased emphasis on comprehensible input, vocabulary development, and a greater reliance on hands-on experiences to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct support, and explain concepts.



Table 2.1: K–12 Structured English Immersion (SEI) Program Components

| Type of Setting | Program Recipients | Program Elements | Staffing |
|---|---|---|---|
| Structured English Immersion (SEI) | English Learners <ul style="list-style-type: none"> • ELPAC Level 1 (Minimally Developed) • ELPAC Level 2 (Somewhat Developed) • ELPAC Level 3 (Moderately Developed) • ELPAC Level 4 (Well Developed) | <ul style="list-style-type: none"> • Designated ELD- a protected time during the regular school day, in which teachers use the CA ELD standards as the focal standard in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. Daily, leveled ELD instruction- minimum of 30 minutes (grades TK-6) at least one period per day (Grades 7-12) • Integrated ELD- use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards • Core instruction taught overwhelmingly in English with primary language (L1) support • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and further language development • ELD Instruction must include | <ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL authorization • Preference is a BCLAD or CLAD teacher who is bilingual/biliterate • Non-BCLAD teachers can be paired with a bilingual instructional assistant (when available) who, under the teacher's direction, provide primary language support |

| | | | |
|--|--|---|--|
| | | <p>listening, speaking, reading, and writing</p> <ul style="list-style-type: none"> • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources. • ELD aligned instructional materials and strategies using both core and supplemental. | |
| <p>Special Support Options for English Learners in SEI Programs:</p> <ul style="list-style-type: none"> • Tutoring • Additional ELD instruction • Specialized instruction by personnel with literacy and EL expertise • Participation in Multi-Tiered System of Supports(MTSS) or intensive interventions • Before and/or after school intervention programs • Summer School Programs • Other appropriate services | | | |

Parental Exception Waiver

Under certain conditions, parents may request a *Parental Exception Waiver* form for placement in an Alternative Course of Study (bilingual program). A bilingual program is a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child’s native language. See *Parental Exception Waiver* in Part E.

The Individualized Education Program (IEP) team determines placement of each Special Education pupil, regardless of language proficiency. No provision of an IEP requires a *Parental Exception Waiver*.

Note: The composition of each English Learner’s program and services shall be based upon individual diagnosed needs. English Learners shall be appropriately assigned to teachers who are authorized under California state regulations and guidelines to provide EL services.

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary Language Instruction consists of directed lessons, as well as student participation, in and through the target language. This instruction makes use of grade level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is used as the primary method to provide access to the core curriculum.

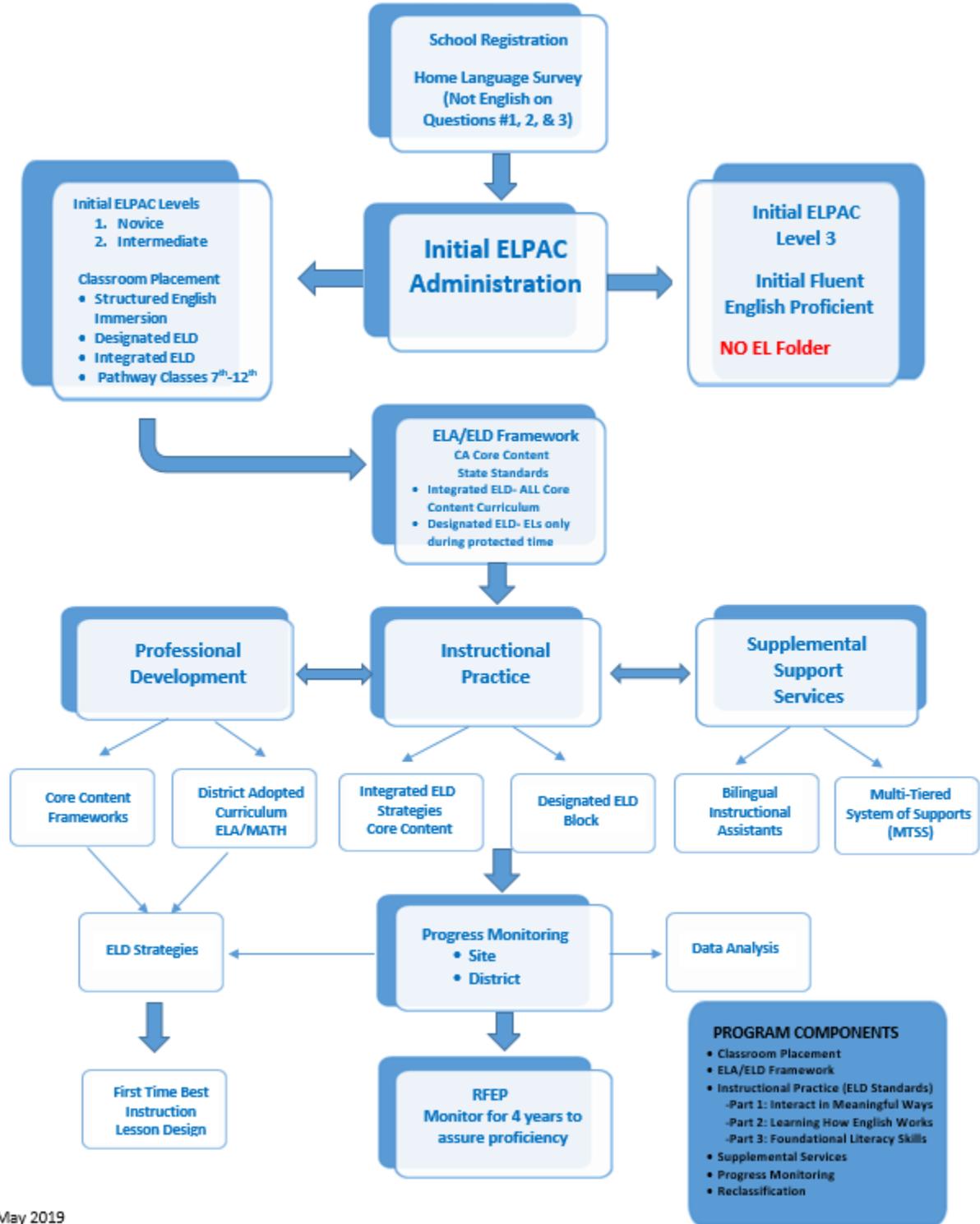
Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided with the Structured English Immersion or Alternative Programs by a teacher who is bilingual, a trained bilingual instructional assistant, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to clarify, direct, support, or explain concepts to students who has been in the United States less than 12 months. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. In addition, when 15 percent or more of the school's students are speakers of the same language, schools must translate all materials for parents into the primary language.



CUSD English Learner Program

GRADES TK - 12



May 2019

REQUIRED ELEMENTS OF ENGLISH LEARNER INSTRUCTIONAL PROGRAM

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD is designed to facilitate the acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic competencies that native English speakers possess when they enter school and continue developing throughout life

Overview of English Language Development (ELD)

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

“English learners at all English proficiency levels and at all ages require **both** Integrated ELD **and** specialized attention to their particular language learning needs, or Designated ELD.” (p. 119)

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

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

5 CCR Section 11309(c)(1) states:

“Any language acquisition program provided by a local educational agency (LEA) shall:

(1) Be designed using evidenced-based research and include both Designated and Integrated ELD.”

Designated and Integrated ELD instruction is a component of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning.

The ELD component of all instructional model is research based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit, direct instruction of academic language are necessary for this development to occur. It may take ELs five to seven years to achieve academic English proficiency

comparable to that of their native English-speaking peers. Each English Learner will develop at his or her own pace, depending on a multitude of environmental, personal, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of English Learners. Further, ELD is taught using a specific curriculum based on the California ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach English Learners to communicate effectively in English. ELD provides the foundation for literacy (reading, writing, speaking, and listening) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of settings (e.g., self-contained classroom; flexible grouping, clustering of students at the same levels for deployment).

ELD must be a part of the daily program for every English Learner. Law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional, and explicit component of the total education of each English Learner. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL receives the minimum of **30 minutes** of ELD instruction in grades TK-6 and at least **one period** of ELD instruction per day in grades 7-12.

Curriculum and Instruction for English Learners (ELs)

English learners must be provided standards-aligned instructional materials. These are state adopted instructional materials in mathematics, science, reading/language arts, and history/social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of ELs. The State of California *English-language Development (ELD) Standards* are designed to amplify the English-language arts content standards and help ensure that ELs develop proficiency in both the English language and the concepts and skills contained in the English language arts content standards. The ELD standards are aligned to ELPAC and can be downloaded at <http://www.cde.ca.gov/ta/tq/el/admin.asp>. Clovis Unified uses core ELD curriculum in grades TK-12, such as; *Benchmark (TK-5th)*, *Collections (6th)*, *Inside (7th-8th)*, and *Edge (9th-12th)*.

Why do we need ELD?

English Learners need a specific, developmental curriculum designed to develop their conversational and academic proficiency in English. Pupils who are not proficient in English need specialized instruction that meets their particular needs. English Learners have the same cognitive and academic abilities as their native English-speaking classmates, but lack the English language skills needed to understand grade level appropriate instruction in the content areas when the instruction is delivered in English.

Who can teach ELD?

ELD shall be delivered to **all** English Learners by teachers who have an EL authorization. EL authorizations include: BCLAD, CLAD, AB 2913 (previously SB1969/395), AB 1059, or SB 2042 authorization, or actively in training for an EL authorization by the California Commission on Teacher Credentialing.

What are the ELD Standards?

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness

described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards **DO NOT** repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy. Instead, they amplify the language knowledge, skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English. The CA ELD Standards have two main sections common to all grade levels. This section provides a foundation for and an orientation to the standards via the following components:

Part I: Interacting in Meaningful Ways

- A. Collaborative (engagement in dialogue with others)
 - 1. Exchanging information and ideas via oral communication and conversations
 - 2. Interacting via written English (print and multimedia)
 - 3. Offering opinions and negotiating with or persuading others
 - 4. Adapting language choices to various contexts
- B. Interpretive (comprehension and analysis of written and spoken texts)
 - 5. Listening actively and asking or answering questions about what was heard
 - 6. Reading closely and explaining interpretations and ideas from reading
 - 7. Evaluating how well writers and speakers use language to present or support ideas
 - 8. Analyzing how writers use vocabulary and other language resources
- C. Productive (creation of oral presentations and written texts)
 - 9. Expressing information and ideas in oral presentations
 - 10. Writing literary and informational texts
 - 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - 12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

- A. Structuring Cohesive Texts
 - 1. Understanding text structure and organization based on purpose, text type, and discipline
 - 2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
- B. Expanding and Enriching Ideas
 - 3. Using verbs and verb phrases to create precision and clarity in different text types
 - 4. Using nouns and noun phrases to expand ideas and provide more detail
 - 5. Modifying to add details to provide more information and create precision
- C. Connecting and Condensing Ideas
 - 6. Connecting ideas within sentences by combining clauses
 - 7. Condensing ideas within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills Considerations for instruction in foundational literacy at each grade level (TK–5) and the grade span 6–12 are outlined here. Corresponding CA CCSS for ELA/Literacy.

How is English Language Development (ELD) taught?

All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. ELD instruction is described in two ways:

- Integrated ELD:
 - All teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.
 - ELD is taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress.
 - ELs should read, analyze, interpret, discuss, and create a variety of literary and informational text types.
 - ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.
 - They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

Effective features of Integrated ELD throughout the day and across ALL disciplines:

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Appropriately scaffolded in order to provide strategic support that moves learners towards independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

- Designated ELD:
 - Protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.
 - Supports ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.
 - ELs are engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language.
 - Develop awareness of how English works in both spoken and written language.

Effective features of Designated ELD:

- Intellectual Quality
Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support.
- Academic English
Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy and other content standards, is the main focus of instruction.
- Extended Language Interaction
Extended language interaction between students, including ample opportunities for student to communicate in meaningful ways using English. Opportunities for listening or viewing and speaking are thoughtfully planned. As students progress along the ELD continuum, these activities also increase in sophistication.
- Focus on Meaning
Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
- Focus on Forms
Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type which also includes attention to the discourse practices, text organization, grammatical structures, and vocabulary.
- Planned and Sequenced Events
Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.

Effective features of Designated ELD (continues):

- **Scaffolding**
Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs.
- **Clear Lesson Objectives**
Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
- **Corrective Feedback**
Teachers provide student with judiciously selected corrective feedback on language usage in ways that are meaningful to students.
- **Formative Assessment Practices**
Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices. They analyze student work to prioritize student instructional needs.

ELD shall be a part of the **daily** program for every English Learner. ELD shall be a planned, specific component of the total education of an English Learner. In order to provide appropriate English language instruction, the English Learner's current ELD level must be taken into account. All English Learners shall receive **daily** ELD instruction targeted to their proficiency levels. For ELD instruction to be effective, the individual needs of the pupil must be addressed through careful planning and implementation. Research shows that a second language is acquired in much the same way as the first. To facilitate the acquisition of English, ELD should be taught in settings where the language is used in authentic contexts and the atmosphere is one of low anxiety. English instruction that is relevant to the pupil and is presented in a pupil-friendly environment promotes the acquisition of English. Tapping prior knowledge helps pupils connect the new language to familiar topics and helps create a low-stress environment that encourages learners to take risks and experiment with language.

Flexibility in grouping can enhance English language acquisition as long as ELD instruction is differentiated according to the pupil's proficiency level. Teachers can effectively provide small group ELD instruction during the English Language Arts block by organizing classrooms into centers or stations where literacy and content area activities, which are appropriate to the needs of their English Learners, are provided.

There should be a **minimum of 30 minutes of daily ELD instruction** in grades TK-6 and **one block period** in grades 7-12. Based on the English Learner's individual needs, ELD instruction shall be planned so the pupil will progress through the ELD standards as rapidly and effectively as possible until reclassification.

An individual EL Folder shall be maintained for each EL to document pupil progress. ELD progress shall be documented by mastery of ELD Standards and performance on ELD assessments. Assessment results and student progress toward mastery of the ELD standards shall be documented on the "*Student Progress Monitoring*" Chart of the EL Folder.

Grouping for Designated ELD

During designated ELD, English Learners are grouped by EL proficiency levels, so that teachers are able to strategically target students' language learning needs. It is important to note that designated ELD is not intended to isolate or segregate ELs nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD

instruction time is intended to be used as a protected time when ELs receive the type of instruction that accelerates their English language and literacy development. Further, it is imperative that grouping during the rest of the day be heterogeneous to ensure that ELs interact with proficient English speakers.

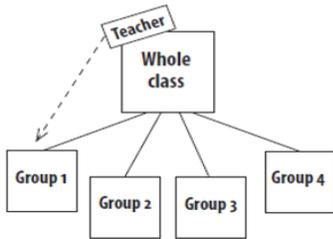
The population of ELs in different schools and in different grade levels within schools varies, so each school needs to carefully consider grouping options for ELs. Schools with smaller student population of ELs (e.g., five ELs at a given grade level), individual classroom teachers may work with small groups of ELs at an opportune time during the day. Importantly, however a school decides to schedule designated ELD, ELs should not be removed from other core content instruction in order to receive designated ELD instruction. Designated ELD must be provided in addition to all core content instruction. In secondary settings, ELs need full access to grade level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and career. Designated ELD does not replace rich content coursework across the disciplines.

Ideally, a teacher would group English Learners so that one to two (adjacent) levels of ELD would be addressed in each instructional group. By such grouping, the teacher can direct the ELD instruction in a focused manner. Pupils assigned to such groups might be from one classroom or be deployed from several classrooms; in addition, pupils may be from the same grade level or from adjacent grade levels. However, under some circumstances, providing ELD to ELs of one to five ELD levels may be necessary. This is especially true when a site has a small EL population and there are only a few ELs in any particular grade or classroom. When more than two levels of ELD are represented in one instructional group, the teacher needs to design lessons that will address the needs at the various ELD levels through differentiated instructional questioning techniques

Elementary ELD Instructional Models:

| | |
|---|---|
| <p>BLENDED SERVICES (DEPLOYMENT)</p> | <p><u><i>Designated ELD Block</i></u></p> |
| | <ul style="list-style-type: none"> • Students are grouped by proficiency levels • Teachers provide ELD instruction • Intervention teacher may provide ELD instruction • BIA may help with groups under teacher directions |
| <p>CENTERS</p> | <p><u><i>Designated ELD Block</i></u></p> |
| | <ul style="list-style-type: none"> • Teachers provide ELD instruction • Students are grouped by proficiency levels • BIA may help with groups under teacher directions • Students rotate to receive ELD instruction and differentiated follow-up activities |

DIRECT INSTRUCTION



Integrated and Designated ELD

- Content instruction is provided to the whole class first with scaffolds to support ELs
- Follow-up with small group instruction (ELs only) focusing on concept taught to help with language development.
- Tasks are differentiated based on students' proficiency level.

Instruction Nearly All in English

All English Learners shall be taught in Structured English Immersion classrooms (SEI). *English Language Classroom* means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. *Nearly all in English* or *overwhelmingly in English* means at least 80% of the classroom instruction shall be in English. Clarification, explanation, assistance, and support as needed may be in the English Learner's primary language.

Integrated ELD

Integrated ELD provides pupils the opportunity to increase participation in activities and use materials that help them approximate grade level core content standards. Integrated ELD instruction uses strategies to develop the structures and functions of English and frontload key vocabulary and concepts in grade-level core curriculum in language arts, math, social science, and science. The teacher and/or bilingual instructional assistant (BIA) will provide support which is designed to make the core curriculum accessible to ELs. It is instruction designed to teach English for academic purposes in the context of core curriculum.

SDAIE (Specially Designed Academic Instruction in English or Sheltered Instruction)

SDAIE strategies are used to make grade-level content instruction comprehensible to ELs in the core curriculum (language arts, mathematics, science, social science). The content should be supported with rich contextual clues, graphic organizers, activating prior knowledge, modeling, demonstrations, and practical examples. Instruction should be *overwhelmingly* in English. It is appropriate to provide some vocabulary support in the primary language. This is best done as a preview at the beginning of a lesson or as a review at the end of a lesson. Primary language support in the form of previews and/or reviews can be provided by either the classroom teacher or bilingual instructional assistant. Supplemental materials in the primary language can be used by the pupils and their families to support comprehension of content taught during class in English.

Primary Language Support

Instruction is in English and the EL receives support or assistance from a BCLAD teacher or bilingual instructional assistant (BIA) who speaks the EL's primary language. Core curriculum areas are presented in a comprehensive manner using SDAIE strategies. Support strategies are preview/review, small groups, individual tutoring, clarification, etc. Primary language support/assistance in the EL's primary language shall be sufficient to address core content areas in which the EL needs support. An EL's primary language may be used for clarifying content, tapping into prior knowledge, monitoring pupil comprehension in order to maximize understanding, and/or determining if a concept has been internalized.

Primary Language Instruction, If Needed

The EL's primary language is used during instruction to provide access to the core curriculum. Instruction, textbooks, and teaching materials may be in the EL's primary language. BCLAD teachers who speak the EL's primary language shall provide primary language instruction. Primary language instruction shall not be used for more than 20% of the instructional time.

Primary Language Instruction (Bilingual Program Only)

A bilingual program is a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language. The EL's primary language is used during instruction to provide access to the core curriculum. The EL also receives a sequential English Language Development (ELD) program based on his/her individual diagnosed need.

Plan for Recouping Academic Deficits and Strategies to Overcome Academic Deficits ("Catch-up Plan")

All English Learners shall have access to the core curriculum (academic instruction across the district's core curriculum) and shall be monitored for academic deficits using the district's accountability and assessment system. ELs shall receive instruction in English with the curriculum and presentation designed for children who are learning the English language. Services shall be designed for the EL to learn English and the core curriculum, simultaneously.

The core curriculum shall be designed so that English Learners are either (a) learning grade level academic content or achieving at parity with their native English speaking peers, or (b) are recouping academic deficits at a rate that will allow them to achieve academically at parity with their peers. Lessons shall reflect curriculum, materials, and approaches that are designed for English Learners and are appropriate to their English language proficiency level. If academic deficits occur, the English Learners shall receive the appropriate services to recoup/overcome the deficits; such as additional tutoring, after-school programs, individualized instruction, reading lab, writing lab, Edgenuity summer school, etc.

Individual and group data shall be analyzed by grade level, level of language proficiency, and time in program to indicate English Learners are making progress in English proficiency and attaining academic achievement and mastery in the core curriculum. See ELD and academic achievement timelines on page 55.

English Learners that are also in Special Education or on a 504 Plan shall make substantial progress toward achievement of Individualized Education Program (IEP) academic goals. See Section G for more information.

SUGGESTED PROGRAM DESIGN FOR GRADES Transitional Kindergarten/K-12

All the instructional programs designed for English learners must contain the following components:

- A. Explicit, well-articulated, standards-based, differentiated daily English language development (ELD) instruction, specifically designed for English learners;
- B. Well-articulated standards-based core curriculum instruction provided with primary language support and specially designed academic instruction in English (SDAIE); and
- C. Structured activities designed to develop multi-cultural competency and positive self-esteem, woven through the core curriculum.
- D. For grades 7-12, pathway courses provide specific support for ELs to ensure they gain full access to rigorous, grade-level core curriculum, and that they continue in their progress to master English. The classes address the California content standards.

Elementary (Transitional Kindergarten/K-6)

TK/K-6 English Learners shall be placed with teachers who have appropriate EL authorization to teach both ELD and SDAIE. ELs, based on their individual assessed needs, should be placed in the Structured English Immersion instructional setting program (less than reasonable fluency) or English Language Mainstream, additional and appropriate services (reasonable fluency).

English Learners are expected to achieve a minimum growth of one proficiency band annually, as measured by the ELPAC.

All ELs must continue to receive daily, targeted ELD instruction until reclassified as Fluent English Proficient. Curriculum, materials, and instructional strategies should be designed to promote the ELs second language acquisition of listening, speaking, reading, and writing skills; and to learn the grade level content achieving at parity with their native English speaking peers. English Learners, who have incurred academic deficits, should receive additional services (additional tutoring, after-school programs, individualized instruction, reading lab, writing lab, etc.) until they have recouped such deficits.

All English Learners should receive Designated and Integrated ELD and/or primary language support in all core curricular areas. A BCLAD teacher or a BIA who speaks the EL’s primary language may provide primary language support.

Elementary TK-6th

| Grades TK-6 | Type of Setting | Pupil Placement | Curriculum Components |
|-------------|------------------------------|------------------|--|
| TK-6 | Structured English Immersion | All ELPAC Levels | <ul style="list-style-type: none"> ▪ Integrated Daily ELD: ELA core materials (<i>Benchmark K-5 and Collections Grade 6</i>) ▪ Designated Daily ELD: Grades TK-6 at least 30 minutes. (<i>Benchmark K-5 and Collections Grade 6</i>) ▪ Access to Core: Differentiated instruction in reading, writing, mathematics, social science, and science using strategies to make content comprehensible and materials to scaffold content subjects, may also use primary language support. |

Intermediate (7th-8th)

Designated ELD

Grades 7-8 English Learners shall be placed in one period of Designated ELD (Academic Seminar) with a teacher who is qualified to teach both ELD and SDAIE. A Structured English Immersion instructional setting program must be provided for all English Learners who have less than reasonable fluency in English. English Learners who have reached reasonable fluency shall be placed in an English Language Mainstream instructional setting program and must continue to receive daily, Designated ELD instruction until reclassified. Curriculum, materials, and instructional strategies should be designed to promote the EL’s second language acquisition of listening, speaking, reading, and writing skills; with the goal of achieving grade level content at parity with their native English- speaking peers. ELs, who

have incurred academic deficits, should receive additional services (additional tutoring, after-school programs, individualized instruction, reading lab, writing lab, etc.) until they have recouped such deficits.

Integrated ELD with Core Curriculum Courses

English Learners in grades 7 and 8 shall be placed with teachers who have the appropriate EL authorization to teach Integrated ELD or SDAIE to access the core curriculum (Academic Block: Language & History, Math, Science) and grade level content standards. Curriculum, materials, and instructional strategies should be designed for the English Learner to achieve learning the grade level content at parity with native English-speaking peers.

Previewing and reviewing of the lesson, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with ELs to develop academic vocabulary. Other strategies which support English Learners access to the core curriculum should include; activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, charts, academic language moves, and semantic webs.

English Learners, who have incurred academic deficits, shall receive additional services until they have recouped such deficits (additional tutoring, after-school programs, individualized instruction, math lab, science lab, summer school, etc.).

Applies to Academic Block and Other Core Curriculum Courses

Grades 7-8 English Learners at all ELPAC English Proficiency Level must receive both Designated and Integrated ELD instruction and/or primary language support in **all** core curricular areas by a teacher who holds an appropriate EL authorization. A BCLAD teacher or a bilingual instructional assistant who speaks the EL’s primary language may provide primary language support.

| Grades 7-8 | Type of Setting | Pupil Placement | Curriculum Components |
|------------|-----------------------------|------------------|---|
| 7-8 | Structured English Emersion | All ELPAC Levels | <p>Designated ELD: One class period per day Adopted curriculum: Inside</p> <p>Integrated ELD: pathway classes using SDAIE strategies to access core content</p> |

High School 9th -12th

Designated ELD

Grades 9-12 English Learners shall be placed in one period of Designated ELD (ELD 1, 2, 3 or 4) with a teacher who is qualified to teach both ELD and SDAIE. A Structured English Immersion instructional setting program must be provided for all English Learners who have less than reasonable fluency in English. Curriculum, materials, and instructional strategies should be designed to promote the EL’s second language acquisition of listening, speaking, reading, and writing skills; with the goal of achieving grade level content at parity with their native English speaking

peers. ELs, who have incurred academic deficits, should receive additional services (additional tutoring, after-school programs, individualized instruction, reading lab, writing lab, etc.) until they have recouped such deficits and earned credits towards graduation.

Integrated ELD with Core Curriculum Courses

English Learners in grades 9-12 shall be placed with teachers who have the appropriate EL authorization to teach Integrated ELD or SDAIE to access the core curriculum (English, Math, Science, Biology, Chemistry, World History, Health, Geography, US History, US Government, and Economics) and grade level content standards. Curriculum, materials, and instructional strategies should be designed for the English Learner to achieve learning the grade level content at parity with native English-speaking peers.

Previewing and reviewing of the lesson, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with English Learners to develop academic vocabulary. Other strategies which support English Learners access to the core curriculum should include: activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, charts, academic language moves, and semantic webs.

Any EL student that has incurred academic deficits, shall receive additional services until they have recouped such deficits (additional tutoring, after-school programs, individualized instruction, math lab, science lab, Edgenuity summer school, etc.).

Applies to Academic Block and Other Core Curriculum Courses

Grades 9-12 English Learners at all ELPAC English Proficiency Level must receive both Designated and Integrated ELD instruction and/or primary language support in **all** core curricular areas by a teacher who holds an appropriate EL authorization. A BCLAD teacher or a bilingual instructional assistant who speaks the EL's primary language may provide primary language support.

**CUSD Pupil Placement for ELD and Access to the Core Curriculum
Grades 9-12**

| Grades 9-12 | Type of Setting | Pupil Placement | Curriculum Components |
|-------------|-----------------------------|------------------|---|
| 9-12 | Structured English Emersion | All ELPAC Levels | <p>Designated ELD: One class period per day Adopted curriculum: EDGE</p> <p>Integrated ELD: pathway classes using SDAIE strategies to access core content</p> |

CUSD Grades 9-12 English Learner Pathways

The chart below illustrates *one way* the needs of ELs may be met at the high school level.

| *Class periods are dependent on site's master schedule | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--|--|---|--|---|----------|--|---------------------------|
| Core Content Courses | <u>ELD 1,2,3,or 4</u> | <u>SDAIE ENGLISH 9</u> <u>ENGLISH 10</u> <u>ENGLISH 11</u> <u>ENGLISH 12</u> | <u>SDAIE Math 1</u> <u>Math 2</u> <u>Math 3</u> | <u>SDAIE World Geo</u> <u>World History</u> <u>Government</u> <u>Economics</u> <u>Health</u> | LUNCH | <u>SDAIE Science 1</u> <u>Biology</u> <u>Chemistry</u> <u>Economics</u> | Physical Education |
| | ELD class based on student's ELPAC level | Access to grade level core English | Access to grade level core Math | Access to grade level core Social Science | | Access to grade level core Science | |
| | Designated ELD | Integrated ELD | Integrated ELD | Integrated ELD | | Integrated ELD | Integrated ELD |

English Learner Placement at the High School Level

High schools must establish pathway courses to meet the needs of the various levels of ELs at their schools. The following represents how ELD courses might be organized:

ELD Pathways (9-12)

Designated ELD classes (ELD 1, 2, 3, 4) that use a standard curriculum aligned to the state ELD standards and curriculum with district-adopted textbooks are provided to pupils at the appropriate proficiency level in English fluency. English Learners are placed in an appropriate ELD course to receive ELD instruction based on their English proficiency as determined by the English Language Proficiency Assessment for California (ELPAC).

English Language Development 1

Grades: 9-12

Prerequisite: Primary language other than English as determined by Home Language Survey and Emerging English proficiency level as determined by ELPAC and subsequent tests.

This course is designed to provide English Language Development for ELPAC Level 1 English Learners. The course will develop speaking, listening, reading, and writing skills in English that are aligned with the English Language Development Standards. Use of visuals, hands-on activities, gestures, and concrete activities are a part of the everyday classroom. The goal of this course is to advance pupils at least one proficiency level per year from Emerging to Expanding language skills.

English Language Development 2

Grades: 9-12

Prerequisite: Primary language other than English as determined by Home Language Survey and Expanding English proficiency level as determined by ELPAC and subsequent tests.

This course is designed to provide English Language Development for ELPAC Level 2 English Learners. English Language Development Standards will be utilized to broaden the development of speaking, listening, reading and writing skills in English. The goal of this course is to advance pupils at least one proficiency level per year from Expanding to high expanding/ low bridging skills.

English Language Development 3

Grades: 9-12

Prerequisite: Primary language other than English as determined by Home Language Survey and High Expanding/Low Bridging English proficiency level as determined by ELPAC and subsequent tests.

This course is designed to provide English Language Development for ELPAC Level 3, English Learners. English Language Development Standards will be utilized to extend the development of speaking, listening, reading and writing skills in English. The goal of this course is to transition pupils from Expanding to high Expanding/ low Bridging.

English Language Development 4

Grades: 9-12

Prerequisite: Primary language other than English as determined by Home Language Survey and Bridging English proficiency level as determined by ELPAC and subsequent tests.

This course is designed to provide English Language Development for ELPAC Level 4 English Learners. English Language Development Standards will be utilized to extend the development of literacy skills in English. The goal of this course is to advance English Learners and meet criteria for reclassification to Fluent English Proficient.

Assessment of Pupil Progress

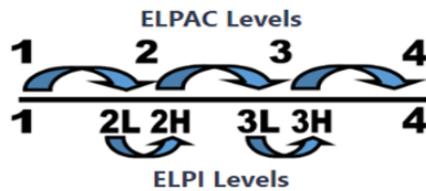
ELPAC is the state assessment that is used to identify possible ELs, monitor the progress of English proficiency, and serve as a tool for reclassification. The goal is to increase one ELPAC proficiency band, each year. The data coupled with monitoring the progress of ELD is critical in the design of programs, purchases of materials, targeting instruction and professional development opportunities. The ELD progress of pupils is monitored using ELPAC and assessments within the adopted curricula *Benchmark* (TK-5th), *Collections* (6th) *Inside* (7th-8th), and *EDGE* (9th-12th). Teachers will administer the pretest to determine pupil placement within *Inside and Edge*. In addition, teachers will administer a minimum of two Designated ELD curriculum assessments (one per semester during the course of the year. CUSD has also developed benchmark assessments in ELA and mathematics which allows teachers to monitor the mastery of specific grade level content standards and Designated ELD. Both forms of assessments are used to monitor the progress of ELs. Pupil data is housed within *Illuminate* which allows teachers to generate individual and class data. Individual data is analyzed to determine and plan for the individual needs of pupils. ELPAC data is also used to identify pupils for program placement, reclassification, and pupil interventions.

English Language Development Timeline

English Learners shall be expected to progress through the ELPAC levels of English proficiency up to and including reclassification according to the timeline below:

English Learner Progress Indicator <https://www.caschooldashboard.org/>

Assessments: ELs take the ELPAC exam to measure progress toward English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Academic Achievement

Academic progress in the core curriculum areas shall be reviewed and evaluated through various state and district standardized, standards-based proficiency tests: Grade 3-8 and 11- California Assessment of Student Performance and Progress: Smarter Balance Assessment Consortium (CAASPP/SBAC), Grades TK-12 interim Clovis Assessment Language (iCAL), Grades 7-8 Study Sync, Grades 9-12 Inspect, Grades TK-8- interim Clovis Assessment Math (iCAM), Kindergarten Assessment, TK-1-Development of Reading Assessment (DRA), Advanced Placement (AP), American College Test, Scholastic Aptitude Test, Golden State Exams, and Physical Fitness Testing (PFT). Data and information for these assessments are available in a consistent form for all schools. Annually, pupil achievement data is presented to the Governing Board, school sites, and district departments detailing pupil achievement and progress for all pupils with a focus on the achievement of significant subgroups (EL, SED, Foster Youth, Homeless, and Special Ed.). In addition, schools assess pupil progress in a variety of ways: tests from adopted textbooks, teacher made tests, performance based assessments, and grades.

All pupil achievement is analyzed on an on-going basis to insure that ELs are successfully closing the gap in academic English proficiency and are achieving academically at a rate substantially equivalent to that of their native English speaking peers. EL program services shall be established and/or modified based on the results of the data analysis and evaluation. Assessment data is analyzed and disaggregated to show how both EL and FEP pupils performed using district and state reports, California School Dashboard (CSD) Principal Grade Level Expectation (PGLE), Teacher Grade Level Expectation (TGLE), and the Annual Program Evaluation. Academic achievement progress for grades 3-11 is also monitored through *Clovis Assessment System for Sustained Improvement (CLASSI)*. Using state and local assessments, ELs are monitored for continued growth in reading; language, including spelling; mathematics; science; and/or social science. Schools are rated based on the percent of ELs who meet the specified criteria. *CLASSI* results are used to inform program revisions and adjustments, as well as identifying professional development opportunities.

A review of these data is presented to staff, SSC, and ELAC to inform the community on the school's academic progress and to assist in creating the site's Single Plan for Student Achievement (SPSA).

Overview of the Single Plan for Student Achievement (SPSA)

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Local Control Funding Formula (LCFF), creating the *Single Plan for Student Achievement* (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals. The SPSA planning process and local compliance monitoring are directly related.

Annually Clovis schools review student performance data from a variety of state and local assessments, then work in collaboration with their Site Councils and ELACs to develop their SPSA. SPSAs are approved by the site's SSC in December or January followed by the CUSD Governing Board in January of each school year. Additional information is available at web site: <http://www.cde.ca.gov/nclb/sr/le/documents/spsaguide.doc>
This legislation established the following eight requirements for school plans:

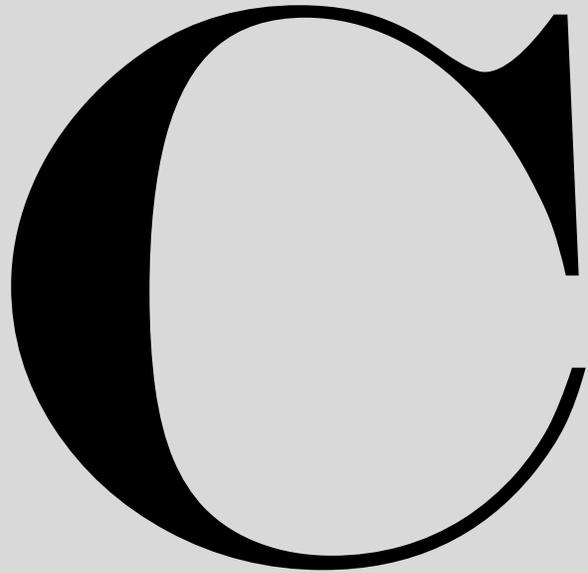
1. School districts must assure "that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the Local Control and Accountability Plan (LCAP) process, and any other school program they choose to include to fund based on student need."
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."
3. Any plans required by programs funded through the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement.
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement."
6. The plan must address LCAP funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the LCAP."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the LCFF, and approved by the school site council."
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through LCAP.





PART C

PROGRAM EVALUATION



PART C

PROGRAM EVALUATION

PROGRAM DIMENSION II: GOVERNANCE AND ADMINISTRATION

EL 06: ENGLISH LEARNER IDENTIFICATION AND ASSESSMENT

EL 08: IMPLEMENTATION & MONITORING

PROGRAM DIMENSION IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

EL 13: EVALUATION OF ENGLISH LEARNER PROGRAM EFFECTIVENESS

EL 14: RECLASSIFICATION

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|---|--|
| Principal or Designee | <ul style="list-style-type: none"> Oversees program evaluation procedures at school site |
| EL Site Coordinator | <ul style="list-style-type: none"> Submits all required data to the Departments of Supplemental Services and Assessment Assists with the program evaluation process at school site Oversees collection of data |
| Teacher | <ul style="list-style-type: none"> Administers the initial and annual ELPAC and other required assessments Analyzes data Uses data to inform instruction Assists in the reclassification process |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> Coordinates EL program evaluation procedures at district level Oversees R-30 Language Census reporting Oversees the reclassification process Oversees ELPAC testing Assists with criteria for reclassification |
| Assessment Department | <ul style="list-style-type: none"> Oversees program evaluation at the district level Collects and provides data regarding English Learners |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

CUSD 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. The information gives comprehensive direction to district and school staffs for continuing, modifying, or discontinuing programs and/or program elements. The Departments of Supplemental Services and Assessment will provide the data to measure the effectiveness of EL services.

An EL Student Folder shall be maintained for each English Learner. The purpose of the folder is to assist teachers, parents, school and district administrators with program placement and development, pupil monitoring, and reclassification. The folder contains a copy of the HLS, testing information from initial and summative testing, Initial EL identification card, copies of parent notification letters, Illuminate *Student Performance Report*, reclassification forms, and the Four Year Monitoring Form.

PUPIL EVALUATION AND ON-GOING MONITORING

English Learner Data

A district data management system maintains demographic information of all pupils including enrollment, primary language, language proficiency, pupil national origin, and parent information. The data maintained for English Learners includes date of entry into EL services, primary language, grade level, and English language proficiency level. The FEP data includes primary language, date of reclassification; and initial designation as IFEP or reclassified as FEP codes. EL demographic updates are recorded monthly. This database is used to produce various reports for EL services including assessment reports, English proficiency levels, and R-30 Language Census Reports.

Pupil Progress in ELD and the mastery of ELD Standards is monitored by:

- ELPAC
- ELD Assessments (*K-5th Benchmark, 6th Collections, 7th -8th Inside, 9th-12th EDGE*)
- Benchmark Weekly and Unit Assessments, Collections Unit Assessments, iCAL, iCAM, Study Sync, Inspect, Performance Tasks
- Progress Monitoring EL Folder

Mastery of ELD Standards, Student Performance Report:

On a semester basis, all English Learners in grades TK-12, will be assessed by the classroom teacher as to the pupil's progress in mastering the ELD Standards using ELD curriculum-embedded assessments, i.e.; *Benchmark, Inside, or EDGE*. The assessment results shall be scanned into illuminate and recorded on "*EL Progress Profile*" chart in the EL Folder.

Designated ELD Assessments (may include, but are not limited to):

- **TK- 6th:**
*Benchmark ELD Interim Tests will be administered at semester and scanned in *Illuminate*.*
- **Gr. 7-8**
*Inside Unit Tests will be administered on a semester basis and scanned in *Illuminate**
- **Gr. 9-12**
*EDGE Unit Tests will be administered on a semester basis and scanned in *Illuminate**
Minimum 1 unit per semester

EL Folder Monitoring:

An EL Folder will be created for each EL student in CUSD. EL Folders will assist in monitoring the pupil progress of mastery of ELD Standards and document appropriate services and programs. The EL Folder will contain all required documentation for categorical programs. EL Folders will be sent to the new school if they move within CUSD. EL Folders will be reviewed annually. The purpose of this review shall be to check for proper documentation and; 1) to determine that ELs have been receiving appropriate instruction in ELD and SDAIE by a qualified teacher; 2) that the EL's progress has been documented on the Progress Monitoring Profile. Documents such as: parent notification letters, annual ELPAC reports, primary language survey, Illuminate Student Performance Reports, reclassification forms, and the 4 Year Monitoring Form (if applicable) are included in the EL Folder.



Summative English Language Proficiency Assessment for California (ELPAC)

State law (Education Code sections 313, 60810 and 60812) requires a state test that school districts shall give to pupils whose home language is not English. The test is called the English Language Proficiency Assessment for California (ELPAC). The ELPAC shall be administered annually to each EL during the time frame established by the state. The results of the annual ELPAC shall be used to evaluate how well ELs are acquiring and learning English.

The purpose of the ELPAC is:

- The Summative Assessment is given to students who are identified as an English Learner based on the Initial ELPAC Assessment
- The Summative Assessment is used to measure the skills of English Learners. The results will help inform the school or district if the student is ready to be reclassified as proficient in English.
- Identifying students who need help learning English is important so that these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English Learners will take the Summative ELPAC to measure their progress in learning English.

Four-Year Monitoring of Pupils Who Have Been Reclassified:

California Education Code 313(d) requires that all ELs who have been reclassified be monitored for a four-year period. The pupil's academic progress and achievement should be monitored and reviewed on a periodic basis to be certain the pupil is continuing to progress. If the pupil fails to make progress, it is necessary to intervene via site Multi-Tier Support Systems (MTSS) and not allow him/her to fall behind.

CUSD requires schools to monitor for a minimum of four years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. Pupil's grades should be monitored in each academic area for 4 years or eight semesters, beginning the semester of reclassification. In addition, all SBAC proficiency levels in ELA and Mathematics must be listed on an annual basis on the four-year monitoring report. Schools are reminded to send EL Folders to the next site for monitoring to continue. For example; a pupil reclassified in 8th grade must be monitored in grades 9 thru 12 at the high school. If a pupil shows signs of failing or falling behind, schools must provide, list, and monitor all intervention and additional support provided to the pupil to ensure success in the school's regular education program. (See *Four Year Monitoring Card EL Form# 10C* in Appendix).



PUPIL RECLASSIFICATION TO FEP

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|--|---|
| Principal | <ul style="list-style-type: none"> • Responsible for process at school |
| EL Site Coordinator* | <ul style="list-style-type: none"> • Identifies pupils and supervises process at school site • Establishes and works with a team of staff members during the reclassification process • Oversees the completion of the Reclassification Form • Submits completed information to Supplemental Services |
| Teachers | <ul style="list-style-type: none"> • Administers necessary assessments: ELPAC, SBAC, ELD Assessments, iCAL, iCAM, and academic achievement tests • Provides other curriculum information needed for reclassification. |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> • Coordinates procedures at district level • Provides technical assistance and support • Oversees the collection of forms submitted by sites |

****EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.***

The State Board of Education (SBE) has established four reclassification criteria, based on Education Code Section 313(d), for school districts to use reclassifying pupils from EL to fluent English proficient (FEP). As outlined below, the guidelines for reclassification of ELs describes four basic reclassification criteria:

1. The first criterion is an assessment of English language proficiency, which in California is the ELPAC coupled with mastery of the ELD Standards at the pupil's grade level.
2. The next criterion is a review and analysis of pupil performance, which the SBE has indicated should be, based on results of the pupil's latest California English Language Arts Test, or the Smarter Balanced Assessment Consortium (SBAC) in English Language Arts.

3. The third criterion is teacher evaluation of a pupil's academic performance, which can be based on the pupil's current language arts grade, writing sample, and formative assessments reflecting the mastery of State Standards.
4. The fourth criterion is parent opinion and consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.



CUSD Criteria and Standards for Reclassification

| Check Off | Criteria | Grades K-12 |
|--------------------------|--|--|
| <input type="checkbox"/> | State EL Assessment | Must score at proficient level – Listening, Speaking, Reading, and Writing. |
| <input type="checkbox"/> | ELD Curriculum Assessments | Gr. TK-6 Benchmark ELD Interim Assessments at met or exceeded standards Gr. 7-8 Inside ELD Curriculum at met or exceeded standards Gr. 9-12 Edge ELD Curriculum at met or exceeded standards |
| <input type="checkbox"/> | Academic Achievement Record Score: _____ Record Assessment: _____ | SBAC for tested grades 3 rd -8 th and 11 th at met or exceeded standards Grades K-2, 9-10,12 must score at met or exceeded standards (see chart above) |
| <input type="checkbox"/> | Teacher Evaluation | Must include both quantitative and qualitative data |
| <input type="checkbox"/> | Parent Consultation | Meet with parent/guardian to discuss reclassification process and obtain signature of approval |

Comparison Academic Achievement Criteria

| Check Off | Grade | Fall Reclassification Criteria | Spring Reclassification Criteria |
|--------------------------|-------|--|----------------------------------|
| <input type="checkbox"/> | K | Grade Level Data Not Available - IFEP through ELPAC Initial | |
| <input type="checkbox"/> | 1 | K DRA Level 4+, iCAL2 and Performance Task at Met or Exceeded Standard | |
| <input type="checkbox"/> | 2 | 1 st DRA Level 16+, iCal 2 and Performance Task at Met or Exceeded Standard | |
| <input type="checkbox"/> | 3 | DRA Level 28+ iCAL 2 and Performance Task at Met or Exceeded Standard | |
| <input type="checkbox"/> | 4 | 3 rd Grade SBAC at Met or Exceeded Standard | |

| | | | |
|--------------------------|----|---|---|
| <input type="checkbox"/> | 5 | 4 th Grade SBAC at Met or Exceeded Standard | |
| <input type="checkbox"/> | 6 | 5 th Grade SBAC at Met or Exceeded Standard | |
| <input type="checkbox"/> | 7 | 6 th Grade SBAC at Met or Exceeded Standard | 7 th grade Study Sync and Performance Task at Met or Exceeded Standard |
| <input type="checkbox"/> | 8 | 7 th Grade SBAC at Met or Exceeded Standard | 8 th grade Study Sync and Performance Task at Met or Exceeded Standard |
| <input type="checkbox"/> | 9 | 8 th Grade SBAC at Met or Exceeded Standard | 9 th grade Inspect and Performance Task at Met or Exceeded Standard |
| <input type="checkbox"/> | 10 | 9 th Grade Inspect and Performance Task at Met or Exceeded Standard | 10 th grade Inspect and Performance Task at Met or Exceeded Standard |
| <input type="checkbox"/> | 11 | 10 th Grade Inspect and Performance Task at Met or Exceeded Standard | 11 th grade Inspect and Performance Task at Met or Exceeded Standard |
| <input type="checkbox"/> | 12 | 11 th Grade SBAC at Met or Exceeded Standard | 12 th grade ELA Assessment at Met or Exceeded Standard |

Achievement Level Scale Score Ranges for English Language Arts on the SBAC

| Check off | Grade | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|--------------------------|-------|------------------|---------------------|--------------|-------------------|
| <input type="checkbox"/> | 3 | 2114-2366 | 2367-2431 | 2432-2489 | 2490-2623 |
| <input type="checkbox"/> | 4 | 2131-2415 | 2416-2472 | 2473-2532 | 2533-2663 |
| <input type="checkbox"/> | 5 | 2201-2441 | 2442-2501 | 2502-2581 | 2582-2701 |
| <input type="checkbox"/> | 6 | 2210-2456 | 2457-2530 | 2531-2617 | 2618-2724 |
| <input type="checkbox"/> | 7 | 2258-2478 | 2479-2551 | 2552-2648 | 2649-2745 |
| <input type="checkbox"/> | 8 | 2288-2486 | 2487-2566 | 2567-2667 | 2668-2769 |
| <input type="checkbox"/> | 11 | 2299-2492 | 2493-2582 | 2583-2681 | 2682-2795 |

Steps for Reclassification:

A copy of the *CUSD Reclassification Recommendation Form* (EL Form # 9S in Appendix) is available in the Department of Supplemental Services. For pupils receiving Special Education Services, **complete and attach a copy of the *Special Education Addendum Form*** (EL Form # 9.1S in Appendix). Refer to the *CUSD Alternative Assessment Guidelines and Considerations for EL Pupils of IEP and 504 Plans Handbook*.

Step I: Review assessment of English language proficiency, which in California is the ELPAC. This is a review of the pupil's ELPAC annual assessment results. For this criterion, the pupil must meet the ELPAC definition of proficiency, which is an overall score of Bridging, (4) in all skill areas: listening, speaking, reading, and writing. If a pupil meets this criterion, move to the next step in the process. If not, the pupil should remain an English learner.

Step II: Review Designated ELD assessments, i.e. *Benchmark, Collections, Inside, or Edge* assessment to confirm mastery of ELD Standards. Pupils in grades K-5 need to score "Met Standards" on two Benchmark Designated ELD assessments. Pupils in grade 6 need to score "Met Standards" on two Collections Designated ELD assessments. In grades 7-8, pupils need to score "Met Standards" on two *Inside Unit Tests*. In grades 9-12, pupils need to score "Met Standards" on two *EDGE Unit Tests*. If a pupil meets this criterion, move to the next step in the process. If not, the pupil should remain an English learner.

Step III: Review the academic achievement of grade level standards. This review focuses on the latest SBAC in English Language Arts or CAA results for the pupil. The pupil must have scored at level 3 or 4 for

reclassification. If a pupil meets this criterion, move to the next step in the process. If not, the pupil should remain an English Learner. If **Alternative Assessment(s)** were used from the pupil's IEP or 504 Plan, indicate the test, date and proficiency levels.

- Step IV:** Review teacher evaluation of pupil's academic performance in the classroom or specialized programs. The teacher will summarize the pupil's level of skills, for example, on or above grade level in subject areas. List performance level of academic indicators established by the school and district. Formative assessments are provided to show mastery of state standards as well as a recent writing sample. Report cards and progress reports are attached to the reclassification form. If a pupil meets this criterion, move to the next step in the process. If not, the pupil should remain an English learner. For pupils receiving Special Education Services, (regular education, special education, speech and language, etc) a site review team should be part of the summary and input.
- Step V:** This step includes parent consultation. If the pupil has satisfied all criteria for reclassification, a parent conference is scheduled to review pupil performance and solicit parental input. Parents are encouraged to exercise their legal right to participate in the reclassification process. Be sure to include parent comments and ideas in the document. Parent/Guardian signs and dates the reclassification form.
- Step VI:** All parties sign and date the forms. All documentation must be kept on file at the school and sent to the Department of Supplemental Services. Supplemental Services will review all reclassifications for final approval and change pupil status in student information system.
- Step VII:** Schools are encouraged to recognize pupils and their parents who earn reclassification at an upcoming academic assembly, ELAC, SART, IDAC meeting, classroom presentation, or a letter of congratulations sent home to the family.
- Step VIII:** Begin the four-year monitoring process the semester of reclassification. Schools are reminded to send EL Folders to the next site for monitoring to continue. For example; pupil reclassified in 8th grade must be monitored at the high school for grades 9th thru 12th.

PART D

STAFFING AND PROFESSIONAL

DEVELOPMENT

A large, bold, black serif letter 'D' is centered on a light gray rectangular background. The letter is the primary visual element of this section.

PART D **STAFFING AND PROFESSIONAL DEVELOPMENT**

PROGRAM DIMENSION IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY
EL 15: TEACHER EL AUTHORIZATION

PROGRAM DIMENSION V: STAFFING AND PROFESSIONAL DEVELOPMENT
EL 16: PROFESSIONAL DEVELOPMENT SPECIFIC TO ENGLISH LEARNERS

| Person (s) Responsible | Responsibilities |
|--|---|
| Principal | <ul style="list-style-type: none"> • Determine staffing and training needs in collaboration with staff • Recruits, hires, and places staff appropriately • Places staff in appropriate training programs • Monitors and evaluates staff |
| Assistant Superintendent of Human Resources | <ul style="list-style-type: none"> • Oversees district recruitment, hiring, and placement of appropriate staff |
| Area Assistant Superintendents | <ul style="list-style-type: none"> • Determines staffing and training needs in collaboration with the principals for their area • Oversees recruitment, hiring, and placement of appropriate staff |
| School Site Administrator, Curriculum, Instruction and Accountability Department | <ul style="list-style-type: none"> • Coordinates and implements district training programs • Maintains training records |
| Department of Supplemental Services | <ul style="list-style-type: none"> • Monitors and collects EL Authorization Plans • Provides professional development on EL strategies and implementation |

ENGLISH LEARNER AUTHORIZATION FOR TEACHING PERSONNEL

Clovis Unified School District (CUSD) ensures that all teaching personnel whose assignment includes English learners shall hold an appropriate EL authorization, or are “actively pursuing” authorization, issued by the Commission on Teacher Credentialing (CTC) to provide English language development (ELD) or access to core curriculum through Specially Designed Academic Instruction in English (SDAIE) and/or primary language instruction.

A teacher shall be considered “actively pursuing” authorization when the teacher has an obtained an Emergency Credential on file with the Department of Human Resources *and* is enrolled in a course leading toward authorization.

CUSD shall annually assess the need, supply, and shortage of EL authorized teachers. Where shortages exist, CUSD shall establish a plan to remedy and timelines to recruit, hire, and/or train teachers, as needed. CUSD shall participate in recruitment fairs sponsored by universities, colleges, and organizations for the purpose of identifying and recruiting EL authorized teachers.

The goal of the district is to ensure all teachers in grades TK-12 are authorized to teach ELD and SDAIE

Staff Requirements for Teaching English Learners (ELs)

The California Commission on Teacher Credentialing (CCTC) requires that teachers of ELs, to include special education teachers, attain English learner authorization. The type of certificate, permit, or credential required depends on the type of service and/or instruction being provided to ELs.

Bilingual Instructional Assistants

A bilingual instructional assistant (BIA) is a qualified paraprofessional who has a minimum of two (2) years of college coursework or has an Associate of Arts degree, and is Highly Qualified. BIAs are provided training through their school sites and at the district level to improve their skills. The departments of Supplemental Services and Curriculum & Instruction shall collaborate to provide professional development for bilingual instructional assistants each fall and spring.

Professional Development

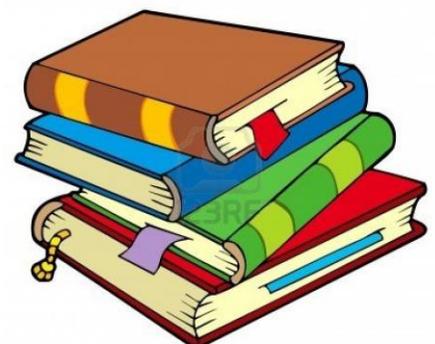
Clovis Unified School District is committed to providing high quality professional development to all teachers, principals, administrators, paraprofessionals, and parents to empower them with the skills, attitudes, and strategies to effectively meet the specific needs of English learners.

CUSD professional development is:

- A. Designed to improve the instruction and assessment of English learners.
- B. Designed to enhance the teacher's ability to understand 2012 ELD Standards. ELA/ELD Framework uses curricula, assessment measures, and instructional strategies for English learners.
- C. Based on research demonstrating the effectiveness of professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.
- D. Designed to provide sufficient intensity and duration to have a positive and lasting impact on the teacher's delivery in the classroom.

Some examples of professional development include:

- Grade level professional development - Best practices in ELD
- Differentiated Instruction with ELA/ELD Framework
- Designated ELD vs. Integrated ELD
- *Benchmark training*
- *Collections training*
- *Inside training*
- *EDGE training*
- ELD lessons, strategies, materials, resources shared with parents at ELAC and DELAC meetings
- Accelerated English Language Academy methodologies
- English Language Proficiency Assessment for California (ELPAC) training
- English Learner Professional Learning Communities



PART E

PARENT NOTIFICATION AND ADVISORY COMMITTEES



PART E

PARENT NOTIFICATION AND ADVISORY COMMITTEES

PROGRAM DIMENSION I: INVOLVEMENT
EL 01: PARENT OUTREACH AND INVOLVEMENT

EL 02: TRANSLATION OF INFORMATION FOR PARENTS
 EL 04: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
 EL 05: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
PROGRAM DIMENSION II: GOVERNANCE AND ADMINISTRATION
 EL 07: PARENT/GUARDIAN NOTIFICATIONS
PROGRAM DIMENSION VI: OPPORTUNITY AND EQUAL ACCESS
 EL 18: PARENTAL EXCEPTION WAIVER FOR ALTERNATIVE PROGRAM

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|--|--|
| Principal or Designee | <ul style="list-style-type: none"> ▪ Responsible for appropriate parent notification of initial testing and placement ▪ Facilitates formation and implementation of ELAC |
| EL Site Coordinator | <ul style="list-style-type: none"> ▪ Assists and monitors parent notification process ▪ Assists with the implementation of ELAC, submits ELAC records to Supplemental Services ▪ Oversees filing of documentation in EL folders |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> ▪ Oversees notification and parent committee procedures ▪ Facilitates the implementation of ELAC, collects and reviews ELAC records and DELAC. |
| Parents | <ul style="list-style-type: none"> ▪ Participate on committees, review notification information, and sign reclassification form. |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

Parents form an integral part of the educational process resulting from the partnership between school, community, and family. In order for parents of English Learners to participate, they must be well informed of all school site, and district activities, procedures, and policies that directly affect their children. It shall be a joint responsibility of both the school and the district to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for their child's education. Parents shall be encouraged to participate in all committees to advise at the school, district, and governing board level on services for ELs.

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices reports, statements, and records sent to parents of such students are written in English and the primary language.

Information regarding all parent involvement activities including parent notifications of assessment results and program options: parent advisory committee participation, parent education (family literacy and language learning, educational conferences, school level theme nights, etc.), and parent classroom/school volunteer activities should be provided in a format and, to the extent practicable, in a language the parents can understand.

PARENT NOTIFICATION

A. Initial Assessment Results and Recommended Placement

After the completion of the Initial ELPAC assessment, parents/guardians shall receive **written notification** of the results and placement of their child. The *Parent Notification of Initial Testing Results and Placement for English Learners (EL)* letter shall be used for this notification. Template may be found at ELPAC.org. The letter shall be distributed as follows:

- I. If the pupil scores Initial Fluent English Proficient (IFEP) on the Initial ELPAC Assessment, the assessment record is sent to the parent, a copy is filed in the schools' categorical files in the EL section in the FEP file.
- II. If the student scored EL, the assessment record is sent to the parent, a copy is placed in the students EL Folder.

B. Annual Parent Notification of Placement of an English Learner

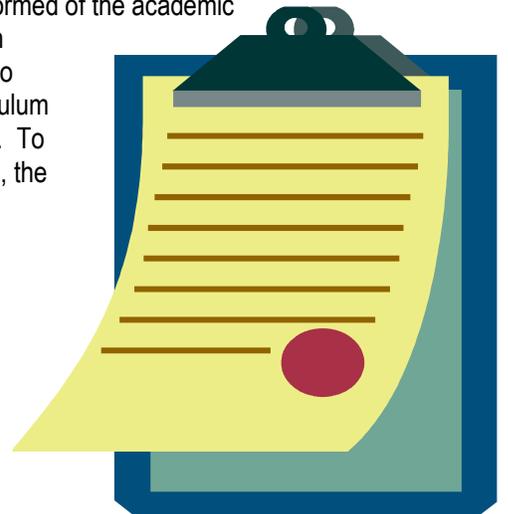
On an annual basis within 30 days after school begins, or within two weeks of placement during the school year, each parent/guardian of an English Learner shall receive **written notification** of the Summative ELPAC results and placement of their child. The *Annual English Learner Parent Notification* letter shall be used for this notification. The following information shall be completed:

- List the pupil's most current language proficiency level.
- Check the pupil's instructional setting program placement.
- List a contact person and telephone number.
- The principal or his/her designee must sign the letter.
- Reclassification criteria.

Voluntary Participation in Structured English Immersion Process/Program

At any time, including during the school year, a parent/guardian of an English Learner may request a transfer from the Structured English Immersion Process/Program (decline services). In these cases, the English Learner shall be placed in an English Language Mainstream Classroom and will receive additional and appropriate services.

Parents/guardians wishing to request a transfer from Structured English Immersion shall attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives, and instructional activities of the Structured English Immersion Process/Program, and that the district remains obligated to provide English language development and access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE). To withdraw/decline the Structured English Immersion Process/Program, the parent/guardian shall sign the *Parental Withdrawal Decline* letter.



Reclassification Notification

English Learners may be reclassified to FEP status when they score at level 4 - Well Developed on the Summative (ELPAC) **and** meet the district's criteria for transition to English only program (same academic standards that are expected for English only pupils). The criteria for reclassification includes: proficiency on state EL test, proficiency on SBAC, or district ELA assessments, mastery of ELD standards on the ELD assessments, teacher input, and parent input. It is recommended that the EL site coordinator schedules a meeting with parents to discuss the reclassification criteria, student progress, and student data to seek parent input for their child's reclassification status. Procedures and parent notification for this process are stated in Part C.

English Learner Advisory Committee

All school sites with 21 or more ELs shall have an elected ELAC that meets at least four times a year. The committee shall be comprised of parents and staff, with parents of ELs constituting the majority of members. Parents of ELs shall be represented in at least the same percentage as the ELs enrollment at the site. Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the *Categorical Programs Handbook for SSC and ELAC Procedures* provided to the schools by the Department of Supplemental Services. ELAC agendas, sign-in sheets, and minutes shall be submitted to the Department of Supplemental Services after every meeting for review and filing.

The principal shall be responsible for ensuring that training is provided in required areas, appropriate procedures are followed, and required activities are carried out. To ensure parent training, principals use the *SSC and ELAC Training Guide* that is provided by the Department of Supplemental Services. Training is focused in areas and topics of interest as identified by the individual school site needs assessment. In addition, each school site's ELAC elects a representative to the district office to serve on the District English Learner Advisory Committee (DELAC).

The ELAC shall meet all of the following requirements:

1. elected by the parents or guardians of English Learners at the school site
2. advise the principal and staff on:
 - a. the development of a detailed Single Plan for Student Achievement (SPSA) submitted to and approved by the governing board, including programs for English learners
 - b. the development of the school's needs assessment
 - c. Review CUSD reclassification rates and criteria
 - d. administration of the annual language census
 - e. efforts to make parents aware of the importance of regular school attendance
3. elect members in which all parents of ELs have had an opportunity to vote and in which the parent or guardians of ELs elect parent members to the committee
4. elect at least one member to the district's EL advisory committee (DELAC) or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district

5. receive training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal responsibilities

District English Learner Advisory Committee (DELAC)

When there are 51 or more English Learners in a district, a District English Learner Advisory Committee (DELAC) shall be formed. The DELAC shall be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members shall be parents of ELs who are not district employees. Committee members serve for two years. Committee members shall be trained in regards to their roles and responsibilities and shall be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC members shall plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification shall be mailed to all members at least one week prior to the meeting. Notices and handouts shall be translated in Spanish and Hmong. In addition, DELAC members will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC. All DELAC information can be found on the CUSD website.

The DELAC shall advise and assist the program administrator and governing board on the following topics:

- the development or revision of the district's Master Plan of education programs and services for English Learners, including the Local Educational Agency Plan and the Single Plan for Student Achievement
- the content and procedures for conducting an annual district wide needs assessment on a school-by-school basis
- the district's program, goals, and objectives for programs and services for English Learners
- the development or revision of the district's plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements for highly qualified staff
- the administration of the annual language census
- review of and comment on the written notifications required to be sent to parents and guardians
- review of and comment on the district reclassification rates and procedures
- the training opportunities (contents and materials) available to DELAC members to assist them to better understand and assume their roles and responsibilities



PARENTAL EXCEPTION WAIVER

CUSD maintains Board Policy and Administrative Regulation 3504 that describes the parental exception waiver policy and procedures.

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|---|--|
| Principal or Designee | <ul style="list-style-type: none"> ▪ Responsible for parental exception waiver procedures, facilitates implementation of parental exception waivers |
| EL Site Coordinator* | <ul style="list-style-type: none"> ▪ Assists in the implementation of parental exception waivers ▪ Oversees filing of documentation |
| Director of Supplemental Services Or Designee | <ul style="list-style-type: none"> ▪ Oversees parental exception waiver policy procedures ▪ Provides technical assistance and support regarding parental exception waivers |

***EL Site Coordinator/Guidance Instructional Specialist (GIS), Resource Teacher (RT), Teacher on Special Assignment (TSA), Learning Director (LD), or Classroom Teacher.**

The requirement of Education Code section 305 may be waived with prior written informed consent, to be provided annually, of the ELs parents/guardians under the circumstances specified in Education Code section 310 and 311. Such informed consent shall require that the parents/guardians personally visit the school to apply for the waiver and that they be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized education methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level (same language) receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

The circumstances (options) in which a parental exception waiver may be granted are as follows:

- (a) **Children who already know English:** the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
- (b) **Older children:** the child is age 10 or older, and it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child's acquisition of basic English language skills.
- (c) **Children with special needs:** the child already has been placed for a period of not less than thirty days during the school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of the special needs must be provided, and any such decision is to be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their rights to refuse to agree to a waiver.

| WAIVER TYPE | PREREQUISITES | CONDITIONS | TIME FRAME |
|--------------------------------------|---|------------|--|
| A. Children who already know English | Knows English based on standardized tests. Must score at grade | None | Act upon within 20 instructional days. |

| | | | |
|---|--|---|--|
| | level or fifth grade (whichever is lower). | | |
| B. Older Children | 10 years or older | Informed belief by the principal and educators that the alternative is better suited to rapid acquisition of English. | Act upon within 20 instructional days. |
| C. Special Needs physical emotional psychological educational | Already placed for a period of not less than 30 days in an English language classroom. | Informed belief by principal and educators that the alternative is better suited to overall educational development. Approved by Superintendent under guidelines of the Board. Written description of special needs provided. | Act upon no later than 10 days after the 30 day English language classroom placement or 20 instructional days, whichever is later. |

PROCEDURES FOR GRANTING PARENTAL EXCEPTION WAIVERS

1. Purpose: for parent/guardians to request a waiver to have their child/children transferred to a class which teaches English and other core curriculum through bilingual education techniques or other generally recognized educational methodologies.
2. All waiver requests shall be applied for and processed/acted upon through the principal.
3. The *Annual Parent Notification of English Learner Results* letter shall be sent **annually** to the parent/guardians of each EL. The district parent letter explains the pupil's placement and parental rights and options. The parent letters are available in Spanish and Hmong. (See sample parent letters in the Appendix).
4. Parents/guardians shall be required to visit the school to apply for the waiver. At that time parents/guardians shall be provided with a full written description of:
 - a. The intent and content of the Structured English Immersion Process.
 - b. Any alternative courses of study (program) offered by the district and available to the pupil.
 - c. All education opportunities offered by the district and available to the pupil.
 - d. The educational materials to be used in the alternative courses of study (program) choices.

Upon request of the parents/guardians, a spoken explanation of a-d above shall also be provided

5. At the school site visit, the parent/guardian shall complete and sign the *Parental Exception Waiver for Alternative (Bilingual) Program* form. The principal shall complete and sign the school's portion of the form. The form is distributed as follows: the completed original is filed in the school's categorical files, a copy is sent to the parent/guardian, and a copy is placed in the pupil's EL Folder. (See sample form in the Appendix).

6. Parents/guardians may apply for a parental exception waiver at any time after the first day of school for options (a) and (b), and after the EL has been placed in an English language program for a minimum of 30 days for option (c). Waivers shall be applied for on an annual basis only.
7. Parents/guardians who apply for a waiver may request a review of the district's guidelines. In these cases, the parents/guardians shall be given Board Policy and Administrative Regulation 3504. They may also request a copy of the procedures adopted by the State Board of Education. In these cases, the parents/guardians shall be given Education Code sections 300-340 and Title 5, California Code of Regulations sections 11300-11305. (See sample form in the Appendix).
8. If 20 or more parents/guardians in a school, at a given grade level (same language), request a waiver and receive approval, the school shall be required to offer the class (program) or allow the pupil to transfer to a public school in which such a class is offered.
9. A waiver may be granted when:
 - (a) The child already knows English and possesses good English language skills as measured by a standardized test of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade level, or at or above the fifth-grade average, whichever is lower.
 - (b) The child is age 10 years or older and it is the **informed** (based on data) belief of the principal and educational staff that an alternative course of educational study would be better suited to the child's rapid acquisition of basic English language skills. Achievement data shall be attached to the waiver form.
 - (c) The child has been in an English language classroom for not less than 30 days and it is the **informed** belief of the principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternative course of study would be better suited to the child's overall educational development.

Written description of these needs must be provided and any such decision shall be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents/guardians shall be fully informed of their right to refuse to agree to a waiver.

10. If the parental exception waiver is denied, the parents/guardians shall be informed **in writing** as to the reason(s) for the denial and shall be informed of the procedures that exist to appeal the decision to the Board. If the results were communicated orally to the parents/guardians who request or are unable to understand written communication, such information shall be documented.
11. The principal shall maintain a log (by grade level and language) of all applied waivers and his/her decision regarding each waiver.

Note: The Individual Education program (IEP) team determines placement of each Special Education pupil, regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

Parental Exception Waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school **would not** be better suited for the overall educational development of the pupil. (5 CCR 11303)

PART F

FUNDING

F

PART F FUNDING

PROGRAM DIMENSION II: GOVERNANCE AND ADMINISTRATION

EL 09: EL PROGRAM INCLUSION IN DEVELOPMENT OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

EL 10: INVENTORY

PROGRAM DIMENSION III: FUNDING

EL 11: SUPPLEMENT, NOT SUPPLANT, WITH TITLE III & LEP

EL 12: TIME ACCOUNTING REQUIREMENTS

Clovis Unified follows funding mandates as prescribed by the California Ed. Code, federal and state regulations and district policies, and/or procedures.

Local Control and Accountability Plan (LCAP) and Title III (LEP, Immigrant) funds are used to supplement the base educational program and 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, Director of Supplemental Services, and Area Assistant Superintendents.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds:

1. The Governing Board approves the Clovis Unified School District's goals and objectives outlined in the CUSD Strategic Plan. This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the CUSD Strategic Plan and data analysis, and allocates funds and other resources to support those needs.
3. The Director of Supplemental Services allocates funds based on the Consolidated Application, meets with school principals to ensure compliance, presents school and district plans to the Governing Board for approval, and monitors expenditures throughout the year.
4. The principal coordinates development of the school level Single Plan for Student Achievement (SPSA) and prioritization of needs based on data, meets with the School Site Council (SSC) and English Learner Advisory Council (ELAC) groups before they approve the SPSA and budget.
5. Site and District Advisory Committees take the following roles:
 - a. The SSC develops the SPSA and annually reviews and updates it.
 - b. ELAC members may advise and give input on the district level plan and needs assessment.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. Information about these budgets is also provided to parents during Quarter I. All categorical budgets are reviewed at each Quarterly SSC and ELAC Meeting. Each fall, preparation for the development of each school's Single Plan for Student Achievement and information on anticipated allocations is provided to the SSCs, DELAC, ELACs and submitted to the Governing Board for approval. The Master Plan: A Guide to Services for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Clovis Unified School District Board Policies
2. Clovis Unified School District Strategic Plan
3. Local Educational Agency Plan (LEAP)
4. Single Plans for Student Achievement (SPSA)
5. Local Control Accountability Plan (LCAP)
6. Federal Program Monitoring
7. Other relevant federal, state and local directive

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teacher salaries and other district services (for example, transportation,



library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure the English Learners have access to the core curriculum. The base program also includes district adopted ELD program materials.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The Table on the following pages provides information on several important sources of supplemental funds.



Table 9.1 Title I, Part A & LEP Allowable Expenditures

| Funding Source | Title I, Part A* | LCAP-LEP |
|--|---|---|
| Funding Description | A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. | A state program supporting compensatory educational services for English Learners. |
| Students to be Served | Students who have not met standards on the SBAC (levels 1 and 2), including English Learners and Special Education Students | English Learners |
| Examples of Expenditures NOT Appropriate for Funding Source | | |
| Inappropriate Expenditure Examples | <ul style="list-style-type: none"> • Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher salary • Food for staff meetings | <ul style="list-style-type: none"> • Supplanting general funds • Regular teacher salary • Food for staff meetings • Capital outlay |
| Examples of Expenditures Appropriate for Funding Source | | |
| Support for English Language Arts, ELD, Math | <ul style="list-style-type: none"> • Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction and support • Primary language materials • Academic interventions | <ul style="list-style-type: none"> • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of ELs • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students |

*All uses of Title I funds must be supported by scientifically-research based programs and data that verify actions resulting in increased achievement.

Table 9.1 (Continued)

| Funding Source | Title I, Part A* | LCAP-LEP |
|--|---|---|
| Examples of Expenditures Appropriate for Funding Source | | |
| Support Personnel | <ul style="list-style-type: none"> • Reading/Math/ELD Coaches • Intervention teachers • Instructional Assistant | <ul style="list-style-type: none"> • Reading/Math//ELD coaches • Intervention teachers • Instructional Assistant • Multilingual community liaison • EL specialists |
| Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education | | <ul style="list-style-type: none"> • Supplemental materials in English and the primary language • Field trips • Primary language support |
| Capacity Building/ Professional Development | <ul style="list-style-type: none"> • Academic Conferences • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Graphic Arts • Conferences/Workshops that support SPSA goals | <ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Graphic Arts • Conferences/Workshops that support SPSA goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period |
| Funding Source | Title III, Limited English Proficient and Immigrant Students | |

| | |
|--|--|
| Funding Description | A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards. |
| Students to be Served | English Learners in grades TK-12 |
| Examples of Expenditures NOT Appropriate for Funding Source | |
| Inappropriate Expenditure Examples | <ul style="list-style-type: none"> • Supplanting general funds • Regular teacher salary • Food for staff meetings |
| Examples of Expenditures Appropriate for Funding Source | |
| Support for English Language Arts, ELD, Math | <ul style="list-style-type: none"> • Provision of high quality professional development for classroom teachers, principals, administrators and other school or community based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures |
| Support Personnel | <ul style="list-style-type: none"> • EL Specialists, Teachers on special assignment, peer coaches • English/Language Arts/Math/ELD coaches Intervention teacher • Instructional Assistants / Paraprofessionals • Multilingual community liaison |
| Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education | <ul style="list-style-type: none"> • Supplemental Instructional materials and equipment • Professional development |
| Capacity Building/ Professional Development | <ul style="list-style-type: none"> • Academic Conferencing / Collaboration • Training / Training Materials / Resources / Consultants • Principal Coaching • Teacher Stipends / Teacher Substitutes • Graphic Arts • Conferences / Workshops that support SPSA goals |
| School Climate, | <ul style="list-style-type: none"> • SSC expenditures |

| | |
|---|--|
| Parent Engagement, Family Support and Learning Environment | <ul style="list-style-type: none"> • Parent training/workshops • Speakers for parent workshops • Graphic Arts • Translation • Support Personnel |
|---|--|



R-30 Language Census or Annual Language Census Reports

Title III, LEP and Immigrant funds are based on the number of English Learner and Immigrant students in the district. Annually in the spring, an R-30 Language Census Report shall be completed by each school. The report indicates the number of EL and FEP pupils in the school by language and grade level. It also reports the type of EL services provided, the number of authorized staff providing the services, and the number of ELs who were reclassified to FEP. The information gathered is used to create district matrices for EL and FEP students. Historical charts indicating growth of EL populations are also maintained.



PART G

**ENGLISH LEARNERS
WITH SPECIAL NEEDS**

A large, bold, black letter 'G' is centered on a light gray rectangular background. The 'G' is a classic, slightly decorative font with a thick stroke and a small serif at the top right. The background is a solid, light gray color.

PART G

ENGLISH LEARNERS WITH SPECIAL NEEDS

PROGRAM DIMENSION II: GOVERNANCE AND ADMINISTRATION

- EL 02: TRANSLATION OF INFORMATION FOR PARENTS
- EL 06: ENGLISH LEARNER IDENTIFICATION AND ASSESSMENT
- EL 07: PARENT/GUARDIAN NOTIFICATIONS

PROGRAM DIMENSION IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- EL 14: RECLASSIFICATION
- EL 15: TEACHER EL AUTHORIZATION

PROGRAM DIMENSION V: STAFFING AND PROFESSIONAL DEVELOPMENT

- EL 16: PROFESSIONAL DEVELOPMENT SPECIFIC TO ENGLISH LEARNERS

PROGRAM DIMENSION VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

- EL 17: PLACEMENT IN INSTRUCTIONAL PROGRAMS

PROGRAM DIMENSION VII: TEACHING AND LEARNING

- EL 19: ENGLISH LANGUAGE DEVELOPMENT
- EL 20: ACCESS TO THE CORE SUBJECT MATTER

| PERSON(S) RESPONSIBLE | RESPONSIBILITIES |
|--|---|
| Principal or Designee | <ul style="list-style-type: none"> ▪ Responsible for implementation of programs/services for English learners at school site |
| EL Site Coordinator | <ul style="list-style-type: none"> ▪ Assists with identification, ELPAC & Alternate Assessments, progress monitoring, evaluation, and reclassification processes ▪ Coordinates and monitors parent notification process ▪ Oversees filing of documentation in EL folders |
| Director of Supplemental Services & Individual Education Plan (IEP) Or 504 Team | <ul style="list-style-type: none"> ▪ Oversees and coordinates in gathering data and obtaining information for sites ▪ Provides assistance and support to sites in the identification, assessment, evaluation, and reclassification of English learners with special needs |
| Parents | <ul style="list-style-type: none"> ▪ Participate on committees, review notification information, evaluation & progress monitoring and sign reclassification form. ▪ Attend annual IEP & any potential reclassification meetings |

This section is intended as a resource to assist both regular and special educators to meet the needs of students who are identified as English learners (EL) and may possibly need to be identified or are currently identified for special education. This is a brief overview on assessment, identification, and programs for English learners (ELs) which covers the following topics: Home Language Survey, assessment of ELs in California (ELPAC, SBAC Testing), identification of English learners, instruction and program options for ELs in California, responsibility for monitoring and reclassification of ELs, curriculum and instruction for ELs, and staff requirements for teaching ELs.

IDENTIFICATION

Home Language Survey (HLS)

When parents or guardians first register their child for school, they complete a HLS that indicates what language is spoken in the home. The *Home Language Survey* is a form administered by the school district to be completed by the pupil's parent or guardian at the time of first enrollment in a California public school indicating language usage in the home which, if completed, fulfills the school district's obligation required by Education Code Section 52164.1 (CA Code of Regulations, Title 5, Chapter 11, Subchapter 7.5).

Guidelines for Home Language Survey Process

As part of the enrollment procedures at each school site, the parent or legal guardian of **all** new TK-12 pupils shall complete a *Home Language Survey* (HLS) under the guidelines outlined below. (See HLS sample in Appendix). Schools are encouraged to explain and assist parents with understanding the purpose, process, and meaning of the HLS, as well as, accurately understanding of the document. Schools are responsible for obtaining the original HLS. This allows for the most accurate information that can efficiently assist pupils in an appropriate instructional setting program placement.

A. Pupils transferring from within Clovis Unified School District (CUSD):

1. Do not complete a new HLS.
2. Obtain a copy of the HLS from the previous CUSD School.

B. Pupils transferring from outside CUSD:

1. A pupil entering Kindergarten or a California school for the first time, the parent/guardian will complete a HLS.
2. A pupil transferring from another California school, parents/guardians will complete the HLS, and the school will request a copy of the original HLS from the previous school of attendance. The original HLS will take precedence as the official HLS for the pupil. All other HLS documents will be destroyed.
3. If a HLS is not received from the previous school, an initial English Language Proficiency Assessment for California (ELPAC) will be administered within 30 days of enrollment.

The registrar shall use the *Home Language Survey (HLS) Directions and Translation* Booklet as a guide for implementing the HLS. The booklet contains information, procedures, and a set of HLS in 34 languages. Note: The CUM file should contain only one HLS. If more than one HLS exists, retain only the one with the **earliest** date. Attach the original HLS to the EL Home Language Survey CUM card and place in the CUM file (EL Form# 4.1C in Appendix).

Oral translations shall be provided for parents or guardians needing assistance with completion of the HLS, when possible. The HLS has four questions. Each question **must** be answered. The HLS shall be signed and dated by the parent/guardian.

Common Questions

- A. What happens if the HLS indicates all English?
1. A copy of the HLS shall be placed in the pupil's CUM file.
 2. ELPAC is NOT administered nor EL program services required.
 3. The pupil is placed in the school's mainstream academic program.
 4. English is listed as the primary language in student information system.
- B. What happens if the HLS indicates a language other than English only on question #4?
1. The pupil is FEP. A copy of the HLS shall be attached to the *HLS CUM Card* (EL Form# 4.1C in Appendix) and placed in the pupil's CUM file. Check the appropriate FEP box on the card.
 2. A copy of the HLS shall be given to the EL Coordinator at the school site.
 3. ELPAC is NOT administered nor EL program services required.
 4. The pupil is placed in the school's mainstream academic program.
 5. The pupil's name is placed on the *Demographic Sheet* (EL Form # 1S) and columns 1-7 are completed with the current information. Column 12 of the Demographic Sheet must be checked as the HLS #4.
 6. The language other than English from the HLS must be entered into student information system as the primary language.
 7. The pupil is placed in the school's core academic curricular program and designated as an FEP (Fluent English Proficient).

English is never entered into student information system as a primary language, when the HLS has another language.

- C. What happens if the HLS indicates at least one response other than English on **questions #1-3?**
If a parent/guardian elects to put two languages on a line;
- Example 1: English/Hmong: The language other than English must be listed in student information system, and ELPAC is administered.**
- Example 2: Hmong/Thai: You must confirm with parent/ guardian the dominant language and enter it into student information system, and ELPAC is administered.**
1. The pupil shall be designated as having a primary language other than English and the assessment process begins. This includes migrant, special education, alternative education, foreign exchange, and I-20 students.
 2. A copy of the HLS shall be given to the site EL Coordinator.
 3. A copy of the HLS shall be attached to the *HLS CUM Card* and placed in the pupil's CUM file. The pupil is administered the ELPAC. A pupil who has an overall score of Emerging/Low Expanding is designated as an English Learner (EL) and receives services. If a pupil scores High Expanding/Bridging or Bridging, they are considered Initial Fluent English Proficient (IFEP).

4. The initial assessment process (ELPAC) 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 pupil's former school district. If official results are not available, the school shall administer the Initial ELPAC within the 30-day period.
5. The pupil's name shall be placed on the *Demographic Sheet*. Columns 1 through 11 shall be completed reflecting the pupil's scores. If ELPAC results are from another district, a copy of the pupil's report must be attached to the Demographic Sheet.
6. ELPAC assessment materials are available from the Department of Assessment.
7. The pupil is placed in the appropriate instructional setting based on the results of the initial EPAC.



Assessment of English

There are two types of individual assessment such as the ELPAC and group assessments like those used in the California Assessment of Student Performance and Progress- Smarter Balance Assessment Consortium (SBAC) programs.

Learners (ELs) in California

measures used with ELs:

English Language Proficiency Assessment for California (ELPAC)

State law (California Education Code sections 313 and 60810[d]) requires that school districts administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English and, (2) English Learners as an annual assessment. For California public school students, this test is the ELPAC. California Education Code Section 52164.1[a] requires all students (in kindergarten through grade twelve) whose primary language is not English, based on the Home Language Survey (HLS), to take the Initial ELPAC **within 30 calendar days** after they are enrolled in a California public school for the first time to determine if they are English learners.

The Initial ELPAC has three purposes:

1. to identify students who are limited English proficient;
2. to determine the level of English language proficiency of students who are limited English proficient; and
3. to assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English. All ELs must be administered the Summative ELPAC annually. There are no parent waivers for taking ELPAC (ELPAC State Board Adopted Guidelines October, 2008).

There are Three (3) proficiency levels within ELPAC: (1) Novice, (2) Intermediate. If a pupil's overall score is Novice or Intermediate on the initial EPAC, the pupil must be appropriately placed in an EL Program that reflects his/her needs and level of proficiency.

The state standard for "proficiency" is a pupil scoring at the IFEP level. These students are considered "Initial Fluent English Proficient" or "IFEP".

- **Initial Assessments: Within 30 calendar days of initial enrollment**

Foreign Exchange or I-20 Pupils: When registering Foreign Exchange or I-20 Pupils the process follows the same procedure as any other pupil registering at a school. When a guardian of a Foreign Exchange or I-20 Pupil enrolls a pupil, completes a Home Language Survey, and responds to questions 1, 2, or 3 with any language other than "English", they must be initially tested with the ELPAC within 30 calendar days of enrollment. If they answered question 4 with a language other than English, that language is entered into student information system and added to the monthly Demographic Sheet. The pupil will be identified as Fluent English Proficient (FEP).

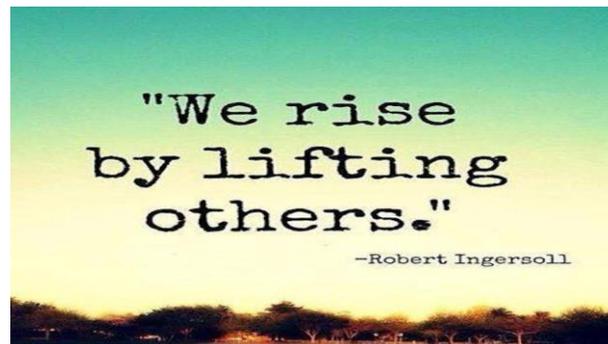
Pupil placement into EL Program: The ELPAC provides scores for the skill areas of listening, speaking, reading, and writing as well as an overall score. The overall score is derived by combining the skill area scores. Proficiency levels (Novice, Intermediate, IFEP) were developed for each skill area and for the overall score.

- A. The EL Site Coordinator monitors administration of Initial ELPAC. **A pupil is administered the Initial ELPAC test only once.** If the pupil has been in an EL program in another school in CUSD or in a school in another district, an effort **must** be made to obtain the ELPAC scores within 30 days after enrollment. Otherwise an informal Initial ELPAC is given.
- B. The Initial ELPAC shall be administered to each pupil by a credentialed teacher or a qualified staff member who has been trained to administer the ELPAC.
- C. The Initial ELPAC materials are available from the Department of Supplemental Services. All ELPAC materials shall be kept secure with security agreements on file.
- D. When administering the Initial ELPAC, follow the directions in the *Examiner's Manual* and in the *Scoring Guide*.
- E. Use the correct grade level and form for the child to be assessed.
- F. **Pupils receiving Special Education services or those with a 504 Plan will be administered the Initial ELPAC assessment with accommodations, modifications, or an alternate assessment, as specified in their IEP or 504 Plan.** It is the IEP Case Manager and 504 Coordinator's responsibility to communicate accommodations etc. to site testing administrator and site coordinators.
- G. After administering the Initial ELPAC, record test information on a *Student Score Sheet*. Use the Educational Data System's Local Scoring Tool (LST) to score the ELPAC via www.ELPAC.org

Note: For further information about ELPAC, refer to the Initial ELPAC Section, Alternate Assessment Guidelines for ELPAC and Accommodations for the ELPAC on the California Department of Education website: [www.http://elpac.org](http://elpac.org) may be used when administering the initial ELPAC.

- H. **When identifying a pupil receiving Special Education services as an English learner, program placement should not rest on a single test score. Other available information within the IEP shall be used to determine appropriate assessment and services.**

- I. **The law requires districts to use the Initial ELPAC as a primary indicator of English proficiency for the initial identification of English Learners. However, the following criteria are recommended to guide the initial identification of a pupil as either Initial Fluent English Proficient (FEP) or as an English Learner (EL).**
 - 1. A pupil with an overall proficiency level of IFEP skill proficiency in all four skill areas (listening, speaking, reading, and writing) should be identified as IFEP.
 - 2. A pupil scoring below the IFEP skill level should be identified as an EL.
 - 3. Documentation should be retained for accountability purposes.



ELPAC: ALTERNATE ASSESSMENT

GUIDELINES AND CONSIDERATIONS FOR ENGLISH LEARNERS WITH SPECIAL NEEDS

One purpose of the ELPAC is to measure English language proficiency of students to ensure appropriate instructional placement. For some students with special needs, a test accommodation may be necessary. Similar to what we offer students when taking any portion of SBAC. A accommodation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. This may include accommodations and/or modifications. Test accommodations enable students to participate in assessments in a way that allows abilities rather than disabilities to be assessed. They help level the playing field so that the assessment can more accurately measure the students' knowledge and skills. In California, students with disabilities who participate in the state assessment system are permitted to use accommodations during testing as determined by their Individualized Education Plan (IEP) or 504 Plans. Students who are able to take the ELPAC with accommodations should complete the test with accommodations as outlined in the IEP or 504 Plan. Students who require modifications on the ELPAC should be considered for an alternate assessment. If a student can complete only a portion of the test, that portion shall be submitted to be scored for scoring and reporting. Other areas are left blank and nonstandard administration shall be noted in the appropriate field of student's answer document. If a student has not taken the entire ELPAC, the student report will indicate a beginning proficiency level for any section that was not administered. The results from all or a portion of the ELPAC shall be used as one of the multiple assessments given to the student as part of the assessment data on that student.

Most students with disabilities should be able to complete the ELPAC or portions of the test and a good faith effort shall be made to administer all or part of the test. The test publisher suggests that the students attempt five (5) questions of each section before moving on. However, a small percentage of our Special Education students may need to use non-standard assessment procedures; i.e., a profoundly deaf student will not be able to attempt the listening and speaking portion of the test.

Students who are able to take the ELPAC with accommodations should complete the test with accommodations as outlined in the IEP or 504 Plan. Students who require modifications on the ELPAC should be considered for an alternate assessment. If a student can complete only a portion of the test, that portion shall be submitted to be scored for scoring and reporting. Other areas are left blank and nonstandard administration shall be noted in the appropriate field of student's answer document. If a student has not taken the entire ELPAC, the student report will indicate a beginning proficiency level for any section that was not administered. The results from all or a portion of the ELPAC shall be used as one of the multiple assessments given to the student as part of the assessment data on that student.

Students who receive a nonstandard administration of the ELPAC will not receive a complete ELPAC score. Therefore, it is the responsibility of the IEP Team to determine if the student is EL or FEP based on the ELPAC, and other alternate assessment results they may have. Special Education English Learners may be reclassified to FEP if they show English proficiency comparable to that of English-only students with a similar disability.

It is important to note that, when choosing alternate assessments, no single alternate assessment instrument can effectively assess all the required domains—i.e., listening, speaking, reading, and writing. More than one assessment, therefore, is necessary to measure English proficiency of a student. Each assessment must be reviewed by the team with the individual student and the IEP in mind. It is critical that multi-assessments be used to determine a student's language proficiency. Eligibility for ELPAC Alternate Assessment is based on a student's IEP or 504 Plan and is intended for students with severe disabilities whose instructional program reflects an emphasis on functional life skills. (i.e., skills for daily living at home, work in the community). With variations, the question becomes not whether a student will participate in assessments but how they will participate. Before any test variation is used, the following activities should be considered by the IEP Team in collaboration with the EL Coordinator.

Alternate Assessments

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose IEP Teams in collaboration with the EL Coordinator have determined that they are unable to participate in the ELPAC even with variations, accommodations, or modifications.

Students' IEP/504 Teams are encouraged to consult the Test Variations Matrix on the CDE ELPAC website at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp> to determine if a student requires accommodations or modifications for the ELPAC.

- An accommodation does not alter the test construct.
- A modification does alter the test construct and will result in the lowest possible scale score.
- If the IEP/504 Team determines that a student's disability precludes participation in all or part of the ELPAC that the affected section/sections may be assessed with an alternate assessment.
- The IEP/504 Team determines which alternate assessments are to be used.
- More than one alternate assessment may be necessary to accurately measure the English proficiency of a student.
- If accommodations/modifications are used, or if a student is administered alternate assessments for all or any section of the ELPAC, the appropriate fields on the demographics sheet must be filled in a time of testing.
- The student's score sheet will indicate the lowest possible scale score in each skill area not attempted (i.e., left blank) or tested with a modification. The student score sheet will note that the results should be interpreted with caution.
- The student's student score sheet will indicate accommodation, modification or alternate assessment.
- The scale scores provided for skill areas not attempted or assessed with a modification might not accurately reflect the student's actual English proficiency level.
- The IEP/504 Team should also consider the results of the alternate assessment when determining linguistically appropriate instruction.



1. Review State and Federal Regulations: Title V, ELPAC, Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and ADA Americans With Disabilities Amendment Act (504c)
2. Review "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments." (see CDE website: <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>)
3. Review Individualized Education Plan (IEP) and Section 504 Plans. As with state assessments, ELPAC must be current, specifically addressed, and noted in all documents.

4. Determine as an IEP Team in collaboration with the EL Coordinator how the student will participate in the ELPAC.

If the IEP or 504 Team decides that no portion of the ELPAC can be administered, the school/ district shall:

1. Note the decision in the IEP and/or 504 Plan and indicate “nonstandard administration” in the appropriate field on the answer document.
2. The alternate assessments are administered as determined by the IEP Team and noted in the student’s IEP/504.
3. Document the results of the alternate assessment report in the student’s record.
4. If this is an Initial assessment, the scores must be included on the Demographic Sheet along with copies of the assessment results.
5. Note the decision in the IEP and/or 504 Plan and indicate “nonstandard administration” in the appropriate field on the answer document.
6. The alternate assessments are administered as determined by the IEP/504Team and noted in the student’s IEP or 504 Plan.
7. Document the results of the alternate assessment report in the student’s record.
8. If this is an Initial assessment, the scores must be included on the Demographic Sheet along with copies of the assessment results.

Universal Tools, Designated Supports, and Accommodations for ELPAC

The Matrix Four document should be used in conjunction with the California Code of Regulations, Title 5 (5 CCR), sections 11517.6 through 11519.5* of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and or accommodations on the ELPAC test is restricted to only those identified in this document. Matrix Four displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC system beginning August 3, 2018. To access the Matrix 4 document please visit the website.

<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated Supports** are available to all student’s when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the students individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on ELPAC tests to all eligible students if specified in the student’s IEP or Section 504 plan.

PART 1. Embedded Resources

Embedded resources are digitally delivered universal tools (U), designated supports (D) or accommodations (A) available as part of the technology platform for the computer administered tests. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil test and embedded resources do not apply to the ELPAC at this time.

PART 2. Non-embedded resources

Non-embedded resources are universal tools (U) designated supports (D) or accommodations (A)

available when provided by the local educational agency (LEA) for the ELPAC tests administered via paper-pencil. These supports are not part of the technology platform for computer-administered tests and do not change or alter the construct being measured. The following table shows the available non-embedded resources for the ELPAC tests:

| Non-Embedded Resources | Listening | Speaking | Reading | Writing |
|--|------------------|-----------------|----------------|----------------|
| Breaks, including testing over more than one day, between the test contractor-identified test sections | U | U | U | U |
| Oral clarification of test directions by the test examiner in English | U | U | U | U |
| Scratch Paper | U | U | U | U |
| Sufficient time to complete the test | U | U | U | U |
| Pupil use of highlighter(s) in the test book for grades two through twelve | U | U | U | U |
| Pupil use of marking in the test book for grades three through twelve (non-highlighter) | U | U | U | U |
| Scratch paper | U | U | U | U |
| Sufficient time to complete test | U | U | U | U |
| Non-Embedded Resources | Listening | Speaking | Reading | Writing |
| ADJUSTMENT TO SETTING INCLUDING : | | | | |
| Audio amplification equipment | D | D | D | D |
| Most beneficial time of day | D | D | D | D |
| Special lighting or acoustics | D | D | D | D |
| Special or adaptive furniture | D | D | D | D |
| Testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit | D | D | D | D |
| Audio or oral presentation of test directions in English | D | D | D | D |
| Color overlay | D | D | D | D |
| Covered overlay, masks or other means to maintain visual attention to the test consistent with the test contractor's test directions. | D | D | D | D |
| Magnification | D | D | D | D |
| Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions) | D | D | D | D |
| Noise buffers | D | D | D | D |
| Audio or oral presentation of test questions for the writing section in English | Not Applicable | Not Applicable | Not Applicable | D |
| Braille test materials provided by the test contractor. | A | A | A | A |
| Non-Embedded Resources | Listening | Speaking | Reading | Writing |
| FOR TEST QUESTIONS THAT ADDRESS THE DOMAIN OF WRITING | | | | |
| Dictation by the student of responses including all spelling and language conversions, to a scribe, audio recorder, or speech-to-text converter | Not Applicable | Not Applicable | Not Applicable | A |
| Use of word processing software with the spell and grammar check tools turned off. | Not Applicable | Not Applicable | Not Applicable | A |
| Large print versions reformatted from regular print version | A | A | A | A |
| Pause or replay the audio during the administration of test questions for the listening domain | A | Not Applicable | Not Applicable | Not Applicable |

| | | | | |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Pause or replay the audio during the administration of test questions for the speaking domain—summarize an academic presentation | Not Applicable | A | Not Applicable | Not Applicable |
| Presentation of, and responses to, test questions using Manually Coded English or ASL—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe | A | A | Not Applicable | A |
| Responses dictated to a scribe for selected response items, including multiple-choice items | A | Not Applicable | A | A |
| Supervised breaks within a section of the test | A | A | A | A |
| Test questions enlarged through electronic means | A | A | A | A |
| Testing at home or in the hospital by a test examiner | A | A | A | A |
| Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit | A | Not Applicable | A | A |
| Use of an assistive device that does not interfere with the independent work of the student | Not Applicable | Not Applicable | Not Applicable | A |
| Use of written scripts by the test examiner for pupils for whom streamed audio is not accessible | A | Not Applicable | Not Applicable | Not Applicable |
| To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE), prior to administering, on behalf of a student with a disability | Check with ELPAC office prior to use |

PART 3. Instructional Supports and Resources on Alternate Assessment(s)

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations listed in Part 2. If a student is unable to access the ELPAC with the supports listed in Part 2, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

PART 4. Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 plan and **only on approval by the California Department of Education.**

To request the use of an unlisted resource, the LEA ELPAC coordinator or site ELPAC coordinator may submit a request to the CDE a minimum of ten business days before the student’s first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified will be granted by the CDE on the basis of the IEP team’s or Section 504 plan’s designation and if the unlisted resource does not compromise the test’s security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after the testing has been completed.

The CDE has identified, on the following page, non-embedded unlisted resources for the ELPAC that change the construct being tested. The LEA may contact the ELPAC Office at elpac@cde.ca.gov or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain.

Identified Non-Embedded Unlisted Resources That Change the Construct Being Measured

| Non-Embedded Resources | Listening | Speaking | Reading | Writing |
|-------------------------------|------------------|-----------------|----------------|----------------|
| Bilingual Dictionary | X | X | X | X |
| English Dictionary | X | X | X | X |
| Signed Exact English | X | X | X | X |
| Thesaurus | X | X | X | X |
| Translations | X | X | X | X |
| Translated word lists | X | X | X | X |

2018–19 California Student Assessment Accessibility for the English Language Proficiency Assessments for California



Unless noted in parentheses, the listed resources may be used in all domains: listening (L), speaking (S), reading (R), and writing (W).

| Available to All Students | | Available to Students with an Individualized Education Program (IEP) or Section 504 Plan | | Unlisted Resources | |
|---|--|---|--|---|---|
| <p>Universal Tools</p> <ul style="list-style-type: none"> Breaks, including those that extend testing over more than one day, between the contractor-identified test sections Oral clarification, in English, of test directions by the test examiner Student use of highlighter(s) in the test book for grades two through twelve Student use of marking in the test book for grades three through twelve (no highlighter use) Scratch paper Sufficient time to complete test | <p>Designated Supports</p> <ul style="list-style-type: none"> Adjustments to setting, including: <ul style="list-style-type: none"> • Audio amplification equipment • Most beneficial time of day • Special lighting or acoustics • Special or adaptive furniture • Testing in a separate room, provided that the student is directly supervised by an employee who has signed the ELPAC Test Security Affidavit Audio or oral presentation of test directions in English, which may be repeated as requested by the student Color overlay Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions Magnification Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions) Noise buffers | <p>Accommodations</p> <ul style="list-style-type: none"> Braille test materials provided by contractor Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W) Large print versions reformatted from regular print version Pause or replay the audio during the administration of test questions (L) Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S) Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W) Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W) | | <p>Supervised breaks within a section of the test</p> <ul style="list-style-type: none"> Test questions enlarged through electronic means Testing at home or in the hospital by a test examiner Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W) Use of an assistive device that does not interfere with the independent work of the student (L, S, W) Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L) Use of word processing software with the spell and grammar check tools turned off (W) | <p>To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.</p> <p>Domain Exemption(s)</p> <p>The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.</p> |

Please refer to *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC* on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx> for additional information.

California Department of Education
October 2018

<https://www.elpac.ord/resources/faq/#admin>

Is there an alternate assessment that is recommended by the state?

IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with accommodations, due to short- or long-term disabilities. In this instance, the IEP team may determine that the student should be tested with an alternate assessment. Currently, the CDE does not provide a list of approved alternate assessments.

If a student takes an alternate assessment, make sure to return a blank ELPAC Answer Book for the student with the demographic information completed and mark the *Alternate Assessment* bubble (box 11) for each domain in which an alternate assessment was administered.

Also note:

- The Alternate Assessment bubble should **not** be filled in for students who take the braille version. The braille version of the ELPAC is **not** an alternate assessment.
- **Students who take an alternate assessment will receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as an alternate assessment.**
- If a student takes an alternate assessment for all domains, the Overall Scale Score will also be the LOSS

Alternate Assessment Instruments

The following English language proficiency assessments can be used to assess English proficiency of students with severe disabilities who cannot take the ELPAC and receive a valid score even with accommodations. The EL Coordinator, classroom teacher, and the IEP Review Team should determine which students need alternate assessments and how they should be assessed. Many of these students would be students who take the CAA as outlined in their IEP or 504 Plan.

One purpose of the ELPAC is to measure the English language proficiency of students to ensure appropriate instructional and program placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the domains – i.e., listening, speaking, reading, and writing. More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind.

The list of alternate assessments below **is not exhaustive nor does it constitute an endorsement by California Department of Education (CDE)**, it simply is a list of suggested assessments. The review team is encouraged to and may select an alternate assessment(s) not on this list, that is better suited and tailored to the student's needs.

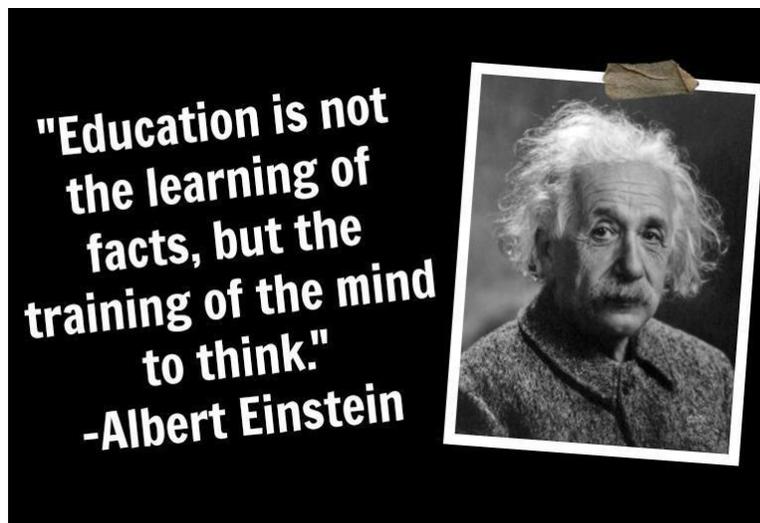
| Test Name | Purpose |
|--|--|
| Alternate Language Proficiency Instrument (ALPI) | Measures receptive and expressive language; grades TK-12 |
| Basic Inventory of Natural Language (BINL) | Measure of oral language proficiency; grades TK-12 |
| Student Oral Language Observation Matrix (SOLOM) | Un-standardized, teacher rated oral Language proficiency; grades TK-12 |
| Language Proficiency Test (LPT) | Measures aural/oral reading and writing; grades |

| | |
|---------------------------------|---|
| | 7-12 |
| Student Oral Proficiency Rating | Measure of oral language ability; grades TK-6 |
| KTFA | Academic measure PK - |
| TOLD | Speaking/Listening |

Suggested ELPAC Steps to Process an Alternative Assessment

Before any testing variation is utilized, the following steps should be taken:

1. Review IEP and/or 504 Plan
Note if the ELPAC is specifically addressed in the IEP or 504 Plan
 - I. Determine if the information is current
 - II. Schedule needed IEP or 504 team meetings and notify appropriate team members.
 - III. In collaboration with the EL Coordinator, classroom teacher, and the IEP Team determine which students need alternate assessments and how they should be assessed.
2. State the purpose of the meeting and inform parents of their due process rights considering the following:
 - I. How the student has performed in the classroom and on previous tests
 - II. Current assessments that the students has taken
3. Determine as a team how the student can participate in all sections of the ELPAC
 - I. The team should complete the Alternate Assessment Participation Criteria List
 - II. Determine if the student needs an alternate assessment(s) for any section of the ELPAC
 - III. Document the decision on the IEP or 504 Plan with all participants signing
4. Decide as a team the appropriate accommodations to be used on each of the subsections of the ELPAC
 - I. Document accommodations/modifications on the IEP/504 Plan; specify exactly how they are to be implemented, for what section, and why
5. Complete final meeting activities
 - I. Update all sections of IEP and review parent's due process rights
 - II. Solicit input from parent/guardians
 - III. Obtain consent signature(s) IEP
 - IV. Provide copies to the parent/guardian



NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND STUDENT PLACEMENT

Initial Placement Steps:

- A. Use the Local Scoring Tool (LST) scoring guide to establish the pupil's overall proficiency level. The LST user's instructions and scoring guide are available at the following URL: http://www.ELPAC.org/resources/scoring_tool/
- B. Once the pupil's initial overall proficiency level is determined, the determination of EL or IFEP can be made
 - **EL:** Novice, Intermediate
 - **IFEP:** IFEP
- C. After determining whether the pupil is EL or IFEP, choose one of the following steps:
 1. **If the pupil is EL:**
 - a. Place the pupil in the appropriate EL services
 - b. Place the pupil's name on the Demographic Sheet and complete columns 1 through 11. In column #11, please circle the language proficiency level
 - c. Administer primary language assessment within 90 days
 - d. Create and document the progress of each EL pupil in the EL folder
 - e. Send home the *Parent Notification of Initial Testing Results and Placement for English Learners* letter
 - f. Mark EL box on *CUM CARD* (EL Form #4.1C) and place in pupil's CUM file along with primary language testing results
 2. **If the pupil receives Special Education services and is also an EL, the Individual Education Plan (IEP) shall guide the pupil's placement and instructional program relative to English language development, special needs, and alternative assessments**
 3. **If the pupil is IFEP, no further testing is necessary.**
 - a. The pupil is placed in the school's regular academic programs
 - b. Place the pupil's name on the *Demographic Sheet* and complete columns 1 through 11. In column #11, please circle the language proficiency level
 - c. No EL folder is needed; however place ELPAC testing information in the categorical files
 - d. Mark appropriate FEP box on *CUM CARD* (EL Form #4.1C) and place in pupil's CUM file
- D. Submit the following documentation monthly to the Department of Supplemental Services:
 - Completed *Demographic Sheet* with necessary attachments
 - Completed Initial ELPAC assessments for shipment
 - Collect previous ELPAC scores from other districts, if available
 - Attach all reclassification documents and dates
 - If no assessments were administered for the month, notify the Department of Supplemental Services that no tests were administered on a completed *Demographic Sheet* stating "None", and add a copy to your categorical files
 -

Frequently Asked Questions

Question: Who can administer the ELPAC?

Response: Only test examiners who are employees of the school district, are proficient in English (e.g., have complete command of pronunciation, intonation, and fluency, and can correctly pronounce a full range of American English phonemes), and have received training specifically designed to prepare them, may administer the ELPAC (*CDE English Language Proficiency Assessment for California: Reporting and Using Individual 2008-09 Results*).

Question: What if the LEA does not administer the ELPAC within 30 calendar days after a student enrolls for the first time in a California public school?

Response: LEAs engage in compliance program monitoring (CPM) reviews required by the CDE to ensure that they are following the California State Board Adopted Guidelines for Administering ELPAC. Districts that do not adhere to federal regulations related to English learners may be at risk of losing their Title III funds.

Question: What are the requirements for administering the Summative ELPAC assessment annually?

Response: The annual testing window for LEAs to administer the Summative ELPAC to English learners begins July 1 of each school year. (*CDE California English Language Development Test: Reporting and Using Individual 2008-09 Results*).

Question: May a special education teacher provide English Language Development (ELD) services to EL students in their classroom or on their caseload?

Response: Yes. Under the current credentialing requirements, all special education teachers should have the appropriate certification (see column one on the CTC chart) to provide ELD services to students. It is not a requirement that the special education case manager or teacher provide the ELD services. This should be discussed at the student's IEP.

Question: What if parents of a kindergarten student mark the *Home Language Survey* indicating that the student speaks another language in the home, but in fact the student is in an environment where both parents speak English and the native language fluently and the child may be fully bilingual? Is it still required for the student to take ELPAC?

Response: Yes, the student should still take the ELPAC test and be given the primary language survey.

Question: Are students who use American Sign Language (ASL) as their mode of communication required to take ELPAC?

Response: For purposes of ELPAC testing and identifying students who use ASL as English learners the following applies (per conversation with CDE English Language Learner Division, personal communication, April, 2010):

- 1) Non-English speaking parent, ASL student – ELPAC testing required; student may be considered an EL student under IEP or 504 plan.
- 2) English speaking parent, ASL student - No ELPAC testing required; student under IEP or 504 Plan.

- 3) ASL parent, hearing student - No ELPAC testing required, student may or may not be under IEP or 504 plan
- 4) ASL parent, ASL student - No ELPAC testing required; student under IEP or 504 plan

ASL is not listed as a language code for a primary language. For purposes of federal and state categorical funding, ASL is not considered as a primary language to be used in the designation of the student as an EL.

INSTRUCTIONAL SETTINGS

The two mandated program options (unless a parental exception waiver is granted) for EL students in the State of California are:

1) Structured English Immersion (SEI)

SEI is to be provided to ELs with *less than reasonable fluency*. In CUSD *less than reasonable fluency* is defined as the student scoring at the Beginning stage, Somewhat developed stage, or moderately developed stage of English language development (ELD) as measured by the ELPAC. SEI is an intensive ELD program. This program can be administered in a variety of settings such as in a regular classroom or as a pull out program. A student may be transferred from an SEI program when he or she has acquired a reasonable level of proficiency in English, not intended to exceed one year. Classroom instruction is “overwhelmingly in English” and should include leveled ELD instruction and access to the core content through instructional strategies using Content-Based ELD (CBELD) and primary language support as needed, to motivate, clarify, and explain.

Instructional Programs & Methodology for English Learners (ELs) in California

An English language classroom is the placement for all ELs in California, unless a parental exception waiver is granted for an alternative program. In addition, it is required that all ELs, regardless of the program they are being served in, be provided with English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE). A description of each is provided below:

English Language Development (ELD)

English language development is the instruction of English designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the English learner. All ELs, regardless of placement, must receive ELD appropriate to their proficiency level (CTC, 2007). During the regular day, differentiated ELD instruction, appropriate to the English proficiency level of each EL, must be provided by an authorized teacher until the student is reclassified. School sites are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students to acquire academic English rapidly, efficiently, and effectively. ELD must be a planned, specific, intentional, and explicit component of the total education of each English learner. There is no maximum amount of time for a student’s ELD. However, it is mandatory in our district that each EL receive the minimum of 30 minutes per day of ELD (TK-6) and at least one period per day in grades 7-12.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is an instructional approach designed to increase the level of comprehensibility of the English language in grade-level content areas. All English learners should receive SDAIE, and, if necessary and reasonably possible, primary language support. The content should be supported with rich contextual clues, graphic organizers, activating prior knowledge, modeling, demonstrations, and practical examples. Instruction should be *overwhelmingly* in English to provide additional and appropriate educational services to ELs until they have met reclassification criteria. This means that ELs must be provided with ELD and SDAIE as needed, until they are reclassified as fluent English proficient (FEP).

RECLASSIFICATION OF ENGLISH LEARNERS WITH SPECIAL NEEDS

It is the responsibility of the district to designate the persons or team responsible for making the decisions about when to reclassify a student from EL to *Reclassified Fluent English Proficient* (RFEP) and to invite the parents to participate in the reclassification process. Only the district designated persons or team may make this decision based on the California State Board Adopted Guidelines for Reclassification. It is important that school personnel understand reclassification of English learners as Fluent English Proficient (RFEP), the CDE reclassification criteria guidelines, the issues related to reclassification of English learners, and how the four criteria apply to students with disabilities. This section also includes sample reclassification scenarios and frequently asked questions.

Understanding Reclassification of English Learners

Reclassification is the process used by districts/LEAs to make a determination if an EL student has acquired sufficient English skills or fluency to perform successfully in academic subjects without ELD support.

When EL students demonstrate that they are able to compete effectively or are commensurate with English-speaking peers, they are then reclassified as fluent English speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the State Board of Education (SBE) and is based on California Education Code Section 313(d). The reclassification procedures developed by the CDE utilize multiple criteria in determining whether to reclassify a student as being proficient in English.

The California Department of Education Reclassification Guidelines

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f]). In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimal required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student

The following are suggestions for applying the four criteria in EC Section 313(f) to local reclassification policies regarding English learners with disabilities:

Criterion 1: Assessment of the English Language Proficiency

Assessment of ELP using an objective assessment instrument including but not limited to the ELPAC, is one of four criteria in state law per EC Section 313(f) to be used by CUSD in determining whether or not an English learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes. An alternate assessment may be used to measure the student's ELP on any or all of the four domains in which the student cannot be assessed using the ELPAC, however, results from the alternate assessment or ELPAC with accommodations in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to ELPAC results, in general, or for the purposes of Title III accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

Criterion 2: Teacher Evaluation

Use the student's classroom performance information based on his or her IEP goals for academic and ELD. Teachers, general or special education, shall make recommendations about whether or not they believe the student has acquired English language skills that will allow him or her to be successful in learning in English commensurate with English speaking peers. Teacher's may base their recommendations on classroom work samples, criterion referenced tests, classroom assessments, progress towards academic IEP goals and objectives, and overall performance in the classroom. It may be helpful to provide teachers with a checklist such as the SOLOM in order for them to provide more objective information regarding the student's skills in English.

Criterion 3: Parent Opinion and Consultation

The parent or guardian is a participant on the IEP team. Provide notice to parents or guardians of their rights and encourage their participation in the reclassification process by inviting them to a face-to-face meeting.

Criterion 4: Comparison of Performance in Basic Skills

Student's score on an assessment of basic skills The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. Reclassification teams need to consider whether or not the impact of a student's disability, "other than English language proficiency", is a contributing factor to the student's low achievement on standardized tests of basic skills. If the team determines that low performance (lower than the beginning point of "basic") is due to a disability rather than English language proficiency and the student has acquired language proficiency, they must document this when making the decision of whether or not the student has met criteria number four.

In addition, some students with disabilities, as designated in their IEP, take the alternative measures to CAASPP such as the California Alternative Assessments (CAA). If a student takes an alternative assessment, decisions regarding the student's performance in basic skills for criteria four would most likely be based on the results of the specific assessments taken.

The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the local IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress given the student's capacities.



Frequently Asked Questions

Question: Is reclassification to RFEP the responsibility of the IEP team for EL students in special education?

Response: No. Each district/LEA must establish policies and procedures to designate which staff or the team members that are responsible for reclassification of EL students. The English Learner Division at the CDE advises that reclassification is not the jurisdiction of the IEP team. However, if the LEA has designated the IEP team as the EL reclassification team for students with IEPs, it may be an acceptable practice for the IEP team, in collaboration with staff members who have expertise in the reclassification of English learner, to reclassify students to RFEP. It is best practice for English learner and special education staff members to work together collaboratively to make reclassification decisions for students with disabilities.

Question: May a school EL reclassification team use "alternative criteria" to reclassify a student who is EL to RFEP?

Response: No. There is no provision that allows an LEA to use "alternative reclassification criteria." LEAs must follow the four criteria established by the CDE as per Ed Code Section 313(d). However, as per the

CDE guidelines provided in the document Understanding and Using Individual Results, there may be some flexibility regarding how to apply those criteria.

Question: May a school classify a student that has severe disabilities and is non-verbal as FEP upon entry?

Response: No. There is no provision that allows an LEA to use “alternative criteria” to classify a student as EL, even upon entry if it is deemed that the student is an English learner based on the language survey. The IEP team may determine if the student needs an alternative assessment to ELPAC and what that alternative will be (this must be an IEP team decision).

Question: May a school designate a student who uses American Sign Language (ASL) as FEP even though they are EL based on the enrollment survey?

Response: Based on communication with the English Language Learner Division at CDE in April 2010, it was agreed that for the purposes of ELPAC testing and identifying students as English learners who use ASL and have an IEP or 504 Plan the following would apply:

1. Non-English speaking parent, student uses ASL – ELPAC testing required; student may be considered an English learner.
2. English speaking parent, student uses ASL – No ELPAC testing required.
3. Parent uses ASL, student is hearing – No ELPAC testing required; student may or may not be under IEP/504.
4. Parent uses ASL, student uses ASL – No ELPAC testing required.

Question: According to the CDE’s first reclassification criteria, the student is required to pass the English language proficiency section on ELPAC with an overall proficiency level of Bridging, May the IEP team use the results of the “alternative assessment” to ELPAC that was designated by the IEP team as the “objective assessment instrument?”

Response: The reclassification team may use the results of an alternative assessment as long as the student demonstrates English proficiency (appropriate to his or her level of functioning) in all four domains: listening, speaking, reading, and writing.

Learning Disability versus Language Difference

Procedures to consider before referring an English Learner to Special Education:

- Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been implemented with fidelity over time and demonstrated little or no progress?
- Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or in speech & language) are most likely due to a disability versus a language difference? If answers to the questions above are “YES,” a referral to special education may be appropriate.
- Has the team consulted with the parent regarding learning patterns and language use in the home?

- Are the error patterns seen in Language 1 similar to the patterns seen in Language 2 (if student has sufficient primary language skills)?
- Over time, have the learning difficulties and/or language acquisition patterns been similar in different settings and in different contexts?

Legal Requirements for Assessment of ELs

Pursuant to The Code of Federal Regulations (34 CFR 300.304 (1) (i) (ii)), assessments and other evaluation materials, used to assess a child under this part, are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. California Education Code further stipulates that testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory. Following are legal citations related to the requirements for teams to consider prior to referring EL students for special education:

1. "A pupil shall be referred for special education services only after the resources of the regular education program have been considered, and when appropriate, utilized" (California Ed Code 56303).
2. The normal process of 2nd language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition (CCR) Title 5 3023(b)).
3. A child may not be determined to be eligible...if the determinant factor for that eligible determination is...1) lack of instruction in reading or math, or limited English proficiency.... (CFR 300.534 (b)).

Assessment of EL Students for Special Education

Professionals assessing English learners should not only evaluate English interpersonal communication skills but should also utilize formal or informal assessments that measure the literacy-related aspects of language. For example, assessors should analyze the EL student's ability to understand teacher-talk (e.g., tests of dictation or story retelling) and whether she/he can handle the language found in texts (e.g., close procedures or comprehension checks which measure inferential skills).

Unless these skills are measured, teachers may attribute low achievement to learning disabilities when they may, in fact, be related to lack of academic language proficiency. Frequently, students at greatest risk of being misdiagnosed as disabled are those who have received EL instruction long enough to acquire basic interpersonal communication skills which takes approximately 1 to 2 years, but who need more time to develop academic language proficiency which takes approximately 5-7 years (Garcia & Ortiz, 2004).

It is also imperative to assess in the student's native language when feasible. It provides comparative data to the IEP team about how the student performs in the native language versus English. In addition, the assessor (psychologist, speech & language specialist, special educator, etc.) can determine if similar error patterns are seen in both the native language and English (listening, speaking, reading, or writing) in order to discern if the student is having academic difficulty due to a language difference or a disability.

Note that there is no legal requirement to formally identify preschool students as English learners, as there is no assessment process designated for this purpose in the State of California; however, the IEP team must follow bilingual assessment protocol to determine the language of preference of the student if the parent indicates that a language other than English is spoken at home and assess according to second language learner requirements (California Ed Code (EC) 56440 and 56441.11).



Clovis Unified School District
Reclassification Form for English Learners with IEPs

| |
|---|
| Approved <input type="checkbox"/> Denied <input type="checkbox"/> |
| Date _____ |
| Initials _____ |

Student Name _____ SID _____ School _____ Date _____
 Primary Disability: _____ Secondary Disability: _____

Reclassification Criteria for Special Education English Learners with IEPs

**Alternate Assessments are listed on the Directions and Guidelines Form*

| | |
|--|--|
| Criterion 1: English Language Proficiency Assessment ELPAC Overall Level: _____ Scale Score: _____ Administration Date: _____ | Alternate Assessment* Test Name: _____ Date Administered: _____ Score: _____ Descriptor: _____ Test Name: _____ Date Administered: _____ Score: _____ Descriptor: _____ |
| Has the student met the language proficiency criteria according to ELPAC or an objective Alternate Assessment? * ___ Yes ___ No Has the student reached an appropriate level of English proficiency aligned to their disability? ___ Yes ___ No | |
| Criterion 2: English Language Development Assessments Administration Date: _____ Score (%): _____ Administration Date: _____ Score (%): _____ | Alternate Assessment* Test Name: _____ Date Administered: _____ Score: _____ Descriptor: _____ Test Name: _____ Date Administered: _____ Score: _____ Descriptor: _____ |
| Has the student met appropriate language proficiency levels aligned to the ELD Standards as stated in their IEP? ___ Yes ___ No | |
| Criterion 3: Comparison Academic Achievement SBAC Overall Level: _____ Scale Score: _____ Administration Date: _____ OR District ELA Overall Level: _____ Score (%): _____ Administration Date: _____ | Alternate Assessment* CAA Overall Level: _____ Scale Score: _____ Administration Date: _____ Alternate Assessment*: _____ Score: _____ Administration Date: _____ |
| Were indicators of low performance a reflection of the student's disability? ___ Yes ___ No Has the student manifested language proficiency, except for errors attributed to their disability? ___ Yes ___ No | |
| Criterion 4: Teacher Recommendation (Attach Teacher Recommendation Form) | IEP Goals Did the student meet linguistically appropriate IEP Goals written to address English Language Development? ___ Yes ___ No |
| Do ALL members of the Educational Team agree to recommend this student for reclassification, since language performance is due to a disability and not English language deficiency? ___ Yes ___ No | |
| Criterion 5: Parent Consultation | Has parent input and consultation occurred? ___ Yes ___ No |

Required Signatures of the Reclassification Team:

| | | | |
|-------------------------------------|-------|-----------------------------|-------|
| _____ | _____ | _____ | _____ |
| Parent/Guardian Signature | Date | Classroom Teacher Signature | Date |
| _____ | _____ | _____ | _____ |
| Special Education Teacher Signature | Date | EL Representative Signature | Date |
| _____ | _____ | _____ | _____ |
| Principal Designee Signature | Date | Other Signature | Date |

Dec 2019

| | |
|-----------|-----------------------|
| Original | Supplemental Services |
| Green | EL Folder |
| Canary | Parent/Guardian |
| Pink | CLM Folder |
| Goldenrod | CAT Files |

**CLOVIS UNIFIED SCHOOL DISTRICT
RECLASSIFICATION FOR ENGLISH LEARNERS WITH IEPs**

DIRECTIONS AND GUIDELINES

1. **STUDENT INFORMATION:** Complete all information including student's local SID number.
2. **Criterion 1- ANNUAL STATE EL ASSESSMENT:** Complete the English Language Proficiency Assessment data for ELPAC. Enter the overall level, scale score and administration date. If applicable, complete the data sections in the Alternate Assessment box. See the table below for Alternate Assessments. Prior KTEA data may be used if the student is beyond the language development stage (i.e. if the student is 9 years old or older).
3. **Criterion 2- ELD ASSESSMENTS:** Complete the English Language Development Assessments data box. Enter the administration date and score. Student must show mastery level at 70% or higher. The district adopted ELD curriculum and assessments are **Benchmark K-6, Inside 7-8, and Edge 9-12**. If applicable, complete the data sections in the Alternate Assessment box. See the table below for Alternate Assessments, list the name of the assessment, administration date, score, and the descriptor.
4. **Criterion 3- ACADEMIC ACHIEVEMENT:** Complete the SBAC or District ELA (iCAL, Study Sync, or Inspect) data. Enter the overall level, scale score, and administration date. Using the academic achievement comparison assessment or CAA (*if applicable*), indicate the score and administration date. If an Alternate Assessment was used, enter the score and administration date. See the table below for Alternate Assessments.
5. **Criterion 4- TEACHER EVALUATION:** Must be completed by the Special Education Case Manager and or General Education teacher. State whether student has met their linguistically appropriate IEP Goals aligned to ELD standards and or ELPAC proficiency level. *If student does not have an IEP goal specific to ELD or ELPAC, you may reflect on Language IEP goals.* Teacher(s) must also complete a Teacher recommendation form and attach it to the reclassification form. Teacher recommendation form must include both quantitative (grades) and qualitative (teacher observation) information.
6. **Criterion 5- PARENT CONSULTATION:** Conduct a parent/guardian meeting. Review the contents of the reclassification form. Obtain parent/guardian input and have the parent/guardian sign and date the form.
7. **SIGNATURES:** An administrator, classroom teacher, Special Education teacher, EL representative and any other person involved in the reclassification process must sign confirming the recommendation of the student from EL to Fluent English Proficient. If any member of the team disagrees with any of the reclassification criteria, the student **may not** be reclassified. Parent approval is not required for reclassification.
8. **DISTRIBUTION:** Forward all documents to the **Department of Supplemental Services for final approval and data entry in CALPADS**. If reclassification is approved, documents will be returned to the site for distribution and the four-year monitoring process begins. If reclassification is denied, the student remains in the EL Program and continues to receive ELD and Special Education services.

**SPECIAL EDUCATION ALTERNATE ASSESSMENTS*
SUGGESTED LIST
(NOT LIMITED TO THE BELOW)**

| English Language Proficiency Assessment (ELPAC) | English Language Development Assessment | Academic Achievement Assessments (SBAC, iCAL, Study Sync, Inspect) |
|---|---|--|
| Brigance IED III Brigance CIBS II KTEA Subcategories (for students 9 years or older) Peabody Picture Vocabulary Test 3 rd Ed. BVAT- English Clinical Evaluation of Language Fundamentals (CELF IV) Test of Auditory Processing 3 rd Ed. (TAPS 3) Kaufman Assessment Battery for Children-2-NU (K-ABC) Southern California Ordinal Scales of Cognition (SCOSC) Wechsler Intelligence Scale for Children, 5 th Ed. (WISC 5) | KTEA Subcategories | California Alternate Assessment DIBELS Santa Clark Quick BPST Read Naturally Read 180 – SRA Easy CBM iReady STAR – AR Benchmark Bateria III Woodcock-Munoz Language Assessment Scales (LAS) Brigance Assessment of Basic Skills Cognitive Assessment System (CAS) The Universal Nonverbal Intelligence Test (UNIT) Naglieri Nonverbal Abilities Test (NNAT) Test of Non-verbal Intelligence (CTONI) Leiter DAYC-2 The Wide Range Achievement Test 3 (WRAT) Wechsler Individual Achievement Test (WIAT III) |



Clovis Unified School District
Reclassification for English Learners with IEPs
Teacher Recommendation

Student Name _____ SID _____ Grade _____

School _____ Teacher _____

1. Do you recommend this student for reclassification? Yes No
2. Is this student performing at the same academic level as their English speaking peer with a similar disability? Yes No
3. Is language a barrier to the student's learning? Yes No

Teacher comments must include both quantitative (grades) and qualitative (teacher observation) information. Comments must include both social (basic communication skills) and academic performance at grade level in all core content areas.

Teacher Comments:

 General Ed Teacher Signature

 Date

 SPED Case Manager Signature

 Date

- | | |
|-----------|-----------------------|
| Original | Parent/Guardian |
| Yellow | EL Folder |
| Pink | Cum Folder |
| Goldenrod | CAT File |
| Copy | Supplemental Services |

Revised 11/10

MONITORING RECLASSIFIED EL STUDENTS

Four Year Monitoring

California Education Code 313(d) requires that all English Learners who have been reclassified be monitored for a four-year period. Monitoring does not mean the ELPAC should be administered again, rather, the student's academic progress and achievement should be monitored and reviewed on a periodic basis to be certain the student is continuing to progress. Districts determine what person or team of persons shall be responsible for monitoring students after they have been reclassified. If the student fails to make progress, it is necessary to intervene and **not** allow him/her to fall behind. If necessary reclassified students can and should be placed in the schools tiered intervention system.

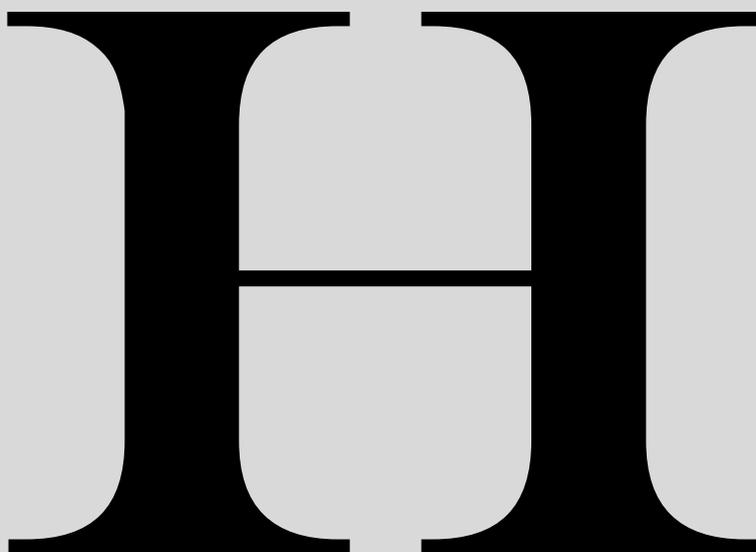
The four-year monitoring in CUSD requires schools to list the student's academic grades in each academic area each semester of the two years. In addition, all SBAC proficiency levels in ELA and Mathematics must be listed on an annual basis. Students are required to be monitored and reviewed for four years or eight semesters. Schools are reminded to send EL Folders to the next site for monitoring to continue. For example; a student reclassified in 8th grade must be monitored in grades 9 through 12 at the high school. If a student shows signs of failing or falling behind, schools must provide, list, and monitor all interventions and additional support provided to the student to ensure success in the school's regular education program.

YOU *Make*
a Difference



PART H

GLOSSARY OF TERMS

A large, bold, black letter 'H' is centered on a light gray rectangular background. The letter has a classic, slightly rounded serif style with a horizontal bar across the middle.

PART H

GLOSSARY OF TERMS

A

Access to Core

Providing English Learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Assessment

An assessment given to English Learners in Special Education instead of some or all of the CELDT. Any alternatives are determined by the IEP team, and documented in the IEP.

Alternative Program

A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Woodland Joint Unified School District include the Transitional Bilingual Program and the Dual Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs are currently provided with primary language instruction in Spanish.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development:

Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(BICS) Basic Interpersonal Communication Skills:

Language used in everyday social interactions.

C

(CAA)

California Alternative Assessment. The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are to be administered to students in grades three through eight and grade eleven whose individualized education program teams designate the use of an alternate assessment on statewide assessments and who have a cognitive disability that prevents him or her from taking the online California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments.

(CAASPP)

California Assessment of Student Performance and Progress. **CAASPP** is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The **CAASPP** includes computer-adaptive tests in English–language arts and mathematics as well as paper-based tests for science.

(CABE)

California Association for Bilingual Education.

(CALP) Cognitive Academic Language Proficiency:

A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CAPA) California Alternate Performance Assessment:

A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA, even with accommodations and/or modifications.

(CDE) California Department of Education

Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CLAD) Cross-cultural Language and Academic Development

A State credential or certificate which authorizes the holder to teach ELD and SDAIE.

(CMA) California Modified Assessment

A state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA is developed to provide more access so that students can better demonstrate their knowledge of content standards and must be clearly identified in the student's IEP as an alternative to the administration of the standard CST.

Content Standards:

Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.

Cooperative Learning

Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum

Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing

A commission which oversees the certification of all teachers in the state of California. See: www.ctc.ca.gov/

(CTEL)

California Teacher of English Learners examination, that leads to CLAD authorization.

Cultural Proficiency

The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

D

(DELAC) District English Learner Advisory Committee

A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Designated ELD

A protected time during the regular school day, in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.

Differentiated Instruction

Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

(DI) Dual Immersion Program

An Alternative Program in which the goal is acquisition of academic proficiency in two languages For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students.

E

(EL) English Learner

A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

EL Authorization

A required authorization that a teacher possess in order to teacher ELD and SDAIE.

(ELA) English Language Arts

A core subject area which includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee

A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELD) English Language Development:

Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners.

EL Folder

In Clovis USD, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored at the school the student attends.

(ELM)

English Language Mainstream Program

An instructional model, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 45 minutes of daily leveled ELD.

(ELPAC) English Language Proficiency Assessment for California

The ELPAC is the current required state test for English language proficiency that must be given to students whose primary language is other than English beginning in the spring of 2018 .

(EO) English-Only student

A student with a primary language of English, and no other language.

(ESSA) Every Student Succeeds Act

Reauthorized NCLB and updated the Elementary and Secondary Education Act (ESEA). The new law which provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of funding formulas.

F

(FEP) Fluent English Proficient:

Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students

(FPM) Federal Program Monitoring

A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

G

(GATE) Gifted and Talented Education

A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

H

(HLS) Home Language Survey

A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information

about the language background of the child, to determine the primary language of the student.

I

IDEA Proficiency Test (IPT) in Spanish

Test which may be used to determine oral proficiency and reading and writing in Spanish.

(IEP) Individualized Education Plan

This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient

A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

Integrated ELD

All teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards. Throughout the day and across ALL disciplines strategies are implemented to develop content knowledge and academic English.

L

(LCAP)

Local Control and Accountability Plan.

The **LCAP** is a critical part of the Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

(LCFF)

Local Control Funding Formula finance system to help schools establish base, supplemental, and concentration grants. The LCFF establishes separate funding streams for oversight activities and instructional programs.

(LEA) Local Education Agency

Usually refers to a school district (i.e. Clovis Unified School District), but may also refer to a County Office of Education.

Less Than Reasonable Fluency

A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

(LTEL) Long Term English Learners.

A classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

(L1) Primary language

The language that has been identified as the student's native or home language.

(L2) Second Language

The second language students acquire; usually refers to English.

M

Migrant Education

Programs designed and implemented to support the needs of migratory children and their families.

Master Plan for English Learners

A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

N

Native English Speaker

A student whose native language is English.

Newcomer

A student who is a recent immigrant

to the United States (i.e. has been in the U.S. for less than 12 months).

O

“Overwhelmingly” in English

An expression used in the former Proposition 227. Though not specifically defined, it implies that almost all instruction be in English, while some instruction may be provided in the student’s primary language.

P

Paraprofessional

A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parental Exception Waiver

A form which is requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is “overwhelmingly” in English (i.e. SEI or ELM).

Parental Involvement

The engagement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1)

The language that has been identified as the student’s native or home language.

Primary Language Instruction

The use of a student’s primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program.

Primary Language Survey

A series of questions used to assess home language proficiency level for English Learners whose primary language is other than English.

Primary Language Support

The use of a student’s primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student’s primary language.

Proposition 227

A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was “overwhelmingly” in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R

R-30 Language Census Report

A state-required annual census of each K–12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English Learners.

Reasonable Fluency

A level of proficiency in English when a student’s overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

Reclassification (formerly called Redesignation)

When a student has met all the district criteria, s/he is reclassified from EL to R-FEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student’s instructional program placement.

(R-FEP) Reclassified Fluent English Proficient

A classification given to students who were

once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

(RSP) Resource Specialist Program

Classes for students, who have been identified as Individuals with Exceptional needs who spend the majority of the school day in a regular program, but receive instructional support from an RSP teacher for specific learning disabilities.

S

(SBAC) Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is developing a system of valid, reliable, and fair next-generation assessments aligned to the State Standards in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11.

(SDAIE) Specially Designed Academic Instruction in English

SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners.

Second Language (L2)

The second language students acquire (usually refers to English).

(SEI) Structured English Immersion Program

An instructional model, designed for English Learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 30 minutes daily at the elementary level and one class period at the secondary level for instruction in English Language Development (ELD).

Special Day Class (SDC)

A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.

(SPSA) Single Plan for Student Achievement

A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council

A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

(SST) Student Study Team

A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD)

Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K-1,2, 3-5, 6-8, and 9-12).

T

Title I

A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of

Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

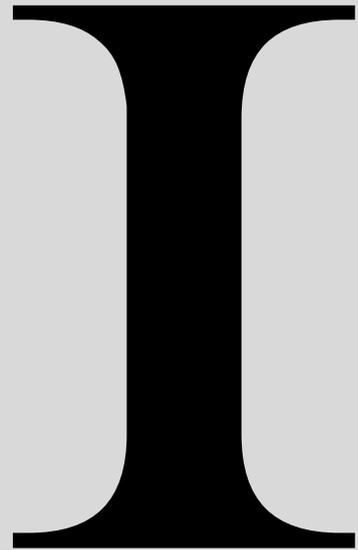
Immigrant students by assisting them in learning English and meeting academic standards.

Title III

A federal program which provides funding to improve the education of English Learners and

APPENDIX

BOARD POLICY, LETTERS, FORMS AND DOCUMENTATION



APPENDIX

CUSD Administrative Regulation 3504, *Specialized Programs Education for English Learners*
CUSD Administrative Regulation 6210, *Recruitment, Selection, Promotion & Evaluation, Staff Teaching Pupils of Limited-English Proficiency*
CUSD Administrative Regulation 7503, *School Site Councils*
CUSD Administrative Regulation 9208, *Uniform Complaint Procedures Regarding Programs/Discrimination*
CUSD Board Policy 3504, *Specialized Programs Education for English Learners*
CUSD Board Policy 6210, *Recruitment, Selection, Promotion & Evaluation, Staff Teaching Pupils of Limited-English Proficiency*
CUSD Board Policy 9203, *Uniform Complaint Procedures Regarding Programs/Discrimination*
CUSD Demographic Sheet
CUSD Discrepant CELDT Score Sheet
CUSD Initial Identification Results Card
EL Folder Checklist
Home Language Survey
Home Language Survey CUM Card
Notification of Initial ELPAC Testing letter
Notification of Summative ELPAC Testing letter
Parent Notification of Annual Testing Results and Placement for English Learners
Parent Notification of Initial Testing Results and Placement for English Learners
Parental Exception Waiver for Alternative Program
Parental Withdrawal/Decline
Primary Language Survey
Reclassification Recommendation Form and Directions
Reclassification Four-Year Monitoring Record
Special Education English Learner Reclassification Addendum Form
Student Progress Monitoring of the ELD Standards
English Language Proficiency Assessment for California

**CLOVIS UNIFIED
SCHOOL DISTRICT****CURRICULUM SERVICES & INNOVATIONS***Specialized Program***EDUCATION FOR ENGLISH LEARNERS**

Except as provided in Education Code sections 310 and 311, all students shall be taught in English. In particular, this shall require that all students be placed in English language classrooms. Students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. After one year, students may continue in sheltered English immersion until they meet the District's criteria, but not to exceed three years.

DEFINITIONS

The definitions of the terms used in Education Code sections 300-340 are as follows:

1. "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP student.
2. "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
3. "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. "Reasonable fluency in English" means that the English learners is at the intermediate level of English language development.
4. "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. The sheltered English or structured English immersion process is designed for English learners who have less than reasonable fluency in English. "Less than reasonable fluency in English" means that the English learner is at beginning or early intermediate stage of English language development.
5. "Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language.

IDENTIFICATION, INITIAL ASSESSMENT, AND PLACEMENT

Procedures for identification, initial assessment, and placement of English learners shall be described in the District's *Master Plan - A Guide to Services for English Learners*.

Students in grades K-1 may be assessed only in listening and speaking.

The Superintendent or designee shall send a notification of the results of English proficiency assessments to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient or limited English proficient. When fifteen (15) percent or

**CLOVIS UNIFIED
SCHOOL DISTRICT**

more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in either language. Parent/guardians also shall be notified of the results of any reassessments.

English learners at the beginning or early intermediate stage of English language development shall be placed in a structured English immersion process. English learners at the intermediate, early advanced or advanced stage of English language development shall be placed in an English language mainstream class with additional and appropriate services. Procedures for placement and program descriptions shall be described in the District's *Master Plan - A Guide to Services for English Learners*.

PARENTAL EXCEPTION WAIVERS

A parent/guardian may request that the District waive the requirements of Education Code section 305 if one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion process and shall be notified of the opportunity to apply for a parental exception waiver. The parent/guardian shall personally visit the school to apply for the waiver. Upon request of an application for a "Parental Exception Waiver," the principal shall provide to the parents/guardians a full written description of:

1. The intent and content of the structured English immersion process.
2. Any alternative courses of study (program) offered by the District and available to the student.
3. All educational opportunities offered by the District and available to the student.
4. The educational materials to be used in the alternative courses of study (program) choices.

Upon request of the parent/guardian, a spoken explanation of item numbers 1 - 4 above shall also be provided.

Pursuant to Education Code sections 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student ten years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an

**CLOVIS UNIFIED
SCHOOL DISTRICT**

alternative program made by the principal and staff and shall be given notice of their right to refuse to accept that recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program, as well as the description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and staff, the parent/guardian shall comply with the District procedures and requirements otherwise applicable to a parental exception waiver, including Education Code section 310.

For a request for waiver pursuant to Education Code section 311(c) (Children with Special Needs), parents/guardians shall also be informed that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to these Board-established guidelines.

Parental exception waivers pursuant to Education Code section 311(b) (Students 10 years or older) shall be granted if it is the “informed belief” of the principal and educational staff that an alternate course of educational study would be better suited to the student’s rapid acquisition of basic English language skills.

Parental exception waivers pursuant to Education Code section 311(c) (*Students with Special Needs*) shall be granted if it is the “informed belief” of the principal and educational staff that, due to the student’s special physical, emotional, psychological, or educational needs, an alternate course of educational study would be better suited to the student’s overall educational development.

Parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student.

The school shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) (Students with Special Needs) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30 day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later.

In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board.

Procedures for parent exception waiver shall be described in the District’s *Master Plan - A Guide to Services for English Learners*.

RE-DESIGNATION

The District shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until the English learners have:

1. Demonstrated English language proficiency comparable to that of the District’s average native English language speakers.

**CLOVIS UNIFIED
SCHOOL DISTRICT**

2. Recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

English learners shall be re-designated as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria:

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Assessment of English language proficiency utilizing the CELDT as the primary criterion and objective assessment of the student's English, listening, speaking, reading, and writing skills.
3. Parental opinion and consultation during a re-designation interview.
4. Objective data on the student's academic performance in English.
5. Comparison of performance in basic skills, including performance on the English Language Arts section of the California Standards Test.

Procedures and criteria for the re-designation of English learners shall be described in the District's *Master Plan - A Guide to Services for English Learners*. Parents/guardians shall receive notice and a description of the pre-designation process, including notice of their right to participate in the process.

The Superintendent or designee shall provide subsequent monitoring and support of re-designated students. The following data may be used to monitor the progress of students:

- Standardized Testing and Reporting Program (STAR)
- California High School Exit Exam (CAHSEE)
- Acquisition of high school unit credit
- Report card grades

Continued support will include, but not be limited to, diagnostic assessments, differentiated instruction and intervention services.

ADVISORY COMMITTEES

At the District level when there are 51 or more English learners and at each school with 21 or more English learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. Procedures for establishing and implementing English Learner Advisory Committees shall be described in the District's *Master Plan - A Guide to Services for English Learners*.

The District English Language Advisory Committee shall advise the Board on, at a minimum, the following:

**CLOVIS UNIFIED
SCHOOL DISTRICT**

1. The development of a District master plan of education program and services for English learners, taking into consideration the school site plan.
2. The District-wide needs assessment on a school by school basis.
3. Establishment of a District program, schools and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the annual language census.
6. Review of and comment on the District’s reclassification procedures.
7. Review of and comment on the written notification required to be sent to parents/guardians, pursuant to Code of Regulations, Title 5, sections 11300-11316.

The Superintendent or designee will ensure that committee members receive appropriate training and materials. The training will be planned in consultation with the members.

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Revised: 03/28/01
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Revised: 08/23/06
Revised: 09/26/07
Reviewed: 01/14/09
Reviewed: 11/13/13
Revised: 01/15/14

*Education Code 300-340, 48985, 52164.1, 52164.3, 51264.6
51273, 52176, 62002, 62002.5
Title 5, Code of Regulations, sections 11302, 11303, 11308, 11309*

**CLOVIS UNIFIED
SCHOOL DISTRICT**

HUMAN RESOURCES

Recruitment, Selection, Promotion & Evaluation

STAFF TEACHING STUDENTS OF LIMITED-ENGLISH PROFICIENCY

The Superintendent or designee shall ensure compliance with state staffing requirements for serving English language learners by appropriately credentialed teachers providing English language development and/or primary language instruction.

A. Definitions

Instruction for English language development (ELD) means instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English.

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English that is specially designed to meet the needs of limited-English-proficient students.

B. Teacher Qualifications

The Superintendent or designee shall ensure that a teacher providing instruction for ELD, SDAIE, and/or content instruction in any student's primary language possesses the appropriate authorization issued by the Commission on Teacher Credentialing (CTC).

The Governing Board shall make reasonable efforts to assign teachers with appropriate ELD authorizations to those students who need ELD instruction.

*Adopted: 09/26/07
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Reviewed: 01/14/09
Reviewed: 03/24/10
Revised: 01/15/14*

*Education Code sections 44253.1-44253.11, 44258.9, 44259.5,
44380-44386, 52052, 52160-52178, 52180-52186,
62001-62005. 5, 99230-99242
California Code of Regulations, Title 5 6100-6125, 80016
United States Code, Title 20 6319, 6601-6651, 6801-7014, 7801
Code of Federal Regulations, Title 34 200.55-200.57*

CLOVIS UNIFIED SCHOOL DISTRICT

ACCOUNTABILITY, PLANNING & RESEARCH

Planning

SCHOOL SITE COUNCILS (SSC)

PURPOSE: To establish procedures for School Site Councils.

The Board believes that shared decision making at the site level is one key to improving education. The Board encourages programs that involve staff, students, parents and the community in a partnership empowered to design, implement, monitor and evaluate plans which respond to their school's unique needs and which also coincide with Board policy and District goals.

A. Establishment of the School Site Council (SSC)

A School Site Council shall be established at each school site. In the selection of members of the SSC, care should be taken to ensure that persons or groups not usually or previously involved have an opportunity to participate in the selection process, and that it is public and democratic. *(See Board Policy No. 7504 – Single Plan for Student Achievement.)*

California Education Code section 64001 (a), (d) requires the SSC to develop a Single Plan for Student Achievement (SPSA) for Consolidated Application programs operated at the school or in which the school participates. The SSC must approve the plan, recommend it to the Governing Board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the Governing Board for approval.

As specified in the California Education Code, the SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

1. Each group represented in the SSC shall nominate and elect separately.
2. The principal shall ensure that all members of each group represented on the SSC are notified of the procedure, date, time and place for nomination and selection of SSC members.
3. All members of each group shall be eligible to participate.
4. Nomination of candidates shall be by peers. A person may nominate himself or herself.
5. Selection shall be by secret ballot, voice vote or hand count.
6. If only one position on the SSC is to be filled, a nominee must receive a majority of the votes cast to be selected. If no person receives a majority of the votes, there shall be a runoff between the two nominees receiving the highest number of votes.

CLOVIS UNIFIED SCHOOL DISTRICT

7. If two or more positions on the SSC are to be filled, the nominees receiving the highest number of votes shall be selected to fill the vacancies as specified in the SSC Bylaws.
8. The term of office for SSC members may be from one to three years. Each SSC shall specify the term of office for its members in its SSC Bylaws.
9. If a vacancy occurs, the peer group on the SSC from which the vacancy originates may elect a person to the council for the balance of the term, unless such procedures are stated in the school's SSC Bylaws. Then vacancies shall be filled by following the procedures stated in the Bylaws.

School Site Councils may serve several purposes in addition to guiding comprehensive school-based programs. Any school site advisory committee required by state law or regulations may allow the SSC to function on its behalf for up to two years. If used as the advisory committee for English learners, the SSC must conform to the membership ratio specified in Education Code section 52176(b).

B. Membership of the SSC

To ensure effective communication and community participation in planning for improvement of school programs, each school participating in a school-based coordinated program shall establish a SSC with membership in accordance with the Education Code as follows:

1. At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents/guardians or other community members selected by parents/guardians.
2. At the secondary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents/guardians or other community members selected by parents/guardians and students.

A school employee may serve as a parent/guardian representative on the School Site Council of the school their child attends, provided the employee does not work at that school.

The term, method of selection, and replacement of council members shall be specified in the school site plan and in the School Site Council Bylaws.

The SSC should establish meetings times and dates that allow for maximum participation of all interested parties. All SSC meetings shall be open to the public. The schedule of regular meetings should be publicized, and at least 72 hours advance notice should be given if special meetings are called.

C. Communication

1. Prior to the initial establishment of any SSC, the Superintendent or designee shall inform staff, parents and pupils of the intention to establish a SSC.

CLOVIS UNIFIED SCHOOL DISTRICT

Methods of Communication may include, but are not limited to:

- a. District/School monthly/quarterly newsletters to parents.
 - b. Local newspaper.
 - c. Special bulletin to staff and parents.
 - d. At the secondary level, the principal shall inform students through means of communication established at the school site.
2. Following the notice of intent to establish a SSC, the principal shall be responsible for scheduling and conducting a public meeting(s) for the purpose of selection of members to the SSC and for notification of the purpose, time and place of said meeting(s).

The principal shall be responsible for establishing procedures to ensure that the SSC meets provisions of State law as to the composition of said SSC and the selection of members thereof.

D. Responsibilities of the SSC:

1. Legislative Requirements.
 - a. Develop and approve the Single Plan for Student Achievement (SPSA), a comprehensive program plan designed to improve the effectiveness of the school program, for students who will receive additional services from consolidated application funds. Each plan shall be based on an assessment of school capability to meet the educational needs of each student, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. This comprehensive plan shall account for all program services for participating students, including at least those provided by district and by consolidated application program funds.
 - b. Annually review the SPSA, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.
 - c. Recommend the approval of the SPSA as revised to the District Governing Board. If the plan is not approved by the Board, specific reasons for that action shall be communicated to the SSC. Modification to the plan shall be developed, recommended, and approved or disapproved in the same manner.
2. Other Responsibilities
 - a. Meet on a regular basis to become informed, share information, discuss needs, successes, and plan program improvements.
 - b. Participate in the monitoring and evaluation of the SPSA.
 - c. Participate as necessary in Federal Program Monitoring (FPM).

CLOVIS UNIFIED SCHOOL DISTRICT

- d. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
- e. Plan and approve one-time site expenditures allocated in the annual state budget.

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Revised: 01/15/92
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Revised: 03/09/05
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Revised: 01/15/14
Revised: 01/14/15

*LEGAL REFERENCE: EDUCATION CODE
42602 Use of Unbudgeted Funds*

*52176 Advisory Committees (English Learner Program)
52800 - 52890 School-Based Program Coordination Act
54425 Advisory Committees (Compensatory Education)*

CLOVIS UNIFIED SCHOOL DISTRICT

SCHOOL COMMUNITY RELATIONS

Community Relations

UNIFORM COMPLAINT PROCEDURES REGARDING PROGRAMS/DISCRIMINATION

PURPOSE: To establish uniform complaint procedures for certain state and federal programs and unlawful discrimination.

The Board recognizes that the District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. The District shall follow Uniform Complaint Procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination, harassment, intimidation and bullying or failure to comply with the law regarding the following:

1. Adult Basic Education
2. Consolidated Categorical Aid Programs
3. Migrant Education
4. Career Technical and Technical Education and Career Technical Training Programs
5. Child Care and Development Programs
6. Child Nutrition Programs
7. Special Education Programs
8. Federal School Safety Plan Requirements
9. Student Fees
10. Local Control and Accountability Plans (LCAP)
11. Foster Youth
12. Homeless Youth
13. Reasonable Accommodation to Nursing Mothers
14. Assignment to Course without Educational Content or to Course Previously Satisfactorily Completed (without meeting certain requirements)
15. Elementary Physical Education Instructional Minutes
16. Graduation Requirements for Former Juvenile Court School Students

The District shall also follow the Uniform Complaint Procedure when addressing complaints of unlawful discrimination, harassment, intimidation and bullying on the basis of any of the grounds or actual or perceived characteristics identified in Education Code section 220 or Penal Code section 422.55, or any other bases provided by law, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District, which is funded directly by, or that receives or benefits from any state financial assistance. The District shall investigate and seek to resolve complaints at the local level.

The District's Uniform Complaint Procedure does not apply to the following types of complaints:

1. Complaints regarding materials used in the instruction of pupils (see Board Policy No. 3306, Reconsideration of Learning Resources)

CLOVIS UNIFIED SCHOOL DISTRICT

2. Complaints regarding alleged deficiencies related to instructional materials, the conditions of a facility that is not maintained in a clean or safe manner or in good repair, teacher vacancies or misassignments, and the provision of intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12 (see Board Policy No. 9211, Uniform Complaint Procedures Regarding Areas Included in Williams Settlement)
3. Employee complaints alleging sexual harassment (see Board Policy No. 6301, Sexual Harassment)
4. Pupil complaints alleging sexual harassment (see Board Policy/Administrative Regulation No. 2111, Sexual Harassment), and
5. Complaints by the public regarding District personnel and practices (*see Board Policy No. 9207, Formal Complaints Regarding District Personnel and Practices*).

Discrimination issues involving Title IX of the Educational Amendments of 1972 shall be referred to the U. S. Office of Civil Rights (OCR). Title IX complaints shall only be referred to the OCR if there is no state discrimination law or regulation at issue. Unless otherwise negotiated through a memorandum of understanding/agreement, a preliminary inquiry and/or investigation concerning these complaints shall be conducted by OCR. The complainant shall be notified by certified mail if the complaint has been transferred to OCR by the Superintendent.

Complaints concerning special education programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Planning Area (SELPA). However, the SELPA's complaint procedure must comply with the Uniform Complaint Procedures outlined in this policy.

Complaints concerning student fees or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable legal requirements governing student fees or LCAPs.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, harassment, intimidation or bullying, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant. For allegations of retaliation based on the filing of a complaint, the District also shall follow the Uniform Complaint Procedures.

The Board acknowledges and respects pupil and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant alleging discrimination, harassment, intimidation, retaliation or bullying shall be kept confidential as appropriate and permitted by law.

The Superintendent or designee shall ensure that employees designated to receive and investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

Responsibilities of Complainant

The Complainant:

CLOVIS UNIFIED SCHOOL DISTRICT

1. Shall receive the District Complaint Procedures.
2. Shall file the Complaint in writing and follow the steps in the District Complaint Procedures Administrative Regulation.
3. May appeal to the state agency for resolution if he/she is dissatisfied with the decision of the District.
4. May appeal to the State Superintendent of Public Instruction if the complainant is dissatisfied with the determination of the state agency.

Responsibilities of the District

The District:

1. Shall designate a staff member to be responsible for complaint resolution.
2. Shall develop complaint procedures consistent with *California Code of Regulations, Title 5, sections 4600-4670*.
3. Shall inform pupils, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties at least annually of approved Uniform Complaint Procedures, including the opportunity to appeal the District's decision or to seek civil law remedies, including, but not limited to, injunctions, restraining orders, or other court orders which may be available to complainant. The District will make this information available by publication in its informational materials, including the Student and Parent Rights and Responsibilities Handbook given to each pupil upon registration in the District and at the beginning of each school year. This information shall also be available on the District's web site at www.cusd.com. Notification to appropriate private school officials or representatives shall be given at the annual consultation meeting between CUSD and private school officials.
4. Shall resolve the complaint through an informal complaint process or through the formal complaint procedures by completing an investigation and a written report within 60 calendar days of receipt of a formal complaint. The time period for completion may be extended by written agreement of the complainant.

The District's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

5. Shall submit, on notification of an appeal, information requested by the California State Department of Education (CDE):
 - a. The original complaint.
 - b. A copy of the District's decision.
 - c. A summary of the nature and extent of the investigation conducted by the District, if not covered in the District's decision.
 - d. A copy of the investigation file, including but not limited to, all notes, interviews and documents submitted by the parties or gathered by the investigator.

CLOVIS UNIFIED SCHOOL DISTRICT

- e. A report of any action taken to resolve the complaint.
 - f. A copy of the Uniform Complaint Procedures.
 - g. Such other relevant information as the CDE may require.
6. May appeal to the State Superintendent of Public Instruction if the District is dissatisfied with the state agency's decision.

LEGAL REFERENCES:

Education Code 200-262.3 Prohibition of discrimination
Education Code section 32289 complaint of non-compliance with school safety planning
Education Code 49060-49079 Student Records
Education Code 52075 Local Control Accountability Plan (LCAP) and Education Code 49010-49013 Student Fees
Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 Homeless and Foster Youth
Education Code 51228.1, 51228.2 and 51228.3 Repeat of Previously Taken Course and Assignment to Course without Educational Content
Education Code 51210 and 51223 Elementary Physical Education Minutes
Education Code 222 Lactating Pupil
Code of Regulations Title 5 3080 Application of section 4600-4671
Code of Regulations Title 5 4600-4671 Uniform Complaint Procedures
Government Code 950-950.8 Actions against public employees
Government Code 54957-54957.8 Closed Sessions
Title VI, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Section 504, Rehabilitation Act of 1973
Code of Federal Regulations 200.74 and Part 300
General Education Provisions Act, 20 U.S.C. 1221 et seq., especially:
Family Education and Privacy Rights Act, 20 U.S.C. 1232g

Adopted: 07/08/92
Revised: 07/08/92
Revised: 04/10/96
Revised: 09/22/99
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Revised: 01/23/08
Reviewed: 10/14/09
Revised: 02/27/13
Revised: 03/12/14
Revised: 09/24/14
Revised: 5/25/16
Revised: 06/28/17

CLOVIS UNIFIED SCHOOL DISTRICT

CURRICULUM SERVICES & INNOVATIONS

Specialized Programs

EDUCATION FOR ENGLISH LEARNERS

PURPOSE: To ensure that English learners (EL) are provided with programs that develop fluency in English as prescribed by law.

The Governing Board intends to provide English learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society.

The District's program shall be based on sound instructional theory and shall be adequately supported so that English learners can achieve results at the same academic level as their English-proficient peers.

To ensure that the District is using sound methods that effectively serve the needs of English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. The Superintendent shall ensure that schools compile data on programs for English learners in order to help determine program effectiveness. The Board encourages staff to exchange information with other districts and the county office of education about programs, options and strategies for English learners that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures that provide for the identification, assessment and placement of English learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations. Said procedures are described in the District's *Master Plan - A Guide to Services for English Learners*.

Students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. After one year, students may continue in sheltered English immersion until they meet the District's criteria; but not to exceed three years. In the structured English immersion process, classroom instruction shall be nearly all in English. All classroom instruction shall be in English; however, clarification, explanation, assistance, and support, as needed, may be in a student's primary language. Instruction shall be enhanced through identified techniques (i.e., graphic organizers, academic day instruction and realia) that support the needs of English Learners.

Upon enrollment, each student's primary language shall be determined. The Home Language Survey is the instrument used for the determination. Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the Home Language Survey, shall be assessed for English proficiency in listening, speaking, reading and writing. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in listening, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.

CLOVIS UNIFIED SCHOOL DISTRICT

Before students are enrolled in a program for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian.

An English learner shall be transferred from a structured English immersion process to an English language mainstream classroom when the student has acquired a reasonable level of English proficiency, as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments. Additional and appropriate services shall be provided until the English learner is redesignated to fluent English proficiency. A student has acquired a "reasonable level of English proficiency" when he/she has reached the intermediate fluency stage of English language development as measured by the California English Language Development Test (CELDT).

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom.

Parent/guardian requests for waivers from Education Code section 305 shall be granted in accordance with law and administrative regulation. The principal shall consider all waiver requests made, pursuant to Education Code section 311(c) (Special Needs) and shall submit a rationale of the decision regarding the waiver to the student's home school principal. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition. All such waiver requests shall be granted unless: (1) the principal and educational staff's determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student or, (2) the program requested by the parent/guardian is not offered at the school.

When evaluating a waiver request pursuant to Education Code section 311(a) and other waiver requests for those students for whom standardized assessment data is not available, other equivalent assessment measures shall be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

If the waiver requested by the parent/guardian is granted, and fewer than 20 students at the same school receive a waiver, the student shall be allowed to transfer to another public school with such a program where students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodology permitted by law is offered. Students wishing to transfer shall be subject to the District's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

If the principal denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the principal's decision to the Superintendent and ultimately the Board. The Board may consider the

CLOVIS UNIFIED SCHOOL DISTRICT

matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

The above procedure applies only to those waivers in Education Code section 311(c) as specified.

The Board recognizes that English learners who have been enrolled in the District for less than one year (12 months) may be tested in the State Testing and Reporting Program (STAR), with standard or non-standard accommodations, in accordance with the manuals or other instructions provided by the test publisher. Such nonstandard accommodations may be applied at each school to identified English learners enrolled in the District less than one year for whom nonstandard accommodations may be appropriate due to the student's limited English proficiency. Nonstandard accommodations may include, but are not limited to, reading and translating the test instructions into the student's primary language and the use of a bilingual dictionary.

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Amended: 1/15/92
Amended: 11/93
Amended: 6/21/95
Amended: 9/97
Amended: 11/98
Amended: 3/28/01
Amended: 5/8/02
Amended: 8/23/06
Amended: 9/26/07
Reviewed: 1/14/09
Reviewed: 11/13/13

EDUCATION CODE

300-340 English language education for immigrant children
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
520515 Components of school improvement plan
52130-52135 Impacted languages act of 1984
5252164.6 Reclassification criteria
52169 Requirements for establishment of program
52171 Evaluations of student progress
52171.6 Annual report to legislature
52177 Administration of article
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
62000-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

853 Achievement Test Accommodations
4320 Bilingual education program requirements
11300-11305 English language education for immigrant children

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

COURT DECISIONS

Valeria G. v. Wilson (N.D. Cal. 1998) 12 F Supp. 2d
Teresa P. et al v. Berkeley Unified School District et al, (N.D. Cal. 1989) 724 F. Supp. 698
Casteneda v. Pickard, (5th Cir. 1981) 648 F. 2d 989

MANAGEMENT RESOURCE: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the US Department of Education
0515.89 Limited English Proficient Programs

CSBA ADVISORIES

0812.98 Proposition 227 Advisory

**CLOVIS UNIFIED
SCHOOL DISTRICT**

HUMAN RESOURCES

Recruitment, Selection, Promotion & Evaluation

STAFF TEACHING STUDENTS OF LIMITED-ENGLISH PROFICIENCY

The Superintendent or designee shall ensure compliance with state staffing requirements for serving English language learners by appropriately credentialed teachers providing English language development and/or primary language instruction.

A. Definitions

Instruction for English language development (ELD) means instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English.

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English that is specially designed to meet the needs of limited-English-proficient students.

B. Teacher Qualifications

The Superintendent or designee shall ensure that a teacher providing instruction for ELD, SDAIE, and/or content instruction in any student's primary language possesses the appropriate authorization issued by the Commission on Teacher Credentialing (CTC).

The Governing Board shall make reasonable efforts to assign teachers with appropriate ELD authorizations to those students who need ELD instruction.

*Adopted: 09/26/07
Revised: 01/23/08
Reviewed: 01/14/09
Reviewed: 03/24/10
Revised: 01/15/14*

*Education Code sections 44253.1-44253.11, 44258.9, 44259.5,
44380-44386, 52052, 52160-52178, 52180-52186,
62001-62005. 5, 99230-99242
California Code of Regulations, Title 5 6100-6125, 80016
United States Code, Title 20 6319, 6601-6651, 6801-7014, 7801
Code of Federal Regulations, Title 34 200.55-200.57*

CLOVIS UNIFIED SCHOOL DISTRICT

SCHOOL COMMUNITY RELATIONS

Community Relations

PARENT INVOLVEMENT REGARDING CATEGORICAL PROGRAMS

PURPOSE: To assure the right and responsibility of parents/guardians to participate in educational programs for their children.

FEDERALLY & STATE FUNDED PROGRAMS

The Clovis Unified School District Governing Board declares its intent to provide opportunities for parents/guardians of children served by projects supported with categorical funds, to participate in the design, implementation, and evaluation of the programs provided for their children.

Regulations and guidelines for federal/state categorical programs require parent involvement and/or advisory committees. The committees shall be organized in accordance with state and/or federal guidelines.

Parent involvement committees for federal/state categorical programs shall advise and report only on those programs which relate to the specific purpose for which they were organized. They shall serve in an advisory capacity and function on behalf of the District schools through established lines of authority. Their actions shall not financially obligate the District except with Board approval.

A. Federally Funded Programs

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so, including the process for filing a complaint. Such notification shall be in the District's informational materials and publications, including the Student and Parent Rights and Responsibilities Handbook provided for each student upon registration in the District and at the beginning of each school year. This information is available at www.cusd.com.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

CLOVIS UNIFIED SCHOOL DISTRICT

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in an organized, systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses.

Federal regulations require schools receiving Title I funds to conduct annually at least one public meeting to which all parents/guardians of eligible children are invited. The purpose of the annual meeting shall be to discuss Title I programs and activities; inform parents/guardians of the right to consult in the planning, design, implementation and evaluation, solicit parent/guardian input, and provide for ongoing communications.

Federal regulations for Title I funding allow districts/schools to provide for parent involvement through a formal advisory committee structure and through other less formal activities. Schools receiving federal funds shall include a description of the parent involvement structure/activities in their Single Plan for Student Achievement (SPSA), on file at the school and the District. Federal regulations further require districts to annually assess, through consultation with parents/guardians, the effectiveness of the Title I parental involvement policy and program and to determine what action needs to be taken, if any, to increase parental participation.

Districts/schools receiving Title I funds shall provide parents/guardians with timely information about schools in a language and format they can understand. The information shall include annual notification of:

1. The level of achievement of their children in each academic assessment required by state and federal laws.
2. The names of schools identified by the state as Program Improvement (PI) schools.
3. The parental option to transfer a child from a PI school to a non- PI school (Transportation is to be paid by the LEA according to local policy. If demand exceeds available funds, priority for this service are given to the lowest achieving pupils.)
4. The supplemental educational services available in PI schools:
 - a. Eligibility requirements for pupils to obtain supplemental educational services.
 - b. Names of approved providers and their qualifications.
 - c. Help available to parents/guardians in selecting a provider, if requested.
 - d. Assurance of fair and equitable procedures for serving pupils.
 - e. Privacy that protects the identity of the student.
5. Information about English Learners (if Title I funds are used to provide an educational language program):
 - a. The reasons the child is identified as an English Learner and where he/she will be placed.
 - b. The child's level of English and academic achievement and how the levels are assessed.

CLOVIS UNIFIED SCHOOL DISTRICT

- c. A description of the programs available, the differences between them, and the methods of instruction.
 - d. The ways in which the programs will meet the child's educational strengths and needs.
 - e. The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation.
 - f. The exit requirements of the program, including the expected rate of transition to an English-language mainstream classroom, and the expected rate of graduation from high school.
 - g. The ways in which the programs will meet the objectives of an individualized educational program for a child with disabilities.
 - h. The right of the parent/guardian to decline enrollment, request the child to be moved from the program offered, or receive help in choosing another one.
6. The right to request the professional qualifications of their children's classroom teachers, including:
- a. Teacher qualifications to teach the subject matter.
 - b. The type of credential held.
 - c. The degree or graduate certificate held.
 - d. If services are provided by a paraprofessional, types of services and the paraprofessional's qualifications.
7. When the child has been taught for four or more consecutive weeks by a teacher who does not meet the teacher requirements of the NCLB.

The District shall provide information to assist the schools in building parents'/guardians' capacity for involvement and identifying barriers to greater participation giving particular attention to parents/guardians of students, who are economically disadvantaged, disabled, limited English proficient, have limited literacy, and/or of any racial or ethnic minority background. The District shall provide technical assistance and other support to schools as needed in order to implement their Title I parent involvement policy and/or program.

The procedures for developing and implementing Title I parent involvement policies and programs shall be stated in Administrative Regulation No. 9203.

B. District/School Advisory Committees for State Funded Programs

1. The District/Schools shall establish District and School advisory committees in accordance with all applicable laws.

A list of required District/school advisory committees, including a description of their purpose, follows:

1. School Site Council (SSC)

CLOVIS UNIFIED SCHOOL DISTRICT

The primary task of the SSC is to meet at least quarterly to ensure the school is continually engaged in identifying and implementing curriculum and instructional practices resulting in strengthening the core academic program and ensuring pupils have access and success in said program. This core program should embody the District's curriculum, which itself should reflect the state frameworks and curriculum standards. The SSC is charged with, among other things, the task of developing the Single Plan for Student Achievement (SPSA) and the School Safety Plan, in accordance with applicable law. The school's improvement effort should be coordinated with the District's effort to improve its curriculum offerings and quality of instruction in order that both the school, through the SSC, and the Governing Board, through the District Office, become part of a single improvement effort.

A school district may designate a School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as a School Advisory Committee (SAC), as permitted by law.

2. English Learner Advisory Committee (ELAC)

Whenever there are 21 or more English Learner pupils at a school site, there shall be a functioning ELAC elected by parents/guardians of English Learners at the site that receive training and materials appropriate to assist members in carrying out their legal responsibilities. The committee shall meet at least quarterly to advise the principal and staff on the development of a plan for English learners, to develop an annual school needs assessment, and provide assistance with the R-30 Language Census for the school.

3. District English Language Advisory Council (DELAC)

Whenever there are 51 or more English Learners pupils in the District, there shall be a functioning DELAC or subcommittee of an existing District committee that has had the opportunity to advise the Governing Board on topics such as the Local Educational Accountability Plan (LEAP), conducts an annual Needs Assessment by school and DELAC, the opportunity to review District program, goals, and objectives for EL programs and collaborate on topics such as; the R-30 Language Census, review of and comment on the written notification of initial enrollment, and review of and comment on District reclassification procedures and data. Additionally the DELAC must receive training and materials appropriate to assist members in carrying out their legal responsibilities. The DELAC shall meet at least once every quarter.

4. District Migrant Education Parent Advisory Council

The purpose of the District Migrant Parent Program is to ensure Migrant parents/guardians receive information about parent-related workshops, school site, and District committees as evidenced by contact logs. The Migrant Parent Advisory Council will participate in the creation of the annual Migrant Service Agreement, budget revisions, program planning and evaluation evidenced by agenda and sign-in sheets. An annual needs assessment shall be conducted to solicit ideas and input on topics of discussion for the meetings and program improvement.

CLOVIS UNIFIED SCHOOL DISTRICT

5. District Indian Education Parent Advisory Committee (IPAC)

The District's Indian Education Program is guided by the IPAC which is comprised of American Indian and Alaskan Native parents/guardians, District teachers and District administration. The IPAC is responsible for advising the District to ensure the provision of effective school programs and services for Native American pupils. The IPAC meets throughout the year to discuss program issues, services provided, and other needs related to the student achievement of District pupils. The IPAC oversees an annual Needs Assessment sent to all Native American Families to provide feedback on the program and offer areas of commendations and recommendations. Members serve on the committee for two years.

In addition to the required committees listed above, the following parent involvement committees have been established at the school and District level:

1. School Assessment Review Team (SART)

SART provides a formal vehicle to enable parents/guardians to partner in the educational process of their children. Through quarterly SART meetings established at the school and District level, parents/guardians and community members shall be active participants in the decision-making process and in the assessment of the quality of the educational programs. SART works in collaboration with parents/guardians and community members to:

- Study and become knowledgeable about the various programs and components of the school.
- Discuss the effectiveness and appropriateness of those programs and components relative to the goals of the school and District and the needs and desires of the community served by the school.
- Assist in assessing school-community attitudes relative to the total school program.
- Act as a communication liaison between the community, school, and District.
- Provide input and influence in an advisory capacity to the principal and site leaders regarding the operation of the school.

2. Intercultural Diversity Advisory Council (IDAC)

The Intercultural Diversity Advisory Committee (IDAC) is comprised of community members and District employees representing the diversity of the District. In addition to the District IDAC, an IDAC has been established at each school site and for each area.

The purpose of IDAC is to assist the District in the implementation of Cultural Competencies and to monitor the progress of the District toward achieving the desired outcomes of those competencies.

The areas of focus for IDAC include:

CLOVIS UNIFIED SCHOOL DISTRICT

- Develop, adopt and implement a District policy to promote an environment free of racial bias and discrimination.
- Develop, adopt and implement a District Affirmative Action plan as required by Education Code Section 44100.
- Establish a student human relations council at each school. Provide training for teachers and administrators to promote understanding and appreciation of cultural differences.
- Make deliberate efforts to insure minority representation on District and school-site committees.
- Develop and adopt complaint-handling procedures that are clearly understood by staff, pupils and parents/guardians.
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on gender.
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on disability.

The District IDAC shall present annually to the Governing Board at a regularly scheduled Board meeting.

Adopted: 07/23/75
Revised: 06/28/78
Revised: 06/24/87
Revised: 08/23/89
Revised: 08/28/91
Revised: 05/25/94
Revised: 05/22/96
Revised: 06/14/06
Revised: 09/26/07
Revised: 01/23/08
Reviewed: 01/14/09
Revised: 11/18/09
Reviewed: 01/15/14
Revised: 01/14/15

Legal References
No Child Left Behind Act of 2001
Education Code 11500-11506, 42605, 48985, 51101, 54444.2, 64001
Labor Code section 230.8, United States Code, Title 20, sections 6311, 6312, 6314, 6316, 6318
Code of Federal Regulations, Title 28, sections 35.104, 35.160
Management Resources
CDE 0928.90 Guidelines for the Development of Policies on Parent Involvement

CUSD INITIAL IDENTIFICATION RESULTS CARD

Name of Pupil _____ SID Number _____

Grade _____ Primary Language _____ Date of Enrollment _____

1. STATE EL TEST

- For all pupils whose HLS indicates a language other than English on any of the first three questions.
- Must be completed with 30 calendar days of enrollment.

Date of State EL Assessment _____ Clovis Unified Out of District

Overall Scale Score from Pupil Score Sheet _____

Overall Language Proficiency Level from Overall Score Table _____

Check (√): EL _____ FEP _____

If pupil scored **FEP**, stop. Pupil is placed in an English language mainstream classroom.
 No further initial testing is required. Staple this card to the Pupil Score Sheet and file in the categorical FEP testing file.
 Send Parent Notification of Initial Testing Results and Placement for English Learners letter. Record in #3 below.

If pupil scored **EL**, go to Primary Language Survey.
 Pupil is placed in the appropriate EL program and receives appropriate daily ELD instruction.

2. Primary Language Survey

- For all grade K-12 pupils who score EL on the STATE EL TEST.
- Must be completed within 90 days of enrollment.
- Use Primary Language Survey. Secure from Department of Supplemental Services

Date of Survey _____ Language _____

Check (√): Clovis Unified Out of District
 Primary Language Survey

Parent Notification of Initial/Annual Testing Results and Placement for English Learners letter is generated and mailed from the Department of Supplemental Services. Record in #3 below.

3. Send the Parent Notification of Initial/Annual Testing Results and Placement for English Learners letter.

Parent Notification Letter sent on _____ by _____
(Date) (Name of Person/Title)

4. Signature of person completing Initial Identification Results Card _____

**This card plus the CELDT Student Score Sheet, and if applicable,
The primary language testing materials are to be placed in the pupil's EL Folder, and testing information
needs to be recorded on the HLS CUM Card (EL Form #4.1C).**

**CLOVIS UNIFIED SCHOOL DISTRICT
EL FOLDER PROGRESS PROFILE CHECKLIST**

CUSD EL Program Entry Date _____ Grade _____

Out of District

HISTORICAL (Right Side) Most recent documents on top

- ___ Copy of Home Language Survey
- ___ STATE EL ASSESSMENT Score Sheet
- ___ Primary Language Survey Out Of District
(Primary Language Survey is to be completed within 90 days of enrollment)
- ___ Initial Identification Results Card
- ___ Parent Notification Letter (Initial)
(As per NCLB, Title III Regulations, parents of returning students are to be notified no later than 30 calendar days after the beginning of the school year. For new enrollees, parent notification must be done within two weeks of placement in an appropriate program).
- ___ Copy of Annual Parent Notification Letters
- ___ Parental Withdrawal/Decline or Parental Exception Waiver for Alternative (Bilingual Program) If applicable

Active (Left Side) Most recent documents on top

- ___ Copy of the ELD Illuminate Reports
- ___ Reclassification Forms (When applicable)
- ___ Reclassification Two-Year Monitoring (Green Card)

Administrative Review and Monitoring of Completed District EL Progress Profiles

| Grade | TRANSITION K | K | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----------------|---|---|---|----|----|----|---|
| Date Reviewed (M/D/YY) | | | | | | | | |
| Name | | | | | | | | |
| School | | | | | | | | |
| Grade | | 7 | 8 | 9 | 10 | 11 | 12 | |
| Date Reviewed (M/D/YY) | | | | | | | | |
| Name | | | | | | | | |
| School | | | | | | | | |

Clovis Unified School District
HOME LANGUAGE SURVEY

Date: _____ School: _____
School and District Previously Attended: _____ Teacher: _____
SID: _____

HOME LANGUAGE SURVEY

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

NAME OF STUDENT: _____

LAST FIRST MIDDLE

GRADE: _____ AGE: _____ BIRTHDATE: _____

1. Which language did your son or daughter learn when he or she first began to speak? _____
2. What language does your son or daughter most frequently use at home? _____
3. What language do you (the parents or guardians) use most frequently to speak to your son or daughter? _____
4. Name the language most often spoken by the adults at home? _____
(parents, guardians, grandparents, or any other adults)

Signature of Parent/Guardian

This form shall be a permanent part of the student's CUM folder.

Pupil Name _____ SID# _____

This Pupil has been assessed for English language proficiency. Results of the testing and **English Learner Program** placement may be obtained from the **English Learner Coordinator**.

PLEASE ATTACH HOME LANGUAGE SURVEY TO THIS CARD

- Pupil is an English Learner Out of District
- _____ Primary Language Survey Date _____
- Pupil tested out as Fluent English Proficient (FEP) *Place Initial STATE EL ASSESSMENT sticker here*
- Pupil is Fluent English Proficient (FEP) based on #4 of the Home Language Survey
- Pupil has been reclassified to fluent status Reclassification form is attached. Date Reclassified _____

PLEASE DO NOT REMOVE THIS CARD FROM THIS CUM FOLDER.

Add School Letterhead Notification of Initial ELPAC Testing

Dear Kindergarten/<School> Parent /Guardian;

September < >

Welcome great school year! We hope your child is having a great year thus far and adjusting to <kindergarten/grade>. When you recently enrolled your child at < > School, you indicated on the Home language Survey that he/she has a background is a language other than English. By state law, English language proficiency must be determined in order to plan and provide the best possible education program for your child. The name of this test is the English Language Proficiency Assessment for California (ELPAC). Its purpose is to see how well each student is learning to listen, speak, read, and write in English. Your child will receive a proficiency level in Listening and Speaking, Reading, and Writing as well as an overall proficiency level. This information is helpful to your child's teacher in assisting your child's needs as it relates to becoming a fluent English speaker. The information helps structure a program and services that best support his/her specific needs. We will administer the ELPAC on < > during school hours.

Results of this assessment will be mailed home to you in the next few weeks. If you child tests as Initial Fluent English Proficient, your child will not need additional educational support. If your child does not test Initial Fluent English Proficient, we will be providing additional support services to help your child achieve English fluency.

We'd like to welcome you to observe in the classroom and also participate in our school's English Learner Advisory Committee. We appreciate and value your input. The staff welcomes your questions and comments about your child's education. If you have any questions about your child's progress on ELPAC or his/her instructional placement, please contact the school office. In addition, further information on the ELPAC test may be found on the California Department of Education Website at: www.cde.gov.

If you have any questions or should need additional information regarding the ELPAC assessment or our English learner programs, please contact me directly at < >.

Thank you for your continued support,

Signature



Add School Letterhead Notification of Summative ELPAC Testing

Dear Kindergarten/<School> Parent /Guardian;

September < >

Welcome great school year! We hope your child is having a great year thus far and adjusting to <kindergarten/grade>. When you recently enrolled your child at < > School, you indicated on the Home language Survey that he/she has a background is a language other than English. By state law, English language proficiency must be determined in order to plan and provide the best possible education program for your child. The name of this test is the English Language Proficiency Assessment for California (ELPAC). Its purpose is to see how well each student is learning to listen, speak, read, and write in English. Your child will receive a proficiency level in Listening and Speaking, Reading, and Writing as well as an overall proficiency level. This information is helpful to your child's teacher in assisting your child's needs as it relates to becoming a fluent English speaker. The information helps structure a program and services that best support his/her specific needs. We will administer the ELPAC on < > during school hours.

Results of this assessment will be mailed home to you in the next few weeks.

We'd like to welcome you to observe in the classroom and also participate in our school's English Learner Advisory Committee. We appreciate and value your input. The staff welcomes your questions and comments about your child's education. If you have any questions about your child's progress on ELPAC or his/her instructional placement, please contact the school office. In addition, further information on the ELPAC test may be found on the California Department of Education Website at: www.cde.gov.

If you have any questions or should need additional information regarding the ELPAC assessment or our English learner programs, please contact me directly at < >.

Thank you for your continued support,

Signature





INITIAL ASSESSMENT ENGLISH LEARNER PARENT
NOTIFICATION LETTER 2018

Date: October 19, 2016

Grade: «Grade»
School: «School»
Pupil ID# «SID»

To the Parent/Guardian:
«Name»
«Address_in_ZANGLE»
«CSZ_in_ZANGLE»

Greetings! Earlier in the school year, you received a Parent Notification that shared the type of services that your student could receive this school year. State and Federal laws require all school districts in California to give a state test annually to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the English Language Proficiency Assessment for California (ELPAC). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student took the ELPAC Assessment in the Spring of this school year. We have received your child's results from the state. Your child receives a proficiency level in five different content areas including in Listening Speaking, Reading, and Writing as well as an overall proficiency level.

Based upon the State assessment, your child's overall English proficiency level will determine his/her level. . Based upon the most recent State assessment, your child's overall English proficiency level «Prof_Level» Its purpose is to see how well each student is learning to listen, speak, read and write in English. In addition, schools are required to provide English Language Development (ELD), to all English Learners as part of the overall program. Therefore, your child has been placed in the «Inst_Setting»

Your child's score indicates his/her proficiency level in English. There are 3 proficiency levels within ELPAC: Emerging, Expanding and Bridging. The state standard for "proficiency" is a student scoring at the Bridging level. If a student's overall score is "below proficiency" (Emerging, Low Expanding) on the ELPAC, the student must be appropriately placed in an EL Program that reflects his/her needs and level of proficiency. This information is helpful to your child's teacher in assisting your child's needs as it related to becoming a fluent English speaker. The information helps structure a program and service that best supports his/.her specific needs.

Placement in the Structured English Immersion program is voluntary. If you wish to decline this program, please contact your child's school to learn more about this option.

In addition, your child may be eligible to enroll in a Bilingual (Alternative) Program. Instruction in this program would be in your child's primary language. You may file a Parental Exception Waiver to request an alternative program if your child already possesses good English language skills. If your child is 10 years or older and it is the informed belief of the principal and educational staff that an alternative program would better suit your child's rapid acquisition of English language skills, or if your child has special needs. To request a waiver you must come to the school and meet with the principal/designee. Your child's Proficiency Levels in each ELPAC domain are listed below

Reading:

«Prof_Level_Reading»

Writing: «Prof_Level_Writing»

Listening: «Prof_Level_Listening»

Speaking: «Prof_Level_Speaking»

Reclassification: To exit from an EL program and be reclassified as Fluent English Proficient (RFEP), ELs must meet the following criteria: (1) ELPAC level of High Expanding, Bridging, (2) CUSD English Language Development (ELD) Standard Assessment results demonstrating achievement of grade level standards in English Language Arts, This assessment takes the place of the California Standards Test (CST) as the state transitions into SBAC assessments.

(3) mastery of ELD standards, (4) teacher recommendation, (5) Parental approval and (6) Students are monitored for two years after reclassification.

CUSD Graduation Rate

Clovis Unified School District Graduation Rate: 92.6% (CDE: Adequate Yearly Progress (AYP) 08.29.13.)

Graduation and dropout rates for counties, districts, and schools across California were calculated based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS). Cohort graduation rates are used to determine whether schools met their targets for increasing the graduation rate for the Adequate Yearly Progress reporting under the federal school accountability system (California Department of Education: 2013).

We'd like to welcome you to observe in your child's classroom and also participate in our school's English Learner Advisory Committee. We appreciate and value your input. The staff welcomes your questions and comments about your child's education. If you have any questions on your child's progress on CELDT or would like more details about any other information in this letter please contact your child's school. • Si usted necesita un estudio escrito en Espanol, llame a su propia oficina escolar. • Yog koj xav tau daim hmoob, thov hu rau lub hoob kas tom koj lub tsev kawm ntawv.

Octubre 2016

Estimados Padres o Guardianes:

¡Saludos! Más temprano en el año escolar, usted recibió una Notificación Anual de Padre que compartió el tipo de servicios que su estudiante fue de recibir este año escolar. La carta también fue diseñada para compartir los resultados de su niño. Las leyes Federales y Estatales requieren todos distritos escolares en California dar un examen del estado anualmente a cada estudiante cuyo en casa el idioma no es inglés y que es identificado actualmente como un estudiante inglés. El nombre del examen es como sigue: Prueba del Desarrollo del Idioma Inglesa de California (CELDT – siglas inglesas). Su propósito es de ver cuán bien cada estudiante aprende a escuchar, hablar, leer, y escribir en inglés.

Su hijo/a tomó el examen de ELPAC en el otoño del corriente año escolar; los resultados del examen se encuentran adjuntos a esta carta. Encontrara que su hijo/a recibe un nivel basado en su habilidad de Escuchar, Hablar, Leer, y Escribir en un nivel basado en su conocimiento y capaz global.

Los resultados indican el nivel de capacidad en inglés de su hijo/a. Hay cinco (5) niveles de capacidad dentro el CELDT: Principiante, Pre-Intermedio, Intermedio, Pre-Avanzado y Avanzado. El estándar estatal de capacidad es un estudiante con calificaciones en Pre-Avanzada o de nivel Avanzado. Si los resultados global de un estudiante están "bajo de aptitud" (Principiante, Pre-Intermedio o Intermedio) en el CELDT, el estudiante debe estar debidamente colocado en un programa EL que refleja sus necesidades y nivel de conocimiento. Esta información es útil para el maestro de su hijo en la asistencia a las necesidades de su hijo lo que se refiere a convertirse en orador Inglés fluido. La información ayuda a estructurar un programa y servicios que mejor apoyan las necesidades específicas del estudiante.

CUSD Tasa de Graduación
Tasa de Graduación de el Distrito Escolar Unido de Clovis: 92.6% (CDE: Progreso Adecuado Anual (AYP) 08.29.13.)

Las tasas de graduación y deserción para los condados, distritos, y escuelas de California se calcularon basado en la información de cohortes de cuatro años utilizando el Sistema de Datos de Rendimiento Estudiantil Longitudinal de California (CALPADS). Las tasas de graduación de cohorte se utilizan para determinar si las escuelas cumplen sus metas para aumentar la tasa de graduación para la presentación de informes de Progreso Anual Adecuado (AYP) bajo el sistema de Rendición de Cuentas Escolar Federal (Departamento de Educación de California: 2013).

Muchas gracias por su continuo apoyo,

Nyob zoo niamtxiv thiab cov neeg tu menyuam:

1 Hlis Ntuj 2016

Tsoomfww rau tebchaws Asmeslikas thiab lub xeev California tsab cai txhais tias tag nrho cov pawg tsev kawm ntawv nyob rau xeev California yuav tsum muab lub xeev daim ntawv xeev rau txhua tus menyuam uas yam lus siv tom tsev tsis yog lus Askiv thiab rau cov menyuam uas xeev los ua ib tus menyuam xyaum lus Askiv xeev txhua xyoo. Lub npe ntawm daim ntawv xeev yog hu ua California English Language Development test lossis CELDT. Lub ntsiab ntawm daim ntawv yog ntsuam xyuas los qhia saib tus menyuam kawm ntawv xyaum mloog lus, hais lus, nyeem ntawv, thiab sau ntawv Askiv npaum li cas lawm.

Koj tus menyuam kawm ntawv twb xeev daim ntawv CELDT rau lub caj nplooj zeeg rau lub caj kawm ntawv xyoo no. Peb muab nws daim ntawv qhia qhabnee xeev tso nrog tsab ntawv no. Koj xyuas ces koj yuav pom koj tus menyuam cov qhabnee qhia txog saib nws paub li cas rau hauv mloog lus, hais lus, nyeem ntawv, thiab sau ntawv nrog rau tus qhabnee qhia tag nrho ua ib ke.

Koj tus menyuam qhov qhabnee yuav qhia txog seb nws nyob qib twg. Ntawm cov ntawv ntsuam xyuas CELDT no, nws muaj (5) qib: Beginning, Early Intermediate, Intermediate, Early Advance, thiab Advanced. Xeev txoj cai qhia hais tias thaum ib tug menyuam kawm cuag qib Early Advanced losis qib Advanced tus menyuam ntawd kawm paub zoo txaus lawm. Yog ib tug menyuam cov qhabnee los ntawm CELDT qhia hais tias nws yog "below proficiency" (Beginning, Early Intermediate losis Intermediate), lawv yuav tsum muab tus menyuam ntawd tso kawm ib chav uas qhia raws li nws paub thiab nws qhov qib. Cov ntawv qhia no yuav pab cov xibfwb los pab qhia ntawv kom haum koj tus menyuam ua nws paub lus Askiv zoo npaum tus menyuam uas twb txawj lawm. Cov lus qhia yuav pab los nrhiav thiab tawmtsam ib lub qhooskas los mus pab txhawb koj tus menyuam rau txoj kev qhia kom nws paub.

Tsoom tub ntxhais kawm tiav haub
Clovis USD: 92.6% (CDE: kev kawm tiav nce zoo xyoo no 8.29.13.)

Kev kawm tiav thiab kawm tsis tau, raug tso tawm nyob hauv zos, los tej suam zos, los puas tas nrho cov tsev kawm ntawv hauv xeev California yog txoj cai soj ntsuam thiab txiav txim los ntawm tus me nyuam kev kawm nyob rau hauv plaub lub xyoos sib law ua ke ntawd (CALPADS). Txoj cai Cohort graduation rate yog siv coj los txiav txim thiab pab tsev kawm ntawv kom ua tau raws li lub hom phiaj pab me nyuam kom kawm tiav uas yog los ntawm tsoom hww txoj cai qhia ntawv nyob rau hauv xeev California Department of Education: 2013.

Ua tsaug rau koj txoj kev txhawb,



SUMMATIVE ASSESSMENT ENGLISH LEARNER PARENT NOTIFICATION LETTER 2018

Date: January 12, 2017

Grade: «Grade»
School: «School»
Pupil ID# «SID»

To the Parent/Guardian:
«Name»
«Address_in_ZANGLE»
«CSZ_in_ZANGLE»

Greetings! Earlier in the school year, you received a Parent Notification that shared the type of services that your student was to receive this school year. State and Federal laws require all school districts in California to give a state test annually to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the English Language Proficiency Assessment for California. (ELPAC) Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student took the Summative ELPAC Assessment in the fall of this school year. We have received your child's results from the state. Your child receives a proficiency level in five different content areas including in Listening Speaking, Reading, and Writing as well as an overall proficiency level.

Based upon the State assessment, your child's overall English proficiency level will determine his/her level. Based upon the most recent State assessment, your child's overall English proficiency level «Prof_Level» Its purpose is to see how well each student is learning to listen, speak, read and write in English. In addition, schools are required to provide English Language Development (ELD), to all English Learners as part of the overall program. Therefore, your child has been placed in the «Inst_Setting»

Your child's score indicates his/her proficiency level in English. There are 3 proficiency levels within ELPAC: Emerging, and Low Expanding. The state standard for "proficiency" is a student scoring at the High Expanding, Bridging Level. If a student's overall score is "below proficiency" on the ELPAC, the student must be appropriately placed in an EL Program that reflects his/her needs and level of proficiency. This information is helpful to your child's teacher in assisting your child's needs as it related to becoming a fluent English speaker. The information helps structure a program and service that best supports his/.her specific needs.

Placement in the Structured English Immersion program is voluntary. If you wish to decline this program, please contact your child's school to learn more about this option.

In addition, your child may be eligible to enroll in a Bilingual (Alternative) Program. Instruction in this program would be in your child's primary language. You may file a Parental Exception Waiver to request an alternative program if your child already possesses good English language skills. If your child is 10 years or older and it is the informed belief of the principal and educational staff that an alternative program would better suit your child's rapid acquisition of English language skills, or if your child has special needs. To request a waiver you must come to the school and meet with the principal/designee. Your child's Proficiency Levels in each ELPAC domain are listed below

Reading: «Prof_Level_Reading»

Writing: «Prof_Level_Writing»

Listening: «Prof_Level_Listening»

Speaking: «Prof_Level_Speaking»

Reclassification: To exit from an EL program and be reclassified as Fluent English Proficient (RFEP), ELs must meet the following criteria: (1) ELPAC level of High Expanding, Bridging, (2) CUSD English Language Development (ELD) Standard Assessment results demonstrating achievement of grade level standards in English Language Arts, This assessment takes the place of the California Standards Test (CST) as the state transitions into SBAC assessments.

(3) mastery of ELD standards, (4) teacher recommendation, (5) Parental approval and (6) Students are monitored for two years after reclassification.

CUSD Graduation Rate

Clovis Unified School District Graduation Rate: 92.6% (CDE: Adequate Yearly Progress (AYP) 08.29.13.)

Graduation and dropout rates for counties, districts, and schools across California were calculated based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS). Cohort graduation rates are used to determine whether schools met their targets for increasing the graduation rate for the Adequate Yearly Progress reporting under the federal school accountability system (California Department of Education: 2013).

We'd like to welcome you to observe in your child's classroom and also participate in our school's English Learner Advisory Committee. We appreciate and value your input. The staff welcomes your questions and comments about your child's education. If you have any questions on your child's progress on CELDT or would like more details about any other information in this letter please contact your child's school. • Si usted necesita un estudio escrito en Espanol, llame a su propia oficina escolar. • Yog koj xav tau daim hmoob, thov hu rau lub hoob kas tom koj lub tsev kawm ntawv.

Estimados Padres o Guardianes:

¡Saludos! Más temprano en el año escolar, usted recibió una Notificación Anual de Padre que compartió el tipo de servicios que su estudiante fue de recibir este año escolar. La carta también fue diseñada para compartir los resultados de su niño. Las leyes Federales y Estatales requieren todos distritos escolares en California dar un examen del estado anualmente a cada estudiante cuyo en casa el idioma no es inglés y que es identificado actualmente como un estudiante inglés. El nombre del examen es como sigue: Prueba del Desarrollo del Idioma Inglesa de California (CELDT – siglas inglesas). Su propósito es de ver cuán bien cada estudiante aprende a escuchar, hablar, leer, y escribir en inglés.

Su hijo/a tomó el examen de ELPAC en el otoño del corriente año escolar; los resultados del examen se encuentran adjuntos a esta carta. Encontrara que su hijo/a recibe un nivel basado en su habilidad de Escuchar, Hablar, Leer, y Escribir en un nivel basado en su conocimiento y capaz global.

Los resultados indican el nivel de capacidad en inglés de su hijo/a. Hay cinco (5) niveles de capacidad dentro el CELDT: Principiante, Pre-Intermedio, Intermedio, Pre-Avanzado y Avanzado. El estándar estatal de capacidad es un estudiante con calificaciones en Pre-Avanzada o de nivel Avanzado. Si los resultados global de un estudiante están "bajo de aptitud" (Principiante, Pre-Intermedio o Intermedio) en el CELDT, el estudiante debe estar debidamente colocado en un programa EL que refleja sus necesidades y nivel de conocimiento. Esta información es útil para el maestro de su hijo en la asistencia a las necesidades de su hijo lo que se refiere a convertirse en orador Inglés fluido. La información ayuda a estructurar un programa y servicios que mejor apoyan las necesidades específicas del estudiante.

CUSD Tasa de Graduación

Tasa de Graduación de el Distrito Escolar Unido de Clovis: 92.6% (CDE: Progreso Adecuado Anual (AYP) 08.29.13.)

Las tasas de graduación y deserción para los condados, distritos, y escuelas de California se calcularon basado en la información de cohortes de cuatro años utilizando el Sistema de Datos de Rendimiento Estudiantil Longitudinal de California (CALPADS). Las tasas de graduación de cohorte se utilizan para determinar si las escuelas cumplen sus metas para aumentar la tasa de graduación para la presentación de informes de Progreso Anual Adecuado (AYP) bajo el sistema de Rendición de Cuentas Escolar Federal (Departamento de Educación de California: 2013).

Muchas gracias por su continuo apoyo,

Nyob zoo niamtxiv thiab cov neeg tu menyuum:

Tsoomfww rau tebchaws Asmeslikas thiab lub xeev California tsab cai txhais tias tag nrho cov pawg tsev kawm ntawv nyob rau xeev California yuav tsum muab lub xeev daim ntawv xeev rau txhua tus menyuum uas yam lus siv tom tsev tsis yog lus Askiv thiab rau cov menyuum uas xeev los ua ib tus menyuum xyaum lus Askiv xeev txhua xyoo. Lub npe ntawm daim ntawv xeev yog hu ua California English Language Development test lossis CELDT. Lub ntsiab ntawm daim ntawv yog ntsuam xyuas los qhia saib tus menyuum kawm ntawv xyaum mloog lus, hais lus, nyeem ntawv, thiab sau ntawv Askiv npaum li cas lawm.

Koj tus menyuum kawm ntawv twb xeev daim ntawv CELDT rau lub caij nplooj zeeg rau lub caij kawm ntawv xyoo no. Peb muab nws daim ntawv qhia qhabnee xeev tso nrog tsab ntawv no. Koj xyuas ces koj yuav pom koj tus menyuum cov qhabnee qhia txog saib nws paub li cas rau hauv mloog lus, hais lus, nyeem ntawv, thiab sau ntawv nrog rau tus qhabnee qhia tag nrho ua ib ke.

Koj tus menyuum qhov qhabnee yuav qhia txog seb nws nyob qib twg. Ntawm cov ntawv ntsuam xyuas CELDT no, nws muaj (5) qib: Beginning, Early Intermediate, Intermediate, Early Advance, thiab Advanced. Xeev txoj cai qhia hais tias thaum ib tug menyuum kawm cuag qib Early Advanced losis qib Advanced tus menyuum ntawd kawm paub zoo txaus lawm. Yog ib tug menyuum cov qhabnee los ntawm CELDT qhia hais tias nws yog "below proficiency" (Beginning, Early Intermediate losis Intermediate), lawv yuav tsum muab tus menyuum ntawd tso kawm ib chav uas qhia raws li nws paub thiab nws qhov qib. Cov ntawv qhia no yuav pab cov xibfwb los pab qhia ntawv kom haum koj tus menyuum ua nws paub lus Askiv zoo npaum tus menyuum uas twb txawj lawm. Cov lus qhia yuav pab los nrhiav thiab tawmtsam ib lub qhooskas los mus pab txhawb koj tus menyuum rau txoj kev qhia kom nws paub.

Tsoom tub ntxhais kawm tiav haub

Clovis USD: 92.6% (CDE: kev kawm tiav nce zoo xyoo no 8.29.13.)

Kev kawm tiav thiab kawm tsis tau, raug tso tawm nyob hauv zos, los tej suam zos, los puas tas nrho cov tsev kawm ntawv hauv xeev California yog txoj cai soj ntsuam thiab txiav txim los ntawm tus me nyuam kev kawm nyob rau hauv plaub lub xyoos sib law ua ke ntawd (CALPADS). Txoj cai Cohort graduation rate yog siv coj los txiav txim thiab pab tsev kawm ntawv kom ua tau raws li lub hom phiaj pab me nyuam kom kawm tiav uas yog los ntawm tsoom hww txoj cai qhia ntawv nyob rau hauv xeev California Department of Education: 2013.

Ua tsaug rau koj txoj kev txhawb,



PARENTAL EXCEPTION WAIVER
FOR
ALTERNATIVE (BILINGUAL) PROGRAM

Name of Child _____ School Year _____
Date of Birth _____ School _____
Language _____ Grade _____

I am requesting a parental exception waiver based on the statement checked (✓) below (check only one option):

_____ **Education Code 311 (a): Children who know English.** My child possesses good English skills and for that reason I request a waiver of the school’s structured/sheltered English immersion program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I understand that my child’s English standardized test scores must be at or above the state average for my child’s grade level or above the fifth grade average, whichever is lower.

_____ **Education Code 311 (b): Children age 10 or older.** My child is 10 years of age or older and I believe that an alternative course of study is better suited to my child’s rapid acquisition of English. For that reason, I request a waiver of the school’s structured/sheltered English immersion program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

_____ **Education Code 311 (c): Children with special needs.** I believe that my child has special needs and that an alternative course of study is better suited to his/her educational development. I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the superintendent/designee pursuant to board-established guidelines. Check (✓) all that apply and provide a brief statement.

_____ Educational Needs _____ Physical Needs _____ Emotional/Psychological Needs

I have personally visited the school to apply for this waiver. I am requesting an alternative course of study (bilingual program) for my child. I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the alternative educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

—

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

Waiver Granted/Denied: _____ Date: _____

Principal Signature: _____

Supplemental Services
July 2016

Distribution: Original: Principal/Categorical File
 Yellow: Parent/Guardian
 Pink: EL Student Folder



Department of Supplemental Services

1450 Herndon Ave. Clovis CA 93611-0599
(559) 327-9550 Fax (559) 327-9569

“Children Are Our Most Precious Resource”

2016-2017

CUSD Parent Withdrawal/Decline Services Form and Parental Exception/Waiver for Alternative Program Request Forms School Status

I _____, position _____ at _____ School have filed all signed Parent Withdrawal/Decline Services Forms or Parental Exception/Waiver for Alternative Program Request Forms from parents/guardians of English Learners. These forms are on file in the site’s categorical files.

- Parent Requests are on file in site’s categorical files
- Parent signed withdrawals are attached
- There are no Parent Requests submitted for the 2016.2017 school year

Signed: _____
Position: _____
Date: _____

*Place this form in your Categorical Files: EL Documentation Section:
Parental Withdrawal/Decline Services or Exception Waivers for Alternative (Bilingual) Program*

Clovis Unified School District
Primary Language Survey

Informal Assessment of Primary Language Proficiency

Please use this form to acquire more information about English learners' primary language skills. **This form may be completed by teacher/counselor in conference with parent or by the student.**

The purpose of the Informal Assessment of Primary Language Proficiency is to provide additional information, along with the results of the California English Language Development Test (CELDT), to design appropriate instruction and support services.

Person completing form: ___ Parent/Guardian ___ Teacher ___ Counselor ___ Student

I. General Information

Student's Name: _____ School: _____
Primary Language: _____ Grade: _____ Date: ____/____/____

II. School Experience

List the country or countries where the student attended school and the grade levels that were completed.

| Country | Grade | Completed | |
|---------|-------|-----------|--------|
| _____ | _____ | ___ Yes | ___ No |
| _____ | _____ | ___ Yes | ___ No |

III. Oral Language

Check the box that best describes the student's ability to speak and understand the primary language.

A. The student uses the primary language at home:

- Never
- Sometimes
- Almost always

B. The student uses the primary language with siblings and/or friends:

- Never
- Sometimes
- Almost always

IV. Literacy

Place a check in the box that best describes the student's ability to read and write in the primary language.

A. How often does the student *read* in the primary language?

- Never (does not know how to read in primary language)
- Reads sometimes
- Almost always (prefers to read in primary language)

B. How often does the student *write* in the primary language?

- Never (does not know how to write in primary language)
- Writes sometimes
- Almost always (prefers to write in primary language)

V. Comments

Provide any comments that will give more information to the school about the student's primary language proficiency, academic background, and ability to function in school.

California Department of Education
December 14, 2010

**CLOVIS UNIFIED SCHOOL DISTRICT
RECLASSIFICATION RECOMMENDATION FORM**

Approved Denied
Date _____
Initials _____

Pupil's Name _____ Grade _____ Primary Language _____
Date of Recommendation _____ School _____ Pupil SID # _____

Pupil must meet all criteria to be considered for reclassification.

1. STATE EL ASSESSMENT (Student may only have 1 Intermediate score to be considered for Reclassification)

| Area Tested | Proficiency Level | Test Date: |
|-----------------|-------------------|--|
| Overall (Total) | EA or A | Possible Candidate for Reclassification YES NO |
| Listening | I or EA or A | |
| Speaking | I or EA or A | |
| Reading | I or EA or A | |
| Writing | I or EA or A | |

2. CURRICULUM EMBEDDED ELD BENCHMARK ASSESSMENTS: District Standard: Mastery

| | | | |
|---|-------|----------------------|-------|
| This pupil has reached mastery on two ELD assessments: List assessments and attach required documents. | | YES | NO |
| Test #1 Administered | Score | Test #2 Administered | Score |

3. Comparison Academic Achievement Criteria

| Check Off | Grade | Fall Reclassification Criteria | Spring Reclassification Criteria |
|--------------------------|-------|--|---|
| <input type="checkbox"/> | K | Grade Level Data Not Available | DRA Level 3+; iCAL at Met or Exceeded Standards, Performance Task score at 4/4 |
| <input type="checkbox"/> | 1 | Grade Level Data Not Available | DRA Level 16+ and iCAL at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 2 | Grade Level Data Not Available | DRA Level 28+ and iCAL at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 3 | Grade Level Data Not Available | 3 rd iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 4 | 3 rd Grade SBAC at Met or Exceeded Standard | 4 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 5 | 4 th Grade SBAC at Met or Exceeded Standard | 5 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 6 | 5 th Grade SBAC at Met or Exceeded Standard | 6 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 7 | 6 th Grade SBAC at Met or Exceeded Standard | 7 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 8 | 7 th Grade SBAC at Met or Exceeded Standard | 8 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 9 | 8 th Grade SBAC at Met or Exceeded Standard | 9 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 10 | 10 th Grade iCAL1 at Met or Exceeded Standards and Performance Task score at 7 | 10 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 11 | 11 th Grade iCAL1 at Met or Exceeded Standards and Performance Task score at 7 | 11 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |
| <input type="checkbox"/> | 12 | 11 th Grade SBAC at Met or Exceeded Standard or 12 th Grade iCAL1 at Met or Exceeded Standards and Performance Task score at 7 | 12 th grade iCAL 2 at Met or Exceeded Standards and Performance Task score at 7/10 |

4. *If CAA is used a Special Education Addendum must be completed and attached after meeting with school team. CURRICULAR OBJECTIVES AND SUPPLEMENTAL INFORMATION (TEACHER EVALUATION): Teacher is to complete the Reclassification Teacher Statement and summarize level of academic skills mastered by adding information and comments regarding language development, academic achievement, and/or general success in school. Attach the NCR.

| | | | |
|--------------------------------|------------------------------------|--|----|
| Meets District Standard | | YES | NO |
| Check Off | Criteria | Grades K-12 | |
| <input type="checkbox"/> | State English Language Development | Must score at proficient level – Listening, Speaking, Reading, and Writing. | |
| <input type="checkbox"/> | ELD Curriculum Assessments | Gr. K-5 Benchmark Interim Assessments at met or exceeded standards Gr. 6 CUSD ELD Grade 6 at met or exceeded standards Gr. 7-8 Inside ELD Curriculum at met or exceeded standards Gr. 9-12 Edge ELD Curriculum at met or exceeded standards | |
| <input type="checkbox"/> | Academic Achievement | SBAC for tested grades 3 rd -8 th and 11 th at met or exceeded standards Grades K-2, 9-10, 12 must score at met or exceeded standards on iCAL. (see chart below) | |
| <input type="checkbox"/> | Teacher Evaluation | Must be achieving 2.0+ on ELA Grades | |
| <input type="checkbox"/> | Parent Consultation | Meet with parent/guardian to discuss reclassification process and obtain signature of approval | |

Circle Team Members: GIS, EL Coordinator, Teacher, Counselor, Special Education Representative, Other. _____

5. PLACEMENT OPTIONS: Check the appropriate placement option.

- _____ Pupil is reclassified to RFEP status and shall exit from EL services with monitoring for four years.
- _____ Pupil is reclassified to RFEP status and continues receiving Special Education services as reflected in the pupil's IEP.
- _____ Pupil is reclassified using alternative assessments to FEP status and continues in Special Education.*

*Complete and attach Alternative Assessment Participation Criteria Form and needed documents.

6. PARENT CONSULTATION: Parents are encouraged to exercise their legal right to participate in the reclassification process. My signature verifies that I have met with a school-level official(s) and the contents of this reclassification form have been explained to me. I agreed with the recommendation to reclassify my child to FEP.

Parent/Guardian Signature _____ Date _____

7. SIGNATURES: Administrative Designee _____ Classroom Teacher _____

Other _____ If applicable, Special Education Staff _____

California Education Code 313(d) requires that all English Learners who have been reclassified be monitored for a two-year period. The four-year monitoring requires schools to list academic grades and SBAC Achievement in ELA.

- Reclassification Form, Student Information Completed
- Reclassification Addendum (if applicable)
- SOLOM (if applicable)
- State ELD Assessment Data and Report
- ELD Assessment Data and Report
- SBAC/iCAL Assessment Data and Report
- Teacher Comment Form
- Illuminate Assessment Profile
- Documents Attached
- Signatures

CLOVIS UNIFIED SCHOOL DISTRICT
RECLASSIFICATION RECOMMENDATION FORM

DIRECTIONS AND GUIDELINES FOR THE RECLASSIFICATION OF EL PUPILS

Incomplete forms will be returned to the school submitting the form.

1. **STUDENT INFORMATION:** Complete all student information including student ID number.
2. **ANNUAL STATE EL ASSESSMENT SCORE:** Using the STATE ELASSESSMENT Annual Test results, indicate the proficiency level for each content area tested and the overall score. To be reclassified, the pupil **must** have an overall proficiency level of *Early Advanced* or *Advanced* **and** the Listening, Speaking, Reading, and Writing **can have an Intermediate score in one domain.**
3. **ELD BENCHMARK ASSESSMENTS:** Pupil **must reach “Mastery” on all assessments.**
Students has reached “mastery” on two curriculum embedded ELD assessments List test and score of the last two ELD assessments reaching “mastery”. (Attach ELD Assessments)
4. **ACADEMIC ACHIEVEMENT:** Using the SBAC Reclassification Standards Assessment, CAA (where appropriate), indicate the date the assessment was administered, fill in the score and proficiency level. See SBAC table for proficiency table **When using CAA, alternative assessments must be reviewed with team and the Alternative Assessment Criteria Form completed and attached.** (See Reclassification Table)
5. **CURRICULUM OBJECTIVES AND TEACHER EVALUATION:** Must be completed by the classroom teacher (AB, English, Math, Science, and Social Science).
 - Summarize the pupil’s level of skills; using benchmarks describe academic progress as it relates to mastering state standards.
6. **PLACEMENT OPTIONS:** **The pupil must meet all criteria to be reclassified.** English Learners who are also receiving Special Education services shall meet all established criteria. An **Alternative Assessment Participation Criteria Form** must be completed for students with an IEP stating that Alternative Assessments will be used. Attach all required documents that support the use of an alternative assessment as reflected in the IEP.
7. **PARENT CONSULTATION:** Conduct a parent/guardian conference. Review the contents of the Reclassification Form. Seek parent input and have the parent/guardian sign and date the form. Explain that the pupil will be monitored for two years to insure continued academic success.
8. **SIGNATURES:** An administrator, teacher, and any other person involved in reclassification process **must** sign confirming the pupil’s status from EL to RFEP. If the English Learner is also receiving Special Education services, the Special Education IEP team must also sign.
9. **DISTRIBUTION:** Forward all documents to the **Department of Supplemental Services for review, final approval and data entry.** If all criteria are met, Reclassification Forms are approved (upper right hand corner) and returned to the site for distribution and two year monitoring process. (See below for distribution.) If Reclassification form is denied, the student remains in the EL Program receiving appropriate ELD and monitoring. (upper right hand corner)

CLOVIS UNIFIED SCHOOL DISTRICT RECLASSIFICATION
Four Year (Eight Semesters) Monitoring Record



Pupil _____ SID _____ School/Grade _____
Last Name First Name

Date of Reclassification _____ Person Completing This Form _____ Out of District _____
Name of District

Directions:

California Ed. Code 313(d) requires that all English Learners who have been reclassified be monitored for a four-year period. Monitoring does not mean that the STATE EL TEST should be administered again; rather, the pupil's academic achievement and progress should be monitored and reviewed on a periodic basis to be certain the pupil is continuing to progress. If the pupil fails to progress, it is necessary to intervene with appropriate intervention and not allow him or her to fall behind.

Beginning the semester after reclassification, pupils are required to be monitored and reviewed for four years or eight semesters. For example: if a student is reclassified in the spring, the first entry to document monitoring would be the first semester of the next school year (January). The four-year monitoring requires schools to list the pupil's academic grades in each of the academic areas. In addition, all SBAC proficiency levels in ELA and Mathematics must be listed on an annual basis. If a pupil fails to progress, schools list all intervention and additional support to ensure success in the school's regular educational program.

| ACADEMIC ACHIEVEMENT RESULTS | Students Grades | | | | | SBAC ELA | SBAC Mathematics |
|--------------------------------------|-----------------|---------|------|----------------|---------|----------------------------------|----------------------------------|
| | ELA | Reading | Math | Social Science | Science | | |
| Semester 1 Date: | | | | | | Circle One level SNM NM SM SE | Circle One level SNM NM SM SE |
| Semester 2 Date: | | | | | | Circle One SNM NM SM SE | Circle One SNM NM SM SE |
| Semester 3 Date: | | | | | | Circle One level SNM NM SM SE | Circle One level SNM NM SM SE |
| Semester 4 Date: | | | | | | Circle One SNM NM SM SE | Circle One SNM NM SM SE |
| Semester 5 Date: | | | | | | Circle One level SNM NM SM SE | Circle One level SNM NM SM SE |
| Semester 6 Date: | | | | | | Circle One SNM NM SM SE | Circle One SNM NM SM SE |
| Semester 7 Date: | | | | | | Circle One level SNM NM SM SE | Circle One level SNM NM SM SE |
| Semester 8 Date: | | | | | | Circle One SNM NM SM SE | Circle One SNM NM SM SE |
| Intervention (External or Internal): | | | | | | | |
| Comments: | | | | | | | |

*KEY

SNM = Standard Not Met NM = Standard Nearly Met SM = Standard Met SE = Standard Exceeded

CUSD EL PROGRESS MONITORING

| GRADE | TRIMESTER 1 | TRIMESTER 2 | TRIMESTER 3 | | GRADE | SEMESTER 1 | SEMESTER 2 |
|-------|-------------|-------------|-------------|-----------|-------|------------|------------|
| TK | | | | | 7 | | |
| K | | | | | 8 | | |
| | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 | 9 | | |
| 1 | | | | | 10 | | |
| 2 | | | | | 11 | | |
| 3 | | | | | 12 | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |

* Please initial and date for each Quarter/Semester/Trimester entry, as determined by Grade Level



Summative English Language Proficiency Assessments for California Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

Summative ELPAC Overall Scale Score Ranges

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

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

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Summative ELPAC Scale Score Ranges, continued

The tables below show which scores fall within each range for the Oral Language score and the Written Language score.

Oral Language (Listening and Speaking) Scale Score Ranges

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

Written Language (Reading and Writing) Scale Score Ranges

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

For crosswalk information between the 2017–18 and 2018–19 threshold scores, please refer to the *2019–20 ELPAC Information Guide* at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf>. For additional information on the ELPAC, visit the California Department of Education ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.



Yuma's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
YUMA ARIZONA
 1234 MAIN STREET
 YOUR CITY, CA 12345

Student #: 9999999987
Date of Birth: 09/01/2013
Grade: 2
Test Date: Spring 2020
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score



1531
 Moderately Developed

Yuma's overall score is Level 3. More information on Yuma's score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.



Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

What Students Can Do At Each Level

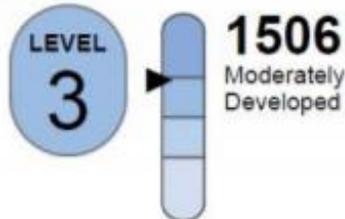
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--|--|--|---|
| (1150–1423) | (1424–1470) | (1471–1531) | (1532–1700) |
| Beginning to Develop | Somewhat Developed | Moderately Developed | Well Developed |
| May know some English words and phrases. | Can often use English to communicate simple ideas. | Can usually use English to learn new things in school. | Can consistently use English to learn new things in school. |

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

Yuma also received scores for Oral Language and Written Language

Oral Language

The Oral Language Score Includes Listening and Speaking.



Listening

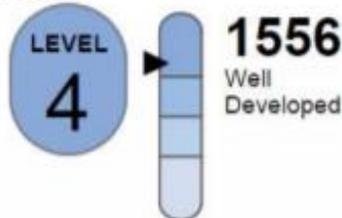


Speaking



Written Language

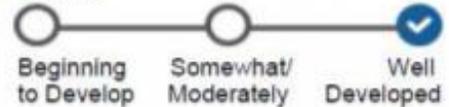
The Written Language Score Includes Reading and Writing.



Reading



Writing



Your Child's ELPAC Score History

Grade 1



Grade 2

