OCDE Alternative, Community, and Correctional Education Schools and Services (ACCESS)

English Learner Master Plan 2020-2021

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Orange County Department of Education (OCDE) - Alternative, Community, and Correctional Education Schools and Services (ACCESS)

English Learner (EL) Master Plan

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INTRODUCTION

The Orange County Department of Education (OCDE) – Alternative, Community, and Correctional Education Schools and Services (ACCESS) English Learner (EL) Master Plan has been revised and written to comply with Federal Program Monitoring (FPM) guidelines and requirements. This version reflects the district's current practices for the 2020-2021 school year and will be updated on an annual basis. The guidelines set forth by the FPM in the English Learner Program Instrument guided this version.

The common goals for English learners in OCDE– ACCESS are:

1. **ELs acquire full proficiency in English as rapidly and effectively as possible.** (20 *USC* 1703[f], 6893; *EC* 300[f]; 5 *CCR* 11302[*a*])

2. **ELs meet state standards for academic achievement** (20 *USC* 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d989)

3. **Honor Cultural Heritage.**
   ELA/ELD Framework and the EL Roadmap.

The EL Master Plan is not a philosophy statement; it is a guidance document. It is not necessary that it address any other aspect of instruction or district management that is not directly related to the items required under FPM. The primary intended audience is OCDE- ACCESS, leadership, teachers, staff, and ELAC/DELAC members. However, it is a public document and therefore will be available to everyone who requests it.

I. <u>INVOLVEMENT</u>

OCDE- ACCESS is committed to ensuring that the families of ELs are meaningfully involved in the education of their children. Each ACCESS Community and Court school Area is assigned a Family Community Liaison who helps organize meetings, workshops and other events to meet the needs of the families and students. Through the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC), parents have the opportunity to advise the school and district administration of their recommendations for program improvement based on the results of needs assessments.

OCDE - ACCESS provides many opportunities for parents to meet and learn how to support their children's education including attaining English proficiency, achieving high levels in core academic subjects and meeting the California State Standards. The involvement of families in the work of the schools ensures that students attain these goals.

-----English Learner Advisory Committee - ELAC (I-EL 04)-----

Schools with 21 or more ELs are required to establish a functioning ELAC that provides advice to the site administration on programs and services for English Learners. All of the schools in OCDE - ACCESS have sufficient ELs to meet this criterion and have formed ELACs. The committees are established using the process below:

1. *Formation*
   The Committees are formed by informing parents of the function of the ELAC and their opportunity to belong through written communication and in parent meetings. All parents/guardians of ELs have an opportunity to participate and be members of the committee.
2. *Membership Requirements*
   ELAC will be composed of parents and staff. The parents of ELs and recently RFEPed students (within the academic school year) will be represented on the committee at the school site. All members must be able to attend the ELAC meetings.
3. *Advice*
   The ELAC advises the principal and staff on topics relating to ELs, including at the minimum:
     - The development of a school-wide needs assessment, and ways to make parents aware of the importance of school attendance.
     - The development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the School Plan for Student Achievement (SPSA).
4. *Training*
   Members receive training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

Delegating Authority for ELAC Responsibilities to the School-Site Council (SSC)
Compliance regulations allow for a school to consolidate or combine their ELAC with the School Site Council (SSC). However, to address the targeted needs of our students and parents, our Local Education Agency (LEA) has chosen to conduct a separate ELAC and SSC.

Separate Functioning ELAC
EL parents conduct ELAC meetings as much as possible. The principal or designee assists in coordinating and publicizing the meetings. All ELAC meetings are open to the public and will be publicized in the languages used by the parent community. When the ELAC is a separate committee, the by-laws that appear in this section are followed.

The school's ELAC committee shall be composed of the following:

- Principal
- The parents of ELs and recently RFEPed students (within the academic school year) attending the school
- Site staff

Term of Membership
Members must be parents of EL or recently Reclassified (within the academic year) students enrolled in our ACCESS schools. Due to ACCESS' constant change in student enrollment we understand that having a consistent ELAC team may not be possible. We will try our best to insure consistency as much as possible.

Voting Rights
Only parents of ELs and recently RFEPed students (within the academic school year) shall be entitled to vote and may cast that vote on any committee matter submitted to a vote.

Termination
Membership shall automatically terminate should a member no longer meet membership requirements.

DELAC Representative
Representatives from the site ELAC are recommended to represent their school at the DELAC. However, all parents will be invited to all the DELAC meetings. The parent representatives from the site will provide the Area with DELAC updates.

Site ELACs are provided an approved format for their by-laws. The ELAC by-laws are located in **Appendix Section A**.

-----District English Learner Advisory Committee - DELAC (I-EL 05)-----

Districts with more than 50 ELs enrolled are required to establish a functioning District English Learner Advisory Committee (DELAC) that advises the superintendent or their designee on programs and services for ELs. Parents/guardians have the opportunity to elect members to the DELAC annually. OCDE - ACCESS DELAC meets the following requirements:

Advises the superintendent or their designee regularly on all the following tasks:

- Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the School Plan for Student Achievement (SPSA).
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district programs, goals, and objectives for programs and services for ELs.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the LEA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on development of the Local Control and Accountability Plan (LCAP).

Parents will be provided training and materials for ELAC and DELAC. School site DELAC by-laws can be located in **Appendix Section *B***.

II. <u>GOVERNANCE AND ADMINISTRATION</u>

ACCESS properly identifies, assesses, and reports on all students who have a primary language other than English following the guidelines established under federal law 5 CCR 11306. ELs are assessed annually to monitor their progress in acquiring English using the English Language Proficiency Assessments for California (ELPAC) and district measures. Their academic progress toward mastery of California State Standards is assessed annually and on an ongoing basis using Smarter Balanced Assessment Consortium (SBAC) and local district measures. Parents are notified of the initial and annual test results in a timely fashion using the notification letters based on the state template **(see Appendix** *Section C* Initial *Letter and* **Appendix** *Section D* Annual Letters).

-----English Learner Identification and Assessment (II-EL 06)-----

The following section describes the process used to enroll students new to OCDE - ACCESS. When a student who has previously attended a U.S. school enrolls in OCDE - ACCESS, staff will make every effort to obtain the student's cumulative record as soon as possible and/or use CALPADS data for enrollment. If the district has not received the student's records or has access to CALPADS data within 20 days of enrollment, staff will proceed with the initial enrollment process described below.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language spoken in the home of each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a *Home Language Survey (HLS)* for each of their school-aged children at the time of initial enrollment (see **Attachment E**). This is part of the district's enrollment procedure at each school site. If a student has a completed HLS prior to the initial enrollment in OCDE - ACCESS, this HLS is honored. The HLS remains on file for each student in the district. This information will assist schools in planning appropriate instruction for EL students.

Note: Education Code Section 52164.1 states that the primary language of new students shall be determined as they enroll. Once determined, the primary language need not be re-determined unless the parent or guardian claims there is an error. Home language determinations are required only once unless the results are disputed by a parent or guardian. Submission of a new HLS after the student has been given the language assessment CELDT/ELPAC will not be considered. The ELPAC must be administered to any student whose parent or guardian indicated on any of the first three questions of the HLS a language other than English. The answer to the fourth question on the HLS is not required but may be considered by school district personnel when making the decision whether or not to administer the English language proficiency assessment. Once a student has been identified as an EL and takes the English language proficiency assessment, the student must be reclassified in order to no longer take the English language proficiency assessment.

Notification of Initial Assessment Results (see Appendix *Section C*):
All students whose HLS indicates a language other than English on questions 1, 2, or 3, must be assessed to determine their English language proficiency within 30 calendar days of initial enrollment (day 1 of school). The ELPAC Initial is administered for this purpose. District staff scores the initial assessments, and the scores are reported to parents and teachers.

Parents are notified of the results of their child's initial English language proficiency assessment within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in the educational program). Parents/guardians of ELs are notified of:
- Their child's initial English language proficiency
- How such level was assessed
- Their child's language designation
- Descriptions of program options, educational strategies, and educational materials to be used in different options
- Program placement
- Exit criteria
- For ELs with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP.

Notification of Annual Assessment Results (see Appendix *Section D*):
Parents/guardians of ELs are informed annually, no later than 30 days after the beginning of the school year of:
- Their child's overall ELPAC score
- How such level was assessed
- Their child's language designation
- Descriptions of program options, educational strategies, and educational materials to be used in different options
- Program placement
- Exit criteria
- For English learners with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP

Placement of Students
Students who meet all criteria for Initial Fluent English Proficient are classified as I-FEP and placed in a general instructional program. Students whose overall ELPAC score is at the Novice English Learner or Intermediate English Learner proficiency level are classified as EL and are placed in the appropriate English language acquisition program.

English Learners with Disabilities
ELs with disabilities and an IEP or 504 Plan will be assessed for English proficiency using the ELPAC. The IEP document will identify any accommodations or modifications used to administer the ELPAC or an alternate assessment if specified in the student's IEP. The student will be placed in the language acquisition

program that the IEP team recommends to best meet the student's instructional objectives. ELs with disabilities will have ELD goals in their IEP and will be assessed annually to ensure acquisition of English and progress toward academic goals.

Long-Term English Learners*
Long-term EL (LTEL), as defined by Education Code 313.1 refers to an EL to which all of the following apply:
● Enrolled on Census Day (first Wednesday in October) in grades 6-12, inclusive; and
● Enrolled in school in the United States for six or more years; and
● Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC, or any successor English language proficiency assessment; and
● For students in grades 6-12, inclusive, has scored at the "Standards Not Met" level on the prior year administration of the CAASPP-ELA.

English Learner at Risk of Becoming a Long-Term English Learner*
EL at risk of becoming a LTEL means an EL to which all of the following apply:
● Enrolled in any of grades 3 to 12, inclusive; and
● Enrolled in schools in the United States for four to five years; and
● Remained at the same level of English language proficiency for two or more consecutive years, or has regressed to a lower English language proficiency, as determined by the ELPAC; and
● For students in any of grades 3 to 12, inclusive, who score in the fourth or fifth year at the "Standards Not Met" level on the prior year administration of the CAASPP-ELA, English language arts/Literacy component of the SBAC or any successor test.

Please note the following: Students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL or an EL at risk of becoming an LTEL.

        -----**Implementation, Monitoring and Revision of Title III Plan (II-EL08)**-----
OCDE - ACCESS operates categorical programs, including Title III, and therefore implements and monitors the approved LEA plan. To help ELs meet California State Standards (CSS), the district implements use of high-quality student academic assessments. Results of these assessments are used to determine the success of children in meeting the CSS, and to provide information to teachers, parents and students on the progress being made toward meeting the CSS. Assessments will be used to assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that ELs meet the CSS. The minimum required components of the plan include:
● Description of programs and activities to be implemented
● Description of data analysis and how it determines needs
● Description of how funds will be used to meet all annual objectives determined by the state

- Description of how schools sites will be held accountable for:
  - Meeting achievement objectives as determined by the state
  - Making progress for ELs as determined by the state
  - Annually measuring the English proficiency for ELs
- Description of how school sites will promote parental and community participation in programs
- Description of how ELs' programs will be implemented to ensure ELs are served
- Assurance that the EL program is based on scientifically based research enabling ELs to meet the CSS.

-----EL Program Inclusion in SPSA Development (school-wide) (II-EL09) -----

For all District programs funded through the Consolidated Application, including programs for ELs and Title III in operation at the school, the SSC annually develops, reviews, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:
- Analysis of academic performance and language development data to determine EL student program needs.
- School goals to meet the identified academic and language proficiency needs of ELs.
- Activities to reach school goals to improve the academic performance of EL students.
- 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 English learners, low-achieving ELs and those at risk of not meeting the CSS.
- Expenditures of funds allocated to the school through the Consolidated Application.

In addition, both the LCAP and the SPSA are reviewed annually and include the following:
- The local governing board reviews and approves the SPSA annually whenever there are material changes to the plan (e.g., the school is designated as in need of Technical Assistance)
- Assuring the SPSA is consistent with the LCAP.

----- Title III Inventory (II-EL10) -----

The District maintains an inventory record for each piece of equipment with an acquisition cost of $500 or more per unit that is purchased with state and/or federal funds, including Title III. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, location, current condition, transfer, replacement, or disposition of obsolete or unusable equipment.

III. **FUNDING**

----- Supplement, Not Supplant with Title III (III-EL11) -----

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. These funds are used to supplement the base educational program (i.e., provide additional resources and services) and not to supplant (i.e., replace) general fund expenditures. The core program is supported by the general fund and categorical programs that do not have "supplement not supplant" restrictions and expenditures are audited annually.

General Fund Resources

The district uses the General Fund and categorical funds that do not contain "supplement not supplant" provisions to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, library, health, and academic advising) 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 that ELs have access to the core curriculum. The base program also includes district ELD MELD core materials.

Categorical Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for ELs. When the program contains "supplement not supplant" provisions, these categorical funds should not be used to supplant general funds or other state or local resources. Title III funds are used for supplementary programs and services for ELs. Activities include the provision of instruction and instructional support services related to English Language Development and academic progress in the core curriculum to ensure that EL students meet grade level standards. Programs also provide additional staff development opportunities to school staff assigned to EL populations. Title III funds are also used for instructional support, curriculum revision and enhancement, additional opportunities for parental involvement, and related supplemental EL student program activities. This program is intended to support the efforts of each school to improve instruction, auxiliary services, school environment, and school organization to meet the academic and linguistic needs of EL students at that school.

Equity in Funding for School Sites

In order to ensure that funding for services to ELs is distributed in an equitable manner to the schools, the district will distribute funds according to a formula based on the number of ELs at each school and individual site needs.

IV. <u>STANDARDS, ASSESSMENT AND ACCOUNTABILITY</u>

ACCESS evaluates the effectiveness of all the programs for ELs annually through the collection and analysis of qualitative and quantitative data related to EL achievement with the support of site administrators, support instructional leadership, and teaching staff. Assessment results from state and local measures are examined and compared to progress in previous years and also compared to students from each of the different programs that have the same level of English proficiency. Data collection also includes Title III site visits, principal meetings, and ELD Lead observations.

----- Evaluation of English Learner Program Effectiveness (IV-EL13) -----
The annual *program evaluation* for ELs measures progress toward the following goals:
1. ELs will increase the level of proficiency determined by the state as measured by the English language proficiency assessment test
2. ELs will reach and attain proficiency in English within five years of attendance in California schools.
3. ELs who attain high levels of proficiency in English as determined by the state will not drop below that score.
4. ELs who have been in California schools for five or more years must attain "Met" or "Exceeded" on the SBAC and be proficient on local standards based assessments in English language arts and mathematics.
5. Annually determine the number of students in the district who are LTEL or at risk of becoming LTEL.

Due to the challenges that our specific student population faces including consistency in attendance and the varied lengths of time that each student is enrolled in our programs, we strive to provide our students with as much support as possible so that they are able to meet their educational goals.

Each year the district will measure the progress of each EL toward goals 1-5. Data will be disaggregated and used to measure these goals in the following ways:
- By ELPAC proficiency level
- By years in U.S. schools
- By program participation

Looking at the data in this way will allow us to pinpoint areas of strength and concerns in our programs. It will also help us identify specific students who may require extra support or interventions to meet their goals.

----- Reclassification (IV-EL14) -----
ACCESS reclassifies students from EL to Reclassified Fluent English Proficient (RFEP) at the point when specialized EL services are deemed no longer needed for ELs to be successful in the general instructional program. This decision is made using the criteria detailed in the chart below. Once students are reclassified, they remain reclassified, or RFEP, on their language status for the rest of their educational

careers. The academic progress of these students will be monitored for four consecutive academic years.

Criteria Used for Reclassification

Required Criteria (*EC Section 313[f]*)	OCDE – ACCESS Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4 Due to COVID-19 school closures we will be using the 2018 – 2019 school year's test results (prior to December 15, 2020) when 2019 -2020 test results are unavailable.
Teacher Evaluation	Student is performing similarly to same-age, English-only peers
Parental Opinion and Consultation	Parents will be part of the process and consultation
Comparison of Performance in Basic Skills	**Reading** • Grades 3-8 and 11: "standard nearly met" on CAASPP ELA **OR** • iReady Reading score at Met/Basic/Yellow level or higher **Writing:** Student writing submission is 3 or above on "Paragraph Writing Rubric". Teachers may use discretion when applying rubric to grades K-1.

Reclassification (Exit) Criteria:

The goal of all district language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures.

Notes:
- ELs *in grades K and 1 are not usually considered for reclassification in ACCESS. Parents or teachers may request an individual review of a student if he/she believes the student meets reclassification criteria. The state ELPAC data, in addition to common, standards based assessments, are examined to determine if the student is able to function at a level commensurate with his or her peers who speak only English.*
- ELs *are monitored for meeting the reclassification criteria as early as Kindergarten using the ACCESS the ELPAC and local English Language Arts assessment.*
- *EL Special Education students considered for reclassification adhere to the above reclassification criteria and their IEP to assist in determining reclassification. When a student's IEP team determines that a student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed using the statewide alternate assessment(s), initial or summative, for English language proficiency, as specified in the student's IEP.*
- *School sites conduct parent meetings at critical times of the year to inform parents about the reclassification criteria and once students have been*

identified as candidates, parents are informed about the reclassification process.

Process for Reclassification
1. ELD Leads and ELD Team generates a list of all ELs eligible for reclassification under the ELPAC criteria.
2. Students who meet the ELPAC criteria are monitored for meeting the minimum score on iReady reading inventory or scoring "Standards Met" or "Standards Exceeded" on the CAASPP-ELA SBAC.
3. Students who have successfully met the reclassification criteria may be identified by the site administrator, assessment team, the classroom teacher, parent, ELD Leads and ELD Team using the *Reclassification Form* (see *Appendix Section F*).
4. The ELD Leads and ELD Team consults with the students' teacher.
5. Site invites parents to meet with teachers, ELD Leads and or ELD Team, teachers and administrators as needed for consultation and to make recommendations.
6. The reclassification results are communicated to the parents orally and in writing. Parents have the opportunity to sign the *Reclassification Form*.
7. For those who do not meet the iReady or SBAC criteria, ELD Leads and ELD Team communicate areas of need by grade level to classroom teachers who assist in the development and growth of these areas. Students designated LTELs participate in the intensive academic support this may include after school services.

Monitoring the Progress of Reclassified Students
The site administrator, ELD Leads, and or ELD Team coordinate the monitoring of recently reclassified students. Following reclassification, the teacher and school administration use the EL/RFEP Progress Monitoring Tool (**see Appendix Section G**) to monitor all students at the end of each trimester/semester during the initial four-year period.

If a student is not making satisfactory progress after reclassification, principals meet with the teacher to discuss an instructional plan including any additional support available such as after-school tutoring, primary language support, or other specialized support. Additionally, the District will provide intervention for all newly reclassified students deemed to not be making satisfactory academic progress.

V. <u>STAFFING AND PROFESSIONAL DEVELOPMENT</u>

----- Teacher English Learner Authorization (V-EL15) -----

The District ensures that all teaching personnel whose assignment includes ELs will hold appropriate certification to provide the necessary instructional services for ELs. Teachers assigned to provide ELD, SDAIE, and primary language instruction must be properly authorized or "actively pursuing" authorization, with a signed agreement on file in the Personnel Department. Hiring and placement of teachers are based on student and program needs. All teachers in ACCESS are authorized to serve ELs. The district only hires staff with the authorizations needed to serve ELs.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Whenever there are open teaching positions in OCDE - ACCESS, the Personnel Department requires candidates to hold credentials to serve ELs in English and/or their primary language.

Appropriate Use of Title III English Language Development Assistants (ELDAs)

ELDAs contribute specialized skills, support in an ELs program, and work closely with teachers. ELDAs are required to attend professional development related to ELD strategies and support the classroom teacher and ELs meet the reclassification criteria.

----- Professional Development Specific to English Learners (V-EL15) -----

The district provides an ongoing in-service training program, which results in qualifying existing and future personnel to provide appropriate instruction services to ELs.

ACCESS is committed to providing focused professional development and training for all staff, including administrators, teachers, teaching assistants, counselors and district office personnel, to ensure that they have the skills and strategies needed to work effectively with ELs. This includes both the training necessary to obtain required authorizations and on-going development to ensure that staff provides research based practices in the instruction of ELs.

High-quality professional development includes the following principles:
1. Integrates academic content standard with student performance and achievement data.
2. Provides time for all teachers to learn in a meaningful manner with feedback and coaching opportunities.
3. Includes evidence-based assessment of training outcomes to provide a foundation for future planning.
4. Based on the most current research on best practices for EL success.
5. Clear expectations are set for trainers, coaches, administrators, and teachers.
6. The Title III - EL office and the office of Educational Programs and Services facilitates the provision of professional development.

7. Provides opportunities for reflection, collaboration, and progress monitoring of EL students.

Specific English Learner Training Options

Training will address the following:

- ● ELA/ELD framework, EL Roadmap, new ELD levels, ELPAC scores, designated vs. integrated ELD
- ● LTELs and students at risk of becoming LTELs
- ● Teaching for skill transference in language arts instruction
- ● Differentiation of instruction based on students' English language proficiency levels
- ● Assessment and data analysis to monitor student progress and inform instruction
- ● Parent outreach to maximize meaningful participation in the education of their children
- ● ELD Curriculum

VI. <u>OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS</u>

All ELs are placed in English language classrooms unless parents apply for the Dual Language Program (K-1) or Heritage Language Program, also known as Language Academy (6-8). Students newly enrolled in California public schools whose ELPAC results indicate a level of Initial Fluent English Proficient are classified as I-FEP and placed in a general instructional program. Students whose overall Initial ELPAC results are EL level are classified as EL and are placed in the appropriate English language acquisition program. Due to the nature of our program and students' length of enrollment the only feasible education program option is Structured English Immersion. However, if we have enough parents requesting other options we are open to the possibility of providing additional programs.

----- Language Options and Parent Choice (VI-EL17) -----

Parents of students who are identified as ELs are informed of the program options available in ACCESS at the time of enrollment and in the spring of each school year along with the Title III Annual Assessment Results Notification letter. Parents are given the opportunity to choose the program they feel best meets the specific needs of their child/children. ACCESS offers **Structured English Immersion** for EL students, which help them learn how to understand, speak, read, and write in English.

OCDE - ACCESS Programs for English Learners – Overview
The common goals for ELs in OCDE- ACCESS are:
> 1. ELs (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[*f*], 6893; *EC* 300[*f*]; 5 *CCR* 11302[*a*])
> 2. ELs meet state standards for academic achievement. (20 *USC* 1703[*f*], 6812, 6892; 5 *CCR* 11302 [*b*]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d 989)
> 3. Honor Cultural Heritage (ELA/ELD Framework)

All programs for ELs in ACCESS build knowledge in core content with the goal that all EL students become proficient in the CSS. Programs are designed to meet the educational needs of ELs by including ELD and the use of Specially Designed Academic Instruction in English (SDAIE) strategies. These strategies help make the content instruction meaningful for students who are learning both new content and a new language simultaneously.

OCDE – ACCESS Descriptions for English Language Acquisition Programs:
Due to ACCESS' constant, change in student enrollment most of our families select Structured English Immersion (SEI) as the program for their ELs. However, it is ACCESS' desire to accommodate other program options requested by parents. We are open to Dual Language Programs and Heritage Language Program, known as Language Academy (LA).

Structured English Immersion (SEI) is for **EL students who are *less than reasonably fluent*** in English. Because our students are with us for a short period of time SEI is the only program that is offered by ACCESS at the moment. ***The goal of this program is rapid acquisition of English while engaging in academic instruction in English.*** The features of this program include:

- Instruction is nearly all in English, meaning 100% of direct instruction is in English.
- Spanish/other languages may be used for clarification, explanation, and support as available, with text materials available in Spanish if needed or requested.
- EL students receive English language development daily. Authorized teachers using district-adopted textbooks and supplementary materials teach students ELD and other core subjects. Both integrated and designated ELD are provided on a daily basis.
- Core instruction is differentiated, for example, utilizing SDAIE strategies for ELs according to their English proficiency level.
- SEI is available at all school sites and at all grade levels.
- Intervention is offered to students who demonstrate a need for more in-school support.

VII. LANGUAGE ACQUISITION PROGRAMS

OCDE-ACCESS is committed to the learning and educational growth of our students.   Furthermore, we believe that OCDE- ACCESS is a great place for students to be successful and thrive. One of these commitments that we provide for our students is the option of parent choices when it comes to Language Acquisition Programs. Parents or guardians may choose a language acquisition program that best suits their child. This can be accomplished when parents or guardians of 30 students or more per school, and parents or guardians of 20 students or more in any grade level, request a language acquisition program that is designed to provide language instruction. The school shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

The language acquisition programs are:

- **Structured English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. (Offered by ACCESS)

- **Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

- **Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction solely in English.

- **Developmental Bilingual Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

- **Heritage Language Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction. These enable non-

English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a program from those listed above, please contact Alejandra Valencia, EL Services Manager: (714) 836-3389; avalencia@ocde or your child's principal to ask about the process.

VIII. TEACHING AND LEARNING

----- English Language Development (ELD) – (VII-EL18) -----

ELs receive core and categorical program services that meet their assessed needs. Each EL receives ELD and meaningful core content instruction. In addition, ELs receive supplemental services utilizing categorical funding to accelerate their progress in acquiring academic English and mastering the CSS. Services are provided to ELs to ensure that they:

1. Attain English proficiency as rapidly and effectively as possible through a research-based program of ELD.
2. Succeed at core academic subjects through academic instruction for ELs designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time, as is expected.

ACCESS has developed and implemented a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

English Language Development Program

ELs receive ELD instruction appropriate to their grade and their proficiency level. ELs receive ELD instruction until they meet reclassification criteria.

Grades K – 5
- Both designated and integrated ELD is provided to all ELs daily.
- A student's ELD in the area of listening and speaking in grades K-5 is assessed once in an academic year using the ELPAC.
- All teachers monitor interim progress in ELD and will use student's progress on classroom assignments and iReady.

Grades 6 - 12
- Designated and Integrated ELD instruction is provided to all ELs
- A student's ELD is assessed in all four domains (listening, speaking, reading, and writing) once in an academic year using the ELPAC.
- All teachers monitor interim progress in ELD and will use student's progress on classroom assignments and iReady.
- LTELs, students who have been in U.S. schools for 5 or more years without reaching reclassification criteria, receive daily ELD. These students are eligible for strategic interventions.
- ELs at OCDE - ACCESS will receive daily ELD instruction during their English Language Arts (ELA) time by their ELA teachers. Teachers will be trained in the Monthly English Language Development (MELD) curriculum including strategies for delivering daily instruction via Integrated and Designated ELD. Teachers will make use of MELD, the approved ELA/ELD adopted curriculum, to provide opportunities for ELs to participate fully in the ELA core curriculum, while delivering explicit language instruction according to each student's English language proficiency level.

ELD support for all ELs includes:
- **Integrated ELD** strategies that are implemented during delivery of core content using Constructing Meaning Strategies (ELA Standards), GLAD, and other ELD strategies.
- **Designated ELD** will include daily MELD instruction.

ELD Curriculum Scope and Sequence

OCDE - ACCESS staff will receive lesson-planning support throughout the school year via regularly scheduled walk-throughs by site administration, collaborative planning sessions led by ELD Leads or the Title III team. EL student progress will be monitored after each iReady testing cycle to determine if additional lesson planning support or professional development is needed.

ELD curriculum takes the California ELA/ELD Framework and the EL Roadmap as guides to writing our curriculum. This delineates what the students should know and be able to do in listening, speaking, reading, and writing in English at each proficiency level. The document specifies the linguistic pathway ELs take toward mastery of the CSS for ELA as effectively and efficiently as possible.

English Language Development (ELD) Assessment

EL students are assessed annually using the state ELPAC during the annual assessment window. In addition, interim progress in English acquisition is monitored using iReady.

Essential Elements of Effective ELD Instruction

Standards-based Strategies and Materials
- Teachers integrate instruction of listening, speaking, reading, and writing skills appropriate for each student's proficiency level in all content areas.
- Teachers have access to ELD instructional materials provided by the MELD curriculum.

Assessment
- Teachers analyze student writing, reading, and speaking samples to diagnose and prioritize student instructional needs.
- All teachers monitor interim progress in ELD using student's progress on daily student work as well as quarterly iReady assessments.

Strategies – Appropriate and Differentiated
All teachers receive training in ELD strategies to support ELs in core content. Teachers provide appropriate grade-level and language proficiency level instruction:
- Activities that are clearly focused on preparing students to successfully achieve a clear performance objective.
- Ample practice and reinforcement differentiated by student's proficiency level.

- Appropriate oral practice activities and presentations that are comprehensible and contribute to English language growth development.
- Direct vocabulary instruction.
- Grammar and conventions instruction balanced with contextualized models that focus on the unique features of the English language.
- Complex informational texts are used to focus on the development of academic language and comprehension.
- The use of engagement strategies and structured academic talk to hold all students accountable for thinking and participating using academic language through differentiated sentence frames.

Strategies to Differentiate Instruction
Teachers differentiate instruction according to each student's proficiency level by ensuring that:
- Each teacher provides students with appropriate instruction and practice. They also provide classroom and homework assignments according to the student's grade and proficiency level.
- Teachers create an environment that encourages ELs to experiment with increasingly complex English vocabulary and structures in a supportive and meaningful way.

Monitoring and Assessment of Student Progress in ELD
An ELs' progress in ELD is monitored and evaluated regularly as a group and individually using statewide instruments, district-wide assessments, and teacher's formative assessments. This includes implementation of appropriate ELD instruction monitored by district and school site administrators. Data from the following assessment measures is used to monitor student progress and modify programs:

Statewide Tests:
- The ELPAC is a state test that school districts must give to all ELs as required in Education Code sections 313, 60810, and 60812. The test is used to identify new students who are ELs, in kindergarten through grade 12, monitor their progress in learning English, and to help decide when they are proficient in English.
- The ELPAC assesses listening, speaking, reading, and writing skills for students in grades kindergarten through grade 12. The ELPAC at all grade levels is based on ELD Standards.

District Level Test:
In ACCESS, a student's English language development in the area of listening and speaking in grades K-12 is assessed during the academic year using iReady and other teacher generated benchmark assessments.

----- Access to the Core (VII-EL20) -----
ACCESS bases its grade-level content in mathematics, science, language arts, history/social science, ELD, physical education, and visual/performing arts on the CSS for each content area. They are challenging and focused, reflecting the

most important ideas and skills all students must achieve. The standards reflect broad consensus building, are balanced, accurate and sound, accessible, and useful for employment and lifelong learning. They represent a new emphasis, one that focuses on quality learning for all students.

All EL students in grades 3-12 take the Smarter Balanced Assessment Consortium (SBAC) each year. All K-12 EL students also take the iReady assessments throughout the year in reading/language arts and math. In addition to standards based assessments, teachers in grades K-12 have developed formative assessments that may be used to monitor EL student progress.

The implementation of high expectations allow students, parents, teachers, administrators, and members of OCDE- ACCESS community to share common expectations of what students should know and be able to accomplish.

Core Program Materials

Grades K-5	Grades 6-12

Language Arts
    Pearson *California Edition Reading Street*
	Language Arts
	    Houghton Mifflin Harcourt *Collections*

English Language Development
    EL Achieve (Systematic ELD)
	English Language Development
	    MELD

Mathematics
    Houghton Mifflin Harcourt, *Go Math*
	Mathematics
	     Agile Mind

History/Social Science
    Pearson *My World*
	History/Social Science
	     Savvas *Realize*

Science
     CSI Pearson *Elevate Science*
	Science
	     Discovery Education

Academic Instruction

A program of academic instruction appropriate to the students' English proficiency level provides meaningful access to the core curriculum. Content instruction is delivered in English. The teacher incorporates methods of teaching that are highly effective in supporting ELs; development in English language proficiency while content is being delivered. To meet content area objectives and language development objectives, teachers differentiate instruction using, for example, SDAIE strategies, biliteracy transference, total physical response, collaborative groups, whiteboards and a variety of student engagement strategies.

APPENDIX

REFERENCED ITEM	SECTION
ELAC Bylaws	A
DELAC Bylaws	B
Initial EL Parent Assessment Notification	C
Annual EL Parent Assessment Notification	D
Home Language Survey	E
EL Reclassification Form	F
RFEP Progress Monitoring Tool	G

SECTION
A
ELAC Bylaws

English Language Advisory Committee

Article One
Name of the Committee

This council shall be known with the name of
"English Learners Advisory Committee" (ELAC)

Article Two
Purpose of the Committee

The purpose of this committee shall be to advise the principal and staff on topic pertaining to ELs, including at the minimum:

1. The development of a school-wide needs assessment, and ways to make parents aware of the importance of school attendance.

2. The development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the School Plan for Student Achievement (SPSA).

Article Three
Members of the Committee

ELAC must be made up of the members representing the schools in the following way:

1. *All parents of EL students and recently RFEPed (with in the academic school year) at an ACCESS AREA school are considered official members of their ELAC. In addition to all the EL parents at an ACCESS AREA, the principal, the AREA ELD Lead teacher will also act as official members of the Area ELAC.*
2. *Only official members of the ELAC who are present at a given ELAC meeting have the right to vote on matters pertaining to the ELAC at that meeting. Others are welcome to attend meetings as observers.*
3. *The official members of the ELAC will select a parent representative and a parent alternate to attend the DELAC meetings. They will serve as DELAC representatives for two years, or as long as their child is an EL student during the duration of the two years. Due to ACCESS' constant change in student enrollment, we understand that the elected parent members might not always be able to attend all meetings. In these cases, any parent member appointed by the site ELAC team may represent the school as the alternate member at that specific DELAC meeting.*
4. *The representative and alternate from each ACCESS Area must attend each of their respective ELAC as well as the DELAC meetings. They will serve as the liaison between the two committees.*

Article Four
The Representatives of the Committee

ELAC representatives must be selected in the following way:

1. All EL parents have the right to be a representative.

2. The parents will select two parents to represent their site ELAC.

3. In the event that the representative's student is no longer enroll at ACCESS or the parent can no longer serve, as a representative a new representative will be selected.

Article Five
Responsibilities of the members

The responsibility of the committee members are the following and are subject to change depending on the needs of the committee:
1. Development of the School Plan for Student Achievement (SPSA);
2. Consultation with the principal and school staff on the school's programs for ELs;
3. Development of the school's needs assessment;
4. Efforts to make parents aware of the importance of regular school attendance.

Article Six
Responsibilities of the Representatives of the Committee

The responsibilities of the representatives of the committee are as follows:

1. Take turns presiding over the meetings of the ELAC.
2. Keep informed and inform the committee about all issues related to ELs in ACCESS.
3. Establish the agenda for the monthly meetings in cooperation with a school official and the ELD Lead teacher.
4. Sign all the required documents that are necessary.
5. Coordinate the activities of all the special committees.
6. Assist in taking notes of the minutes of the meetings.

Article Seven

ELAC meetings will take place as suggested by principal and ELAC members and at an agreed upon time. The meetings will take place in-person or virtual when in-person meetings are not possible due to any state emergency.

Article Eight
Exclusions

In accordance with the Education Code, the selection and evaluation of personnel are not within the responsibilities of the Advisory Committee. The duties described in this policy shall not abridge or limit the duties, responsibilities, and prerogatives imposed or conferred upon employees by other District policies.

Article Nine
Amendments

These bylaws may be amended at any regular meeting of the committee by two-thirds vote of the present members, provided such amendments are communicated to the membership one week prior to the meeting.

Article X
Ratification

The bylaws shall be in effect when adopted by a two-thirds vote of the present members of ELAC.

SECTION B
DELAC Bylaws

**District English Learner
Advisory Committee (DELAC)
Meeting**

Article One
Name of the Committee

*This committee shall be known with the name of
"District English Learners Advisory Committee" (DELAC)*

Article Two
Purpose of the Committee

The purpose of this committee shall be to advise in matters pertaining to the district and its educational program, specifically:

1. *Development or revision of a district master plan of education programs and services for ELs, taking into consideration the School Plans for Student Achievement (SPSA).*
2. *Conduct a district-wide needs assessment on a school-by-school basis.*
3. *Establishment of the district program, goals and objectives for programs and services for ELs (e.g., parental exception waivers and funding).*
4. *Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.*
5. *Review and comment on reclassification procedures.*
6. *Review and comment on the written notifications required to be sent to parents and guardians pursuant to Education Code.*
7. *Any waiver and request affecting programs and services for ELs.*

Article Three
Members of the Council

DELAC must be made up of members representing each of the schools in the school district in the following way:

1. *The parents at each school in the district shall select representatives to the council. Due to ACCESS' constant change in student enrollment, we understand that the selected parent members might not always be able to attend all meetings. In these cases, any parent member selected by the representatives of the ELAC may represent the school as the alternate member at a given DELAC meeting.*
2. *The selected representatives must be parents of EL or recently RFEP (within the academic school year) students in ACCESS' schools or recently graduated within that academic year.*
3. *The selected representatives from each school must attend each of the meetings established by the DELAC and any other special or emergency meeting when it is required.*
4. *All parents of ELs have the right to vote in the meetings on decisions regarding the DELAC.*
5. *The role of the representative in the council shall have the duration of two years, or as long as their child is still classified as an EL or recently RFEP.*

6. When the representatives cannot attend the meetings, they have the responsibility to send another parent member.
7. In the case that the representative of the school does not attend the meetings regularly or is absent three times, the alternate will automatically remain as representative and the school will need to elect a second representative and an alternate.

Article Four
Responsibilities of the Representatives and Alternates

The responsibility of the representatives and alternate members of this committee are the following and are subject to change depending on the needs of the committee:
1. Represent their ACCESS Area.
2. Be the spokesperson for the needs of students learning English from the ACCESS Area that they represent.

Article Five
Responsibilities of the Committee Representatives

The responsibilities of the representatives of the DELAC are as follows:

1. Take turns presiding over the meetings of DELAC.
2. Keep informed and inform the DELAC about all issues related ELs in ACCESS.
3. Name or suggest formations of special committees within the DELAC.
4. Establish the agenda for the monthly meetings in cooperation with a district official.
5. Sign all the required documents that are necessary.
6. Coordinate the activities of all the special committees.
7. Assist in taking notes of the minutes of the meetings.

Article Six

DELAC meetings will take place monthly from 6:00pm – 7:30pm in-person or virtually when in-person meetings are not possible due to any state emergency. If extra meetings are scheduled, all members need to know the reason with enough time.

Article Seven
Exclusions

In accordance with the Education Code, the selection and evaluation of personnel are not within the responsibilities of the Advisory Committee. The duties described in this policy shall not abridge or limit the duties, responsibilities, and prerogatives imposed or conferred upon employees by other District policies.

Article Eight

<u>Amendments</u>

These bylaws may be amended at any regular meeting of the committee by a two-thirds vote of the present members, provided such amendments are communicated to the membership one week prior to the meeting.

Article Nine
<u>Ratification</u>
The bylaws shall be in effect when adopted by a two-thirds vote of the present members of the DELAC. The district and Areas have functioning ELAC meeting all legal requirements.

SECTION C

Initial EL Parent Notification

Dear Parent/Guardian:

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

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects. Your child's voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

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

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

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at https://elpac.startingsmarter.org/.

If you have any questions about your child taking the initial ELPAC, please contact your child's teacher or the ACCESS Assessment and Accountability office at 714-835-2776.

Sincerely,

Jane Doney

OCDE/ACCESS Assessment and Accountability

SECTION D

Annual EL Parent Notification

California Department of Education
June 2020

Orange County Department of Education
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

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

School:	Date of Birth:
Date:	Grade:
State Student ID #:	Primary Language:

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

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

Due to COVID-19 school closures we will be using the 2018 – 2019 school year's test results when 2019 -2020 test results are unavailable

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	*This where you will find your student's Test scores*	*This where you will find your student's Test scores*
Oral Language	*This where you will find your student's Test scores*	*This where you will find your student's Test scores*
Written Language	*This where you will find your student's Test scores*	*This where you will find your student's Test scores*

Due to COVID-19 school closures we will be using the 2018 – 2019 school year's test results when 2019 -2020 test results are unavailable

Domain	ELPAC Performance Level
Listening	*This where you will find your student's Test scores*
Speaking	*This where you will find your student's Test scores*
Reading	*This where you will find your student's Test scores*
Writing	*This where you will find your student's Test scores*

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

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

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

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

Required Criteria (*EC* Section 313[f])	Orange County Office of Education – ACCESS criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4 Due to COVID-19 school closures we will be using the 2018 – 2019 school year's test results when 2019 -2020 test results are unavailable
Teacher Evaluation	Student is performing similarly to same-age, English-only peers
Parental Opinion and Consultation	Parents will be part of the process and consultation
Comparison of Performance in Basic Skills	**Reading** - Grades 3-8 and 11: "standard nearly met" on CAASPP ELA OR - iReady Reading score at Met/Basic/Yellow level or higher **Writing:** Student writing submission is 3 or above on "Paragraph Writing Rubric" Teachers may use discretion when applying rubric to grades K-1

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

Due to COVID-19 school closures we will be using the 2018 – 2019 school year's test results when 2019 -2020 test results are unavailable

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	*This where you will find your student's Test scores*	*This where you will find your student's Test scores*
Mathematics	*This where you will find your student's Test scores*	*This where you will find your student's Test scores*

[Note to LEA: Customize this table according to your LEA.]

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

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

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]).

Language Acquisition Programs Offered

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

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

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

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *[insert LEA contact name and information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 8312[e][3][A][viii]).

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Please don't hesitate to contact the EL Services Department if you would like more information or to schedule a parent conference to discuss your child's options for program placement: Alejandra Valencia, EL Services Manager: (714) 836-3389; avalencia@ocde. or Dr. Suzie Abajian, Program Specialist: (714) 836-3387; sabajian@ocde.us.

SECTION E

Home Language Survey
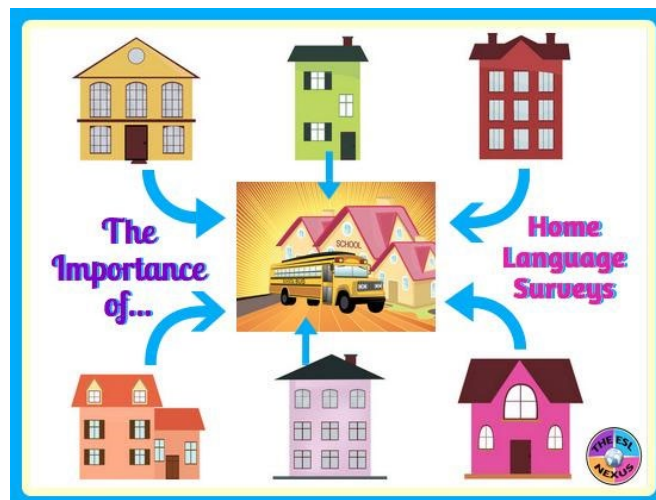
Orange County Department of Education
Division of Alternative Education
Alternative, Community, and Correctional Education Schools and Services

HOME LANGUAGE SURVEY

Name of Student: _____
                          Last   First   Middle

Date of Birth: _____ _____ _____   Age: _____   Grade: _____
                 Month   Day   Year

Place of Birth: _____ _____ _____
               City   State   Country

AU: _____   Site: _____   Teacher: _____

If born outside the USA:

- Date student first entered the USA   _____ _____ _____
                                                 Month   Day   Year

- Date student first entered a school in the USA   _____ _____ _____
                                                 Month   Day   Year

- Is this the first time the student entered in a California public school ☐ Yes ☐ No

                                   If yes: _____ _____ _____
                                                Month   Day   Year

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return to his/her teacher. Thank you for your help.

1. Which language did your son/daughter learn when he/she first began to talk? _____

2. What language does your son/daughter most frequently use at home? _____

3. What language do you use most frequently to speak to you son/daughter? _____

4. What language is most often spoken by the adults at home? _____

_____   _____
     Signature of Parent or Guardian   Date

OFFICE USE ONLY

Should one or more answers to #1 - #3 of the above questions be other than English, submit copy to ACCESS Assessment Center.

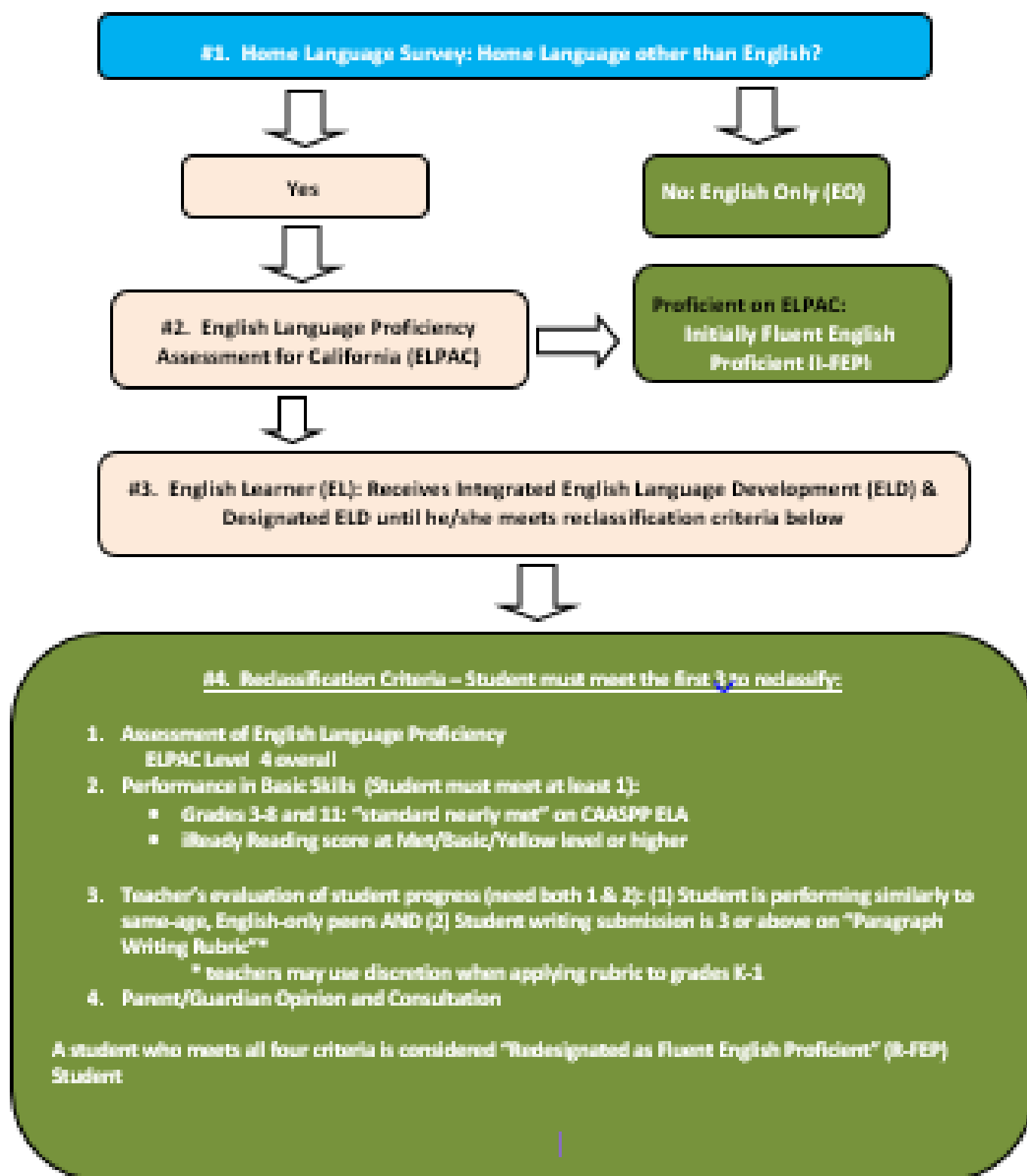Distribution: White - Student Folder   Yellow - Assessment Center   Pink - Parent

Form106:05/09/17

SECTION F

Reclassification Criteria & Form

Language Proficiency ➡ Reclassification

#1. Home Language Survey: Home Language other than English?

Yes

No: English Only (EO)

#2. English Language Proficiency Assessment for California (ELPAC)

Proficient on ELPAC: Initially Fluent English Proficient (I-FEP)

#3. English Learner (EL): Receives Integrated English Language Development (ELD) & Designated ELD until he/she meets reclassification criteria below

#4. Reclassification Criteria – Student must meet the first 3 to reclassify:

1. Assessment of English Language Proficiency
   ELPAC Level 4 overall
2. Performance in Basic Skills (Student must meet at least 1):
   * Grades 3-8 and 11: "standard nearly met" on CAASPP ELA
   * iReady Reading score at Met/Basic/Yellow level or higher

3. Teacher's evaluation of student progress (need both 1 & 2): (1) Student is performing similarly to same-age, English-only peers AND (2) Student writing submission is 3 or above on "Paragraph Writing Rubric"*
   * teachers may use discretion when applying rubric to grades K-1
4. Parent/Guardian Opinion and Consultation

A student who meets all four criteria is considered "Redesignated as Fluent English Proficient" (R-FEP) Student

Orange County Department of Education - ACCESS
2020 – 2021 Reclassification- Fluent English Proficient (RFEP) form

Student:		Gr:	PERM ID #:
Site:		Teacher:	

Criteria for EL Reclassification	
Assessment of English Language Proficiency (check one) ____ELPAC Level 4 Overall ____ Alternate Assessment (per IEP) For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may have recommended an alternate assessment typically for students participating in functional curriculum and/or CAA (California Alternate Assessments).	**ELPAC Summative (Previous academic year)** Overall Level: _____ **(Attach a copy of student's ELPAC score report(s) OR IEP notes documenting discussion of Alternate Language proficiency assessment results.)**
Teacher Evaluation (check one) ____Designated English Language Development (ELD) Teacher Recommendation – writing sample **OR** ____Individualized Education Program (IEP) team has determined that student's English Language Development (ELD) IEP goal(s) have been met	**Teacher evaluation of student progress** _____ Student is performing similarly to same-age. English –only peers **And** _____ Writing submission is 3 or above on paragraph Writing Rubric. Teacher may use discretionary when applying rubric to grades K-1 ==Designated **ELD** Teacher Signature:== _____ **(Attach a copy of student writing OR attach a copy of Designated English Language Development IEP goal(s) progress report.)**
Performance In Basic Skills (check one) _____ CAASPP/SBAC Reading - "standards nearly met" grades 3-8 and 11 **OR** ____ iReady Reading - basic/yellow level or higher grades K 12	CAASPP/SBAC Reading Level: _____ **OR** iReady Reading Level: _____ **(Attach a copy of student's iReady score report(s) OR IEP notes documenting discussion of Alternate proficiency assessment results If applicable.)**
Parent/Guardian Opinion and Consultation _____ Parent/guardian meeting with teacher, site EL Liaison, **OR** site administrator to review RFEP criteria and documentation	Meeting date: _____ ==**Parent/Guardian Signature**==: _____

==**Principal Signature:**== _____ Date:_____

Submit this form with attached documentation to the Manager of English Learner Services.
Manager will complete bottom section and return original form/documentation to site for filling in the student's file

For Title III and ARC Use Only

____ RFEP criteria met - Date: _____ EL Manager Signature: _____
____ SIS Updated   _____ CALPADS code changed from EL to RFEP Updated   ____Copy in Student Folder   ___ Copy mailed to parent/guardian
ARC Signature: _____ Date: _____
Return Form to Title III Office

SECTION G

RFEP Monitoring Tool

Monitoring of RFEP Students

Orange County Department of Education

Notification of Reclassified Fluent English Proficient (RFEP) Student Progress

Parent/ Guardian:

Date: Area/ Site: Student Grade:

Student ID: RFEP Date: Years Reclassified:

In accordance with Federal and State law, schools must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.). This ensures that your child is making adequate progress towards grade-level academic standards and that we as the school are providing targeted intervention services to RFEP students when needed.

This form is intended to notify you of your child's most recent achievement data, and to recommend academic support services if necessary. A summary of your child's academic progress has been provided below.

Academic Marks for Most Recent School Term:

Academics:

Subject	Grade	Notes
English		
Mathematics		
Social Studies		
Science		

Teacher's notes: How is the student performing overall in academic English (listening, speaking, reading and writing?

Most Recent Achievement Test Scores:

Date	Test	Score

Notes:

Based on his/her academic marks and assessment results, your child:

☐ is making adequate academic progress.   ☐ is not making adequate academic progress.

Intervention services provided / recommended (for students not making adequate progress):

Comments (for example attendance, behavior, work habits):

Principal's Signature: _____   **Date:** _____

Parent Notification: Please mark the items that apply and return this entire form to your child's school.

_____ I have reviewed my child's academic progress indicated above.

_____ I would like my child to receive additional support services.

_____ I would like a conference to discuss this information and my phone number is: _____

Signature of the Parent/Guardian: _____   **Date:** _____