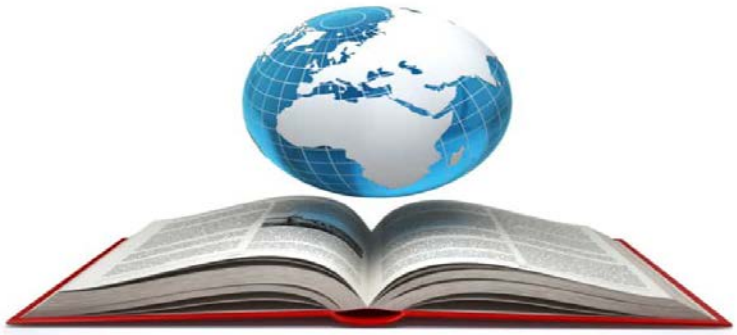
LOS MOLINOS UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

ENGLISH LEARNERS

2021-2022



CURRICULUM AND INSTRUCTION

DISTRICT DEPARTMENT

(LMUSD BOARD APPROVED MARCH 15, 2018)

MASTER PLAN
FOR
ENGLISH LEARNERS

CURRICULUM AND INSTRUCTION
District Department

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Holly Harding
EL Administrator/ Title III Regional Lead
Butte County Office of Education

Every Child, Every Day, Whatever it Takes!

LOS MOLINOS UNIFIED SCHOOL DISTRICT

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Joey Adame, High School Principal/Superintendent
Emma Flores, ELD/ELA Teacher & ELD Coordinator
Kristina Zarate, Teacher/ELD Site Coordinator
Josh Rowe, Elementary K-8 Principal
Debbie Burgett, Elementary Teacher
Kendi Merlo, Elementary Principal
Holly Harding, EL Administrator/ Title III Regional Lead

ACKNOWLEDGEMENTS

We would like to extend our gratitude to those who have dedicated their time and insight to the development of this Master Plan. We would also like to thank the larger English learner research community. Their guidance and resources have supported us in the improvement of education for Els and all students in Los Molinos Unified School District.!

THE VISION FOR LOS MOLINOS UNIFIED

"All students will be given the opportunity to be college and career ready through learning in a caring and rigorous academic environment!"

MESSAGE FROM SUPERINTENDENT JOEY ADAME

With the growing demand of high skill workers in a variety of industry sectors requiring college degrees and advanced training, it is imperative that we prepare our students to be innovators and metacognitive thinkers. In Los Molinos, we believe ALL students, regardless of language barriers, race, socio-economic status or ethnic background, shall be afforded options and opportunities to be future ready. With English learners comprising a quarter of the state's six million students, it is essential that we implement high leverage instructional practices related to English learner outcomes. We must commit to the whole child being literate, reaching their full potential in listening, speaking, reading, and writing.

As learners and educators, we must create a system where English Learners can develop the skills to implement the six C's of education; Critically Thinking, Collaboration, Citizenship, Communication, Creativity, and Global Character. We will do this by incorporating Project Based Learning and embedding language development into every opportunity for instruction. No student is denied equity and access based upon who they are or where they live.

Every child in Los Molinos deserves a Champion, and we are committed to ensuring All students receive a quality education with no barriers!

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LOS MOLINOS UNIFIED SCHOOL DISTRICT

MISSION						
To Improve Student Achievement						
VISION						
All students will be given the opportunity to be college and career ready through learning in a caring and rigorous academic environment						
DISTRICT AND BOARD GOALS						
Implement PLC's district wide	Implement Common Core	Vertical Articulation K-12	Accessible Technology	All students will become proficient in Math and ELA	College and Career Readiness	Positive School Climates
INITIATIVES						
Project Based Learning and Career Technical Education						
Professional Learning Communities/ Data to Inform Instruction						
MTSS (Multi-Tiered Systems of Support) and RTI (Response to Intervention)						
Implementation of ELD Standards through High Leverage Instructional Strategies						
PBIS (Positive Behavior Intervention Systems)						
Vertical Curriculum Alignment/Pacing						

OVERVIEW

This master plan provides guidance and direction to administrators, teachers, support staff, students, and families regarding the expectations that Los Molinos Unified School District holds for English Language Development (ELD). It serves as practical guide for sites to ensure that consistent and coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Federal case law requires that the main goals of the English Learner Program be to develop English Learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers.

The State Board of Education's vision is "all students of the 21st Century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society" {SBE 2012}

Los Molinos Unified School District is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficient as well as developing an appreciation of the cultural and linguistic diversity English Learners bring to the community.

In order to achieve these district & federal goals, LMUSD will:

- Implement state adopted ELD standards across all content areas and grade levels
- Provide on-going ELD professional development in high leverage instructional strategies.
- Track EL learner progress and make changes to ensure growth is made
- Use academic language strategies in all core subjects
- All teachers will use common assessments to inform instruction

DISTRICT DEMOGRAPHICS

The following tables contain Los Molinos Unified School District data describing the total number and percentage of English learners by school site from 2017-2021, district total and district total of English Learners by language from 2017-2021.

School	2017-2018	2018-2019	2019-2020	2020-2021
Los Molinos High School	11	25	17	Pending
Los Molinos Elementary School	66	73	75	Pending
Vina Elementary School	15	14	14	Pending

ENGLISH LEARNERS BY LANGUAGE

Language	2017-2018	2018-2019	2019-2020	2020-2021
Spanish	93	108	104	Pending
Hmong	2	1	1	Pending
German	1	1	0	Pending
Amharic	1	1	1	Pending

STATE DEMOGRAPHICS

More than six million and one quarter students are enrolled in California's public schools in transitional kindergarten through grade twelve. Our students come from a range of ethnic backgrounds; live in different socio-economic circumstances; are being raised in different geographic, community, and familial settings; have different cultural experiences and histories. Some are new to California and the United States, and some are the most recent generation in a long line of Californians. California has the largest number of English Learners (EL) in the country. More than 21.4 percent of California's students in K-12 are designated as EL's with over 65 language groups represented (CDE California Language Census, Fall 2016).

Language	Percent
Spanish	83.10%
Vietnamese	2.14%
Mandarin (Putonghua)	1.59%
Arabic	1.40%
Filipino (Pilipino or Tagalog)	1.31%
Cantonese	1.20%
Korean	0.77%
Hmong	0.74%
Punjabi	0.72%
Russian	0.63%

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS

Students who are English as an additional language come to California schools from all over the world, and many were born in California. Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make stead-and even accelerated-progress in their English language development.

Age: It is important to note that ELs learn the English Language at different stages of their cognitive development. English learners entering the U.S. in the Kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. All EL's should have full access to the same high quality, intellectually challenging, and content rich instruction and materials as their non-EL peers, along with effective levels of scaffolding to ensure success.

DIVERSITY AND CHARACTERISTICS OF ENGLISH LEARNERS (cont.)

Primary language and literacy background: English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language and literacy skills and knowledge and also the content knowledge they have developed in their primary language to inform their English language learning and content knowledge development. Rather than leaving this cross linguistic transfer up to chance, teachers should approach transfer intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade level content area expectations

Time in the U.S.: Many ELs were born in the U.S. or began their US schooling in kindergarten. English learners who were born in the U.S. or who have been in U.S. schools for a number of years are fluent in conversational, or *everyday* English (although there may be gaps in some ELs' knowledge of everyday English), and need to develop academic English in an accelerated manner. Other ELs enter U.S. schools with limited exposure to American culture or to English. Newcomer EL students, students who have been in U.S. schools for less than one year, should be provided specialized support to ensure their accelerated development of English, as well as their social integration into their schools. Primary language assessments should be used, when available, with older students who are newcomers to English in order to determine an appropriate instructional program. Especially important to note is that students with strong backgrounds in formal schooling, those who may be performing at grade level in their primary language but who are new to English, will require different specialized instruction than students with less formal schooling.

Progress in ELD: Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as *long-term English learners* (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

Long-term English Learners: 2013 California Education Code 313.1. a & b defines a long-term English learner as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards based achievement test.

2012 CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

California's 2012 English Language Development Standards (ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of the K-12 English learners (EL). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. They were also used to ensure that the CA ELD Standards highlight and amplify those language demands found in the California State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects that are necessary for the development of advanced English and academic success across the disciplines. The California State Standards served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers to support EL's English language development as they simultaneously learn rigorous academic content.

The CA ELD Standards position English as a meaning making resource with different language choices available based on discipline, topic, audience, task, and purpose. This notion of English as a meaning making resource necessitates an expanded notion of *academic language* from simplistic definitions (e.g., academic vocabulary or syntax) to a broader conceptualization that encompasses discourse practices, text structures, grammatical structures, and vocabulary, and views these as inseparable from meaning (Bailey and Huang, 2011; Wong Fillmore and Fillmore, 2012; Snow and Uccelli, 2009). Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka, 2008; Moje, 2010; Quinn, Lee, and Valdes, 2012; Schleppegrell, 2004). The California State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that teachers can foster, and even accelerate, the development of academic English for EL students through multilayered and multicomponent approaches that incorporate attention to the way English works in different contexts.

The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrate that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize both interaction in meaningful ways and the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, respectful of, and resourceful about the cultural and linguistic knowledge students bring to school (CA ELD Standards, Appendix C).

ADDITIONAL RESEARCH AND GUIDANCE

- The California ELA/ELD Framework (CDE, 2014)
- The California English Language Development Standards (CDE, 2012)
- Improving Education for English Learners: Research Based Approaches (CDE, 2010)
- English Language Learners and the New Standards (Heritage, Walqui, and Linquanti, 2015)
- Understanding Language: Language, Literacy, and Learning in the Content Areas (Stanford University & Kenji Hakuta et al., 2012[2015)
- English Learner Toolkit for State and Local Education Agencies (U.S. Department of Ed., 2015)

ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVELS

In November 2012, the State Board of Education adopted the new ELD Standards. California school districts are now transitioning from our current English Language Proficiency Assessments for California (ELPAC) to a new English Language Proficiency Assessment of California (ELPAC). By spring 2018, the five proficiency levels listed below will be replaced by the three new proficiency level descriptors listed on the next page. Our district will continue to use both sets of descriptors to teach and assess students' language development until the transition is complete and the new English language proficiency assessment (ELPAC) is adopted by the California State Board of Education (SBE).

ELPAC PROFICIENCY LEVEL DEFINITIONS

Beginning
Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate
Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate
Students performing at this level of English language proficiency begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced
Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced
Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract

concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

2012 CA ELD PROFICIENCY LEVEL DESCRIPTORS

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: **Emerging**, **Expanding**, and **Bridging**. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

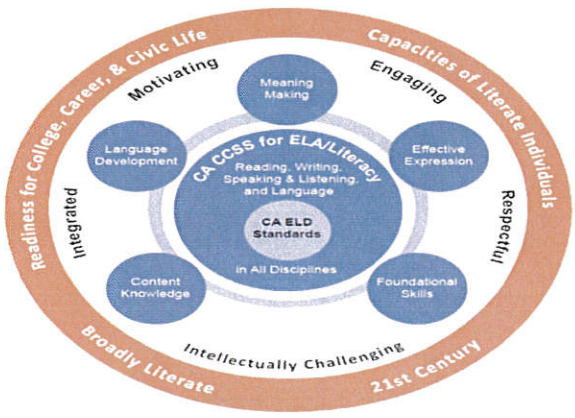
Emerging
Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding
Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging
Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

2014 CALIFORNIA ELA/ELD FRAMEWORK

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK 12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch. 2, p. 4).



The CA CCSS for ELA/Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

Circling the Standards

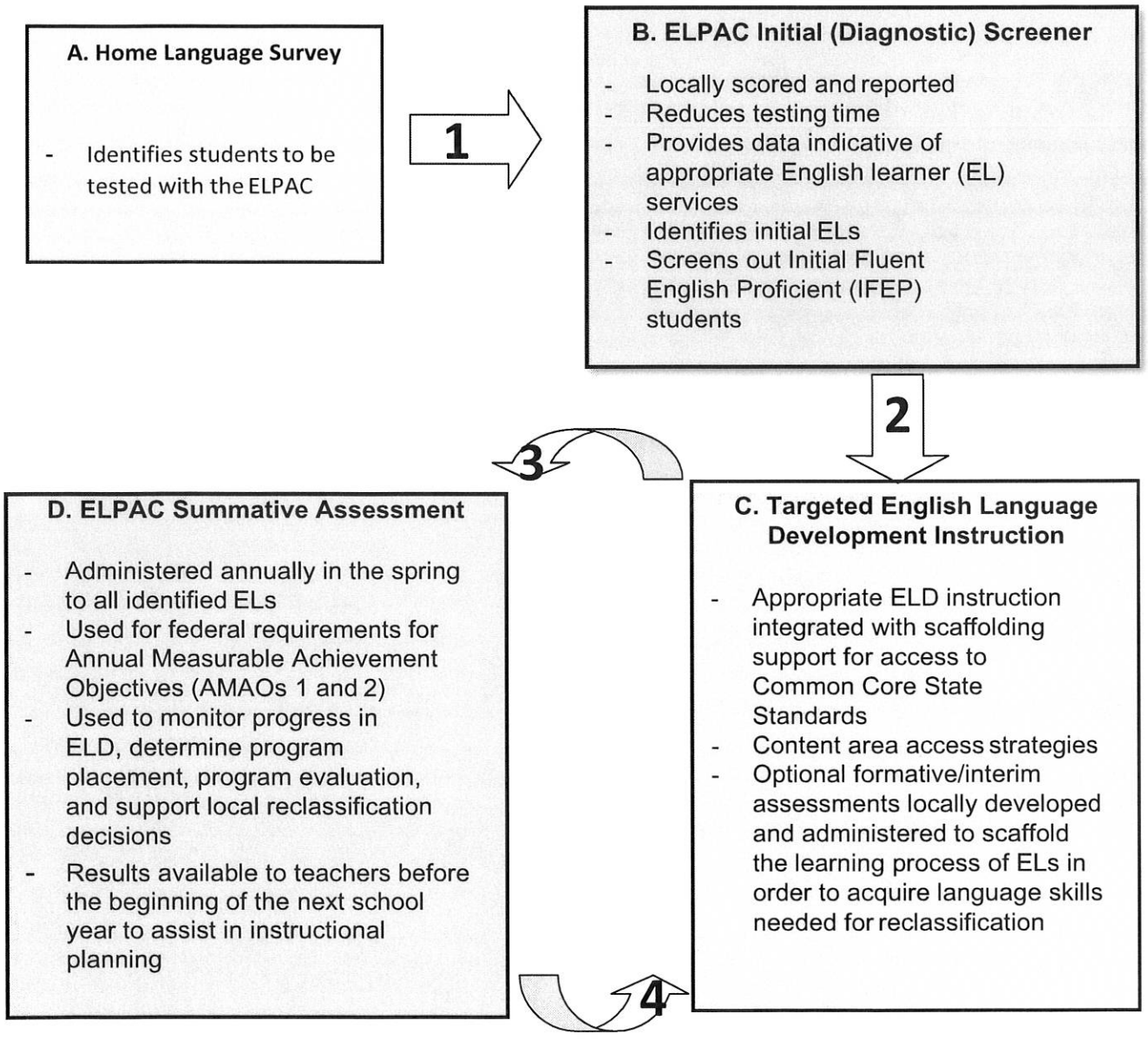
Key themes of the standards:

1. Meaning Making
2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills

ASSESSMENTS FOR CALIFORNIA (ELPAC) SYSTEM

Figure 1 presents the proposed role of the ELPAC in a dynamic system for developing English language proficiency. The proposed ELPAC conceptual model highlights a separate initial (diagnostic) screener and an annual summative assessment that will be aligned to the 2012 California English Language Development (ELD) Standards. The proposed ELPAC system would include a spring Annual Assessment window and a plan to move from a paper pencil test to an online test format compatible with the Smarter Balanced Assessment Consortium (SBAC) system. Boxes A and C have dotted borders indicating activities at the local level, and Boxes B and D have solid borders because they describe integral components of the assessment system.

Figure 1, Conceptual Model



LEGAL BASIS FOR FEDERAL LAWS

I. **U.S. Constitution (USC): 14th Amendment – Due Process & Equal Protection Clauses**
No State shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws".

II. **Title VI of the Civil Rights Act of 1964**
Prohibits discrimination on the basis of students' language minority status.

III. **Elementary and Secondary Education Act of 1965**
Provides equal opportunity for all students.

IV. **Office of Civil Rights (OCR) – May 25, 1970 Memorandum**
Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.

V. **Lau v. Nichols – 1974**
Classes taught exclusively in English and which provide no assistance in learning English deny English learners an equal educational opportunity.

VI. **Equal Educational Opportunities Act of 1974**
Requires educational agencies to take appropriate action to educate English learners.

VII. **Castaneda v. Pickard – 1981**
Districts have dual obligation to develop students' English proficiency and provide access to academic content instruction.

VIII. **Gomez v. Illinois State Board of Education – 1987**
Requires state education agencies to provide oversight and guidance to districts.

IX. **No Child Left Behind Act 7 NCLB (Title III) – 2002**
Requires that all English learners receive quality instruction for learning both English and grade level academic content.

X. **American Recovery and Reinvestment Act (Recovery Act) – 2009**
Funds allocated to be used to improve student achievement and help close the achievement gap through school improvement and reform.

XI. **Every Student Succeeds Act (ESSA) – 2015**
Advances equity and requires that all students in America be taught to high academic standards that will prepare them to succeed in college and career; reauthorizes the federal Elementary and Secondary Act (ESEA) and replaces NCLB.

FEDERAL PROGRAM MONITORING

State and federal laws require the CDE to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are *(Program Monitoring, 2015)* the necessary components to a complete English learner program according to the State of California.

Federal

Dimension II – Governance & Administration

- EL 6: English Learner Identification and Assessment
- EL 7: Parent/Guardian Notifications
- EL 8: Implementation, Monitoring & Revision of LEA Plans
- EL 9: EL Program Inclusion in the Development of the Single Plan for Student Achievement (SPSA) by School Site Council
- EL 10: Inventory

Dimension III – Funding

- EL 11: Supplement, Not Supplant, with Title III & EIA-LEP (carryover funds)
- EL 12: Time Accounting Requirements

Dimension IV – Standards, Assessment, and Accountability

- EL 13: Evaluation of English Learner Program Effectiveness
- EL 14: Reclassification

Dimension V – Staffing and Professional Development

- EL 15: Teacher EL Authorization
- EL 16: Professional Development Specific to English Learner Program Implementation

Dimension VI – Opportunity and Equal Educational Access

- EL 17: Appropriate Student Placement
- EL 18: Parental Exception Waivers for Alternative Program

Dimension VII – Teaching and Learning

- EL 19: ELD
- EL 20: Access to Core Subject Matter

HOME LANUGAGE SURVEY

Principal	• Ensures that the Home Language Survey (HLS) is completed upon initial enrollment as required by state and federal law
School Office Manager	• Prepares translated copies of HLS for initial enrollment • Assists with explanation regarding purpose and uses of HLS • Verifies that all questions have been answered for each student • Enters accurate HLS data into aeries • Arranges for interpreters • Provides copy of the original HLS to ELSC for "TBD" students • Requests EL records from previous districts
English Learner Site Contact (ELSC)	• Assists with registration (e.g., HLS station at kinder registration) • Assists with explanation regarding purpose and uses of HLS • Checks accuracy & completion of HLS to determine testing needs • Checks accuracy & updates online records in aeries • Collaborates with office manager and EL Services to locate previous EL records & original HLS** from previous districts
Superintendent	• Oversees districtwide HLS process
District Office	• Provides assistance to school sites and answers HLS questions

California *Education Code*, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK 12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, out of state transfers, special education, alternative education, transitional kindergarten (TK), and kindergarten students.

Prior to completing the HLS, parents are to receive an explanation regarding the purpose and uses of the HLS, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status. Each school office should have a designated staff member available to provide consistent information about the HLS, assessment process, and instructional program options offered to English learners (ELs).

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?
   (parents, guardians, grandparents, or any other adults)

See **HLS copies** in Appendix (English, and Spanish versions) **p.55757**

The answers provided for each HLS question are used to determine a student's home language status:

- **English Only** (EO)
- **Possible English Learner – To Be Determined** (TBD)

HOME LANGUAGE SURVEY-CONTINUED

All four HLS questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS** are documented permanently in Aeries and CALPADS.

In order to determine a student's home language status, follow the guidelines below:

1. **ALL English on HLS questions #1-3 — mark *"EO"***
   The student is considered English Only (EO). Office manager will update student's language classification on Aeries. The initial HLS shall be added to the student's CUM folder and the student is placed in the district's general program.

2. **At least one response other than English on HLS questions #1-3 — mark *"TBD"***
   The student is designated as having a primary language other than English and the assessment process begins. A copy of the initial HLS shall be provided to the EL Site Contact. The HLS is placed in the student's CUM folder. The assessment process must take place **within 30 calendar days** of enrollment. EL Site Contact will update student's language classification (TBD—IFEP or EL). They will also add language test dates and results in Aeries. Student will be placed in the appropriate educational program based on the results of initial language testing.

3. **A language other than English on question #4 only — mark *"EO"***
   The student is considered English Only (EO) and placed in the district's general program. The language spoken most often *by the adults at home* does not determine the native language proficiency of the student.

Once home language determination is made, it does not need to be re-determined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the ELPAC and identified as an English learner, changing the HLS will not change the student's identification. A student's English learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency assessment is both a federal (NCLB Title 1, section 1111 and Title III, 2002) and State requirement (Ed Code. 313).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Principal	• Ensures that initial assessments are completed **within 30 calendar days** of student enrollment & annual assessments are administered during ELPAC window
English Learner Site Contact (ELSC)	• Attends trainings for ELPAC administration & signs affidavit • Organizes & ensures security of test materials • Oversees test administration • Provides timely updates & test results to all stakeholders
Superintendent	• Responsible for security & assessment procedures across district
Superintendent	• Provides training, materials, technical assistance, support, and data collection

PROCEDURES FOR INITIAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), student will be assessed using the English Language Proficiency Assessments for California (ELPAC).

2. Authorized and trained staff will administer the ELPAC **within 30 calendar days** of the student's enrollment.

3. Local Scoring Tool (LST) data will be used until official ELPAC result are available to determine the following designations:

Initial Fluent English Proficient (IFEP): A student is considered Initially Fluent English Proficient when he or she has met the ELPAC criterion on the **initial** ELPAC test. Once determined, IFEP students require no further ELPAC testing and are placed in the school's general program.

a) Students in grades **TK-1** are considered to have met the ELPAC criterion for English Proficiency when:
Overall performance level is **Early Advanced or higher**, *and*

Domain scores for **Listening and Speaking** are at the **Intermediate level or higher**.

NOTE: If the ELPAC criterion level is met, the domain scores for Reading and Writing are *not* required to be at the Intermediate level for IFEP designation for TK-1 students.

b) Students in grades **2-12** are considered to have met the ELPAC criterion for English Proficiency when:
Overall performance level is **Early Advanced or higher**, *and*

Domain scores for **Listening, Speaking, Reading, & Writing** are at the **Intermediate level or higher.**

English Learner (EL): Students who score **Intermediate or below (overall)** on the **initial** ELPAC are designated English learners (EL) and placed in the EL program. They must receive EL services and be re assessed annually using the ELPAC until they meet reclassification requirements.

PRIMARY LANUAGE PROFICIENCY TESTING

Principal	• Ensures that language proficiency testing takes place within **90 calendar days of enrollment**
English Learner Site Contact (ELSC)	• Communicates with appropriate staff to schedule Idea Proficiency Testing (IPT) for new English learners • Shares IPT test results with staff & places copy in green EL folder for student's cumulative record • Updates HLS and Aeries with IPT score & date
Superintendent	• Responsible for assessment procedures across district

PROCEDURES FOR PRIMARY LANGUAGE ASSESSMENT

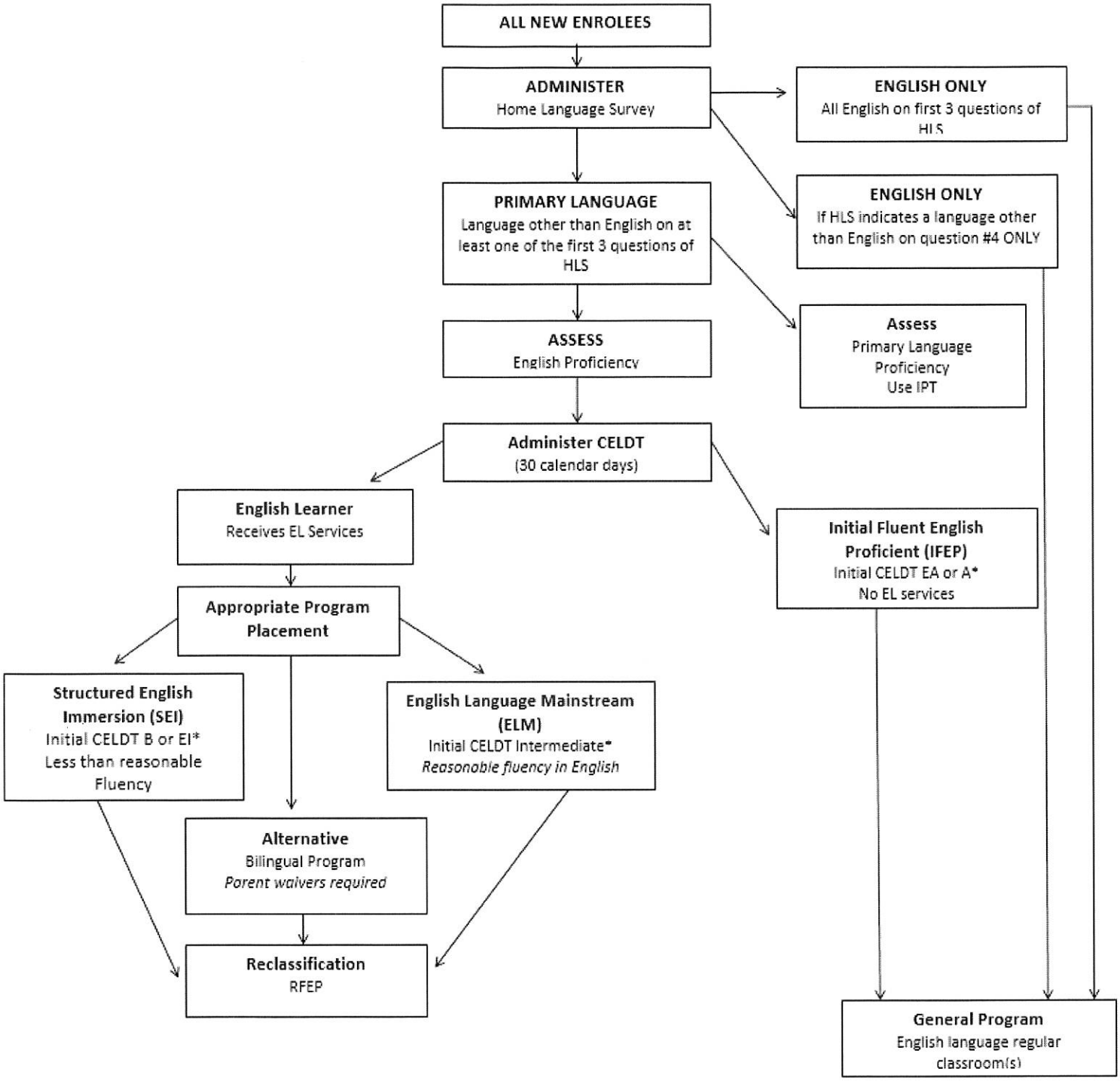
1. Initial EL students are further assessed for primary language proficiency to provide additional information to design appropriate instruction and support services.

2. Schools are required to assess each English learner for proficiency in the primary language within **90 calendar days of first enrollment** in a California school "to the extent that assessment instruments are available . . ." (*EC* 52164.1[c]).

3. A trained district assessor shall assess students using the appropriate primary language instrument.

4. Home Language Survey (HLS) and Aeries must be updated with IPT score and date.

ENGLISH LEARNER IDENTIFICATION/ PLACEMENT FLOWCHART



DOCUMENTATION AND PARENT NOTIFICATION LETTERS

Principal	• Responsible for parent notification & communication at site
English Learner Site Contact (ELSC)	• Updates *Initial Identification* section of the HLS in Aeries • Places ELPAC labels and documentation in student EL folder • Prepares parent notification letters for distribution **within 30 days** of district receiving official results • Delivers letters to the parents
Superintendent	• Reviews & updates all documentation templates annually
Office Secretary	• Mails parent notification letters to families

Documentation for EL students:

1. Create or update green EL folder for student's CUM
    a) English Learner Recording Form must be affixed to the front of student checklist.
    b) Update any missing information on English Learner Checklist
2. File the following documents in student's green EL folder
    a) Copy of **initial** Home Language Survey (HLS) or previous district records
        i. Update the Initial Identification section on the bottom of the HLS in Aeries
        ii. Make sure digital Aeries information matches paper records
    b) Language Proficiency Testing (IPT)
    c) ELPAC Report Label Sheet
        i. Add new ELPAC labels annually or make notes (if missing label)
    d) Copy of annual ELPAC student proficiency level report
    e) Copy of the appropriate ELPAC Parent Notification letter
    f) Reclassification (RFEP) paperwork & follow up forms

Parent Notification Letters: Parents/guardians shall receive written notification within **30 days of** district receipt of official results.

1. Prepare parent notification letters and envelopes
    a) Insert copy of ELPAC student proficiency level report
    b) Insert corresponding Parent Notification letter
        i. Initial Fluent English Proficient (IFEP)
        ii. English Language Mainstream (ELM)
        iii. Structured English Immersion (SEI)

    NOTE: Translated copies of all letters available in Spanish
2. Deliver parent notification letters to EL Services Department for mailing

STUDENT RECLASSIFICATION

Principal	• Responsible for reclassification process at schoolsite • Coordinates celebration or recognition ofreclassified students
English Learner Site Contact (ELSC)	• Identifies possible reclassification (RFEP) candidates • Consults with parents/guardians for input &approval • Oversees the completion of reclassificationpaperwork • Updates all EL records (paper &electronic) • Monitors progress & follow-up goals for RFEPstudents
Teacher	• Helps identify & monitor RFEP students • Helps completes RFEP paperwork & RFEP follow-up forms
Superintendent	• Coordinates reclassification procedures at district level
Superintendent	• Provides training and support to sites

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K–12th grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

1. The classroom teacher may begin reclassification process and paper work.

2. District approved assessments will be used to evaluate language and academic achievement. All assessment scores must be current and meet district requirements.

3. Parent/Guardian(s) must be notified of student's eligibility for reclassification. A conference may be scheduled to review reclassification criteria and student progress. Translation services will be provided as necessary. Parent(s) must sign and date completed reclassification paperwork. If the parent is unable to attend a conference, a person speaking the parents' primary language shall consult with the parent by telephone.

4. The original LMUSD Reclassification Criteria form is given to the parent/guardian, and a copy is placed in the student's green EL folder. The ELSC sends a list of reclassified students with official RFEP dates to the District Office.

5. After reclassification, students will be monitored every 5-6 months for two years using the LMUSD Reclassification Follow-Form.

6. For overview, see Reclassification Process Flowchart.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Under current state law, students who are English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including those with disabilities. The reclassification process in public schools is based on guidelines approved by the State Board of Education and is based on California EC Section 313(d). Los Molinos Unified will utilize the ***Meeting the Needs of English Learners with Disabilities Resource Book***, by Jarice Butterfield from the Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. The district and school sites will use Butterfield's resource book, as well as the ELPAC Information Guide, to provide additional professional development for EL Site Contacts and Individualized Education Program (IEP) team members to better support dual identified English learners (ELs with disabilities).

Los Molinos Unified is equipped to provide dual identified ELs with linguistically appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Los Molinos Unified utilizes multiple measures and multiple criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each dual identified English learner, the **IEP team** will determine the following:

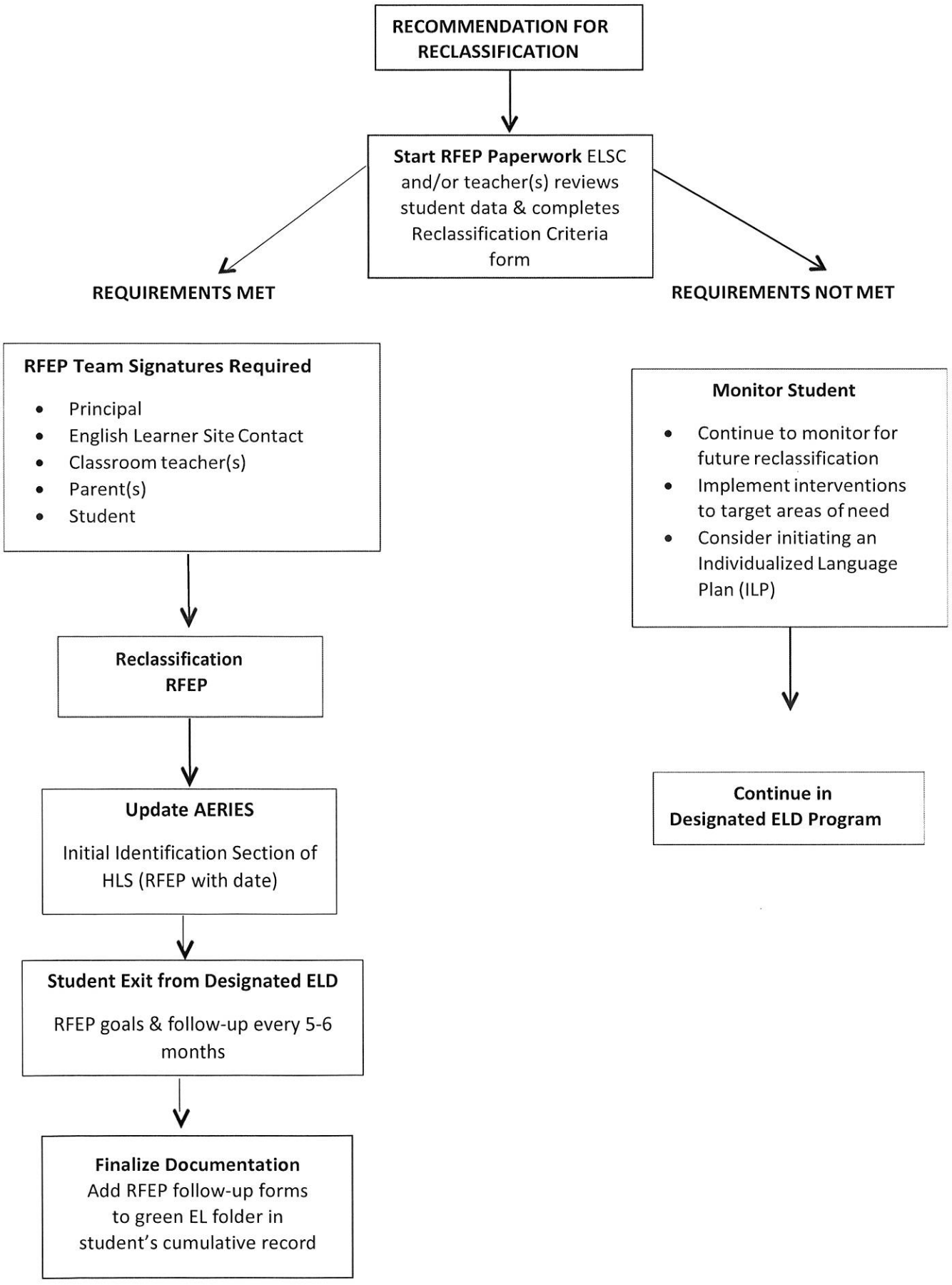
- Appropriate **measures of English language proficiency (ELP)**
- Appropriate **measures of performance in basic skills**
- **Minimum levels of proficiency** that would be **equivalent to an English proficient peer with similar disabilities** in accordance with district reclassification policies

In accordance with federal and state law, the **IEP team** may address the individual needs of each English learner with a disability using multiple criteria in concert with district reclassification criteria:

- Criterion 1: **Assessment of ELP using an objective assessment instrument**
  - Including, but not limited to the ELPAC
  - An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC
  - IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes
- Criterion 2: **Teacher evaluation**
  - Use the student's classroom performance information based on his or her IEP goals for academic and ELD
- Criterion 3: **Parental opinion and consultation**
  - The parent or guardian is a participant on the IEP team
- Criterion 4: **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 (e.g., the California Alternate Assessment)
  - Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual identified ELs to native speakers of English with similar disabilities

Using this information, the IEP team, including the parent and EL Site Contact, will decide whether or not to reclassify a student with disabilities. Other criteria may be used to supplement the four required criteria listed above to ensure the most appropriate decision is made for each student.

RECLASSIFICATION PROCESS FLOWCHART



INTEGRATED AND DESIGNATED ELD INSTRUCTION

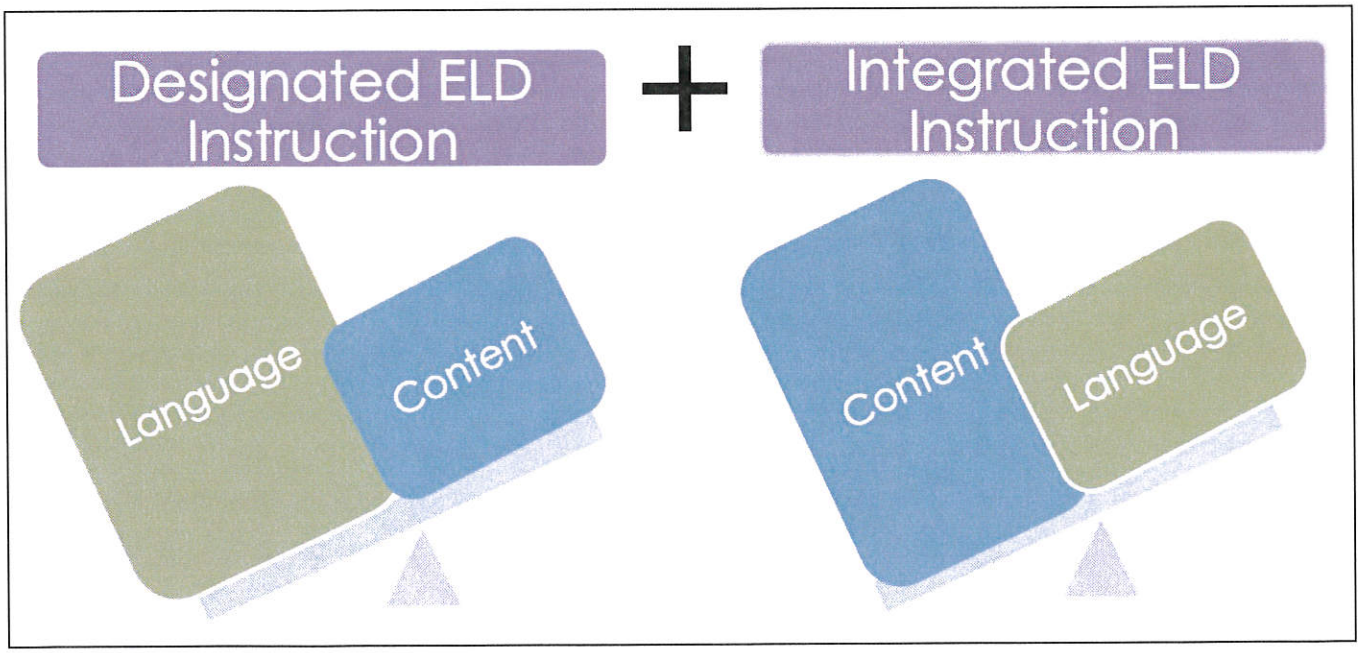
According to the ELA/ELD Framework, "**ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." (Ch. 2, p. 97)

INTEGRATED ELD

The ELA/ELD Framework "uses the term integrated ELD to refer to **ELD throughout the day and across the 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. The goal section of each set of grade level and grade span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is 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." (Ch. 2, p. 81)

DESIGNATED ELD

"**Designated ELD is protected time during the regular school day** when teachers **use the CA ELD Standards as the focal standards** in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English… an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas." (CA ELA/ELD Framework, Ch. 2, p. 91)



OVERVIEW OF PROGRAM OPTIONS FOR ENGLISH LEARNERS

English Learners entering LMUSD are placed in grade appropriate English Language Development classes.

Mainstream English with ELD: All elementary grade (K-5) students are placed in an English Language Mainstream with Integrated and Designated ELD support until they meet the district criteria for Reclassification. Students Receive additional support when needed based on the targeted sub-strands of the ELPAC/ELPAC.

English Language Development (ELD): Secondary students who are not yet fluent in English (Beginning or Early Intermediate levels on the ELPAC, or the Emerging level on ELPAC) at the secondary level are placed in an English Language Development program based on their grade level and individual needs.

Middle School English Language Development (ELD)

Students who are English Language Learners at the Middle School are provided with a variety of programs depending on their individual needs. Students who are beginning English learners (Newcomers) receive 2 periods of ELD per day and receive additional support in Reading. Students who are Intermediate or higher English Learners who have not yet reclassified receive 1 period of ELD and intervention when needed. Intervention may consist of an ELA intervention class or a Reading Class depending on the sub-strand area of need. Instruction is given in English; however, instruction may be given in the student's primary language as needed for support, clarification, or explanation.

Los Molinos High School Structured English Immersion Components/ ELD

Los Molinos High School uses district adopted curriculum that supports differentiated ELD. These materials include print, audio, graphic, and electronic resources. The development of cultural proficiency and positive self-esteem is embedded within the instruction. Core instruction is taught overwhelmingly in English with primary language support when possible. A mix of EDI (Explicit Direct Instruction) and SDAIE (Specially Designated Academic Instruction in English) instructional strategies are used to access core curriculum. Students at ELPAC Levels 1 and 2 receive 2 periods of ELD. Students at ELPAC Level 3 receive 1 period of ELD, 1 period of Academic Language Support, and 1 period of English Language Arts that meets A-G requirements. Students at ELPAC Level 4 receive 1 period of Academic Language Support and 1 period of English Language Arts that meets A-G requirements. Students at ELPAC Level 5 receive 1 period of English Language Arts that meets A-G requirements and support when needed.

PARENT EXCEPTION WAIVERS AND WAIVER APPEAL PROCESS

Procedures for Granting Parental Exception Waivers (EC310 and 311)

1. Parent must personally visit school to apply for a waiver
2. Waiver requests must be submitted annually
3. Parents will receive a written description of the program options
4. All parental waivers shall be acted upon with 20 instructional days of submission to the school principal
5. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program… would not be better suited for the overall educational development of the pupil (CCR, Title 5, section 11309[b][4])

    a) In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision

Waiver Appeal Process

Parents have the right to address the district's board of education regarding any concerns. Requests to the Los Molinos Unified School Board should be submitted at least three weeks prior to the meeting. Parents may also file a formal complaint under the district's Uniform Complaint Procedures (*CCR*, Title 5, sections 11309 [d]). Copies of all parental exception waivers shall be filed at each school site and the district office.

STAFFING

Principal	• Hires & places highly qualified staff appropriately • Collaborates to determine staffing & training needs at site (Leadership Team, ELAC, teachers, support staff, etc.) • Monitors & evaluates program and staff
Superintendent	• Oversees district recruitment, hiring, & placement of staff
Superintendent/Curriculum Council/ Technology Council	• Coordinates & implements district staff development and teacher training
Superintendent	• Updates EL Master Plan & monitors implementation • Provides support & guidance to site leadership

TEACHER AUTHORIZATION & CREDENTIALS

Los Molinos School District only hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

". . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages . . ."

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development (see list of professional development topics).

RECRUITMENT

LMUSD shall participate in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements shall be placed in local newspapers. The Superintendent and Human Resources and site administrators shall participate in the recruitment process. Every effort will be made to hire and retain authorized teachers.

PROFESSIONAL DEVELOPMENT

Los Molinos Unified School District will provide professional development to improve instruction for English learners and all students. Trainings will be ongoing at the district and site levels. Information regarding conferences and out of district trainings will also be available.

2012 English Language Development (ELD) standards

2014 ELA/ELD Framework

Integrated ELD, Designated ELD & LMUSD training for core subjects

- MTSS (Multi-Tiered Systems of Support)- EpicOnline/BCOE/OCOE
- Jeff Zwiers et al.: *Common Core Standards in Diverse Classrooms*
- Eugenia Mora Flores*: Connecting Content & Language for English Language Learners*
- Supporting English learners in the mathematics classroom
- Project Based Learning (PBL)
- Universal Design for Learning (UDL)
- LMUSD Curriculum Council & Technology Committee
- Effective Instruction & best practices for EL's- Holly Harding/BCOE
- Collaborative Conversations & Kagan Cooperative Learning trainings
- Kate Kinsella: Speaking Frames, Vocabulary, English 3D, etc.
- Erik Palmer: Speaking/listening (PVLEGS lessons & digital literacy/research)
- Technology integration & CUE conferences
- California County Office trainings & workshops (e.g., TCOE, BCOE, OCOE)

Recommended Online Resources:

California eStandards website & app
- http://estandards.scoecurriculum.net/

Stanford's Understanding Language: Language, Literacy, and Learning in the Content Areas
- ell.stanford.edu

Academic Language Development (ALD) Network
- aldnetwork.org

Massive Open Online Courses (MOOCs)
- http://online.stanford.edu/courses

Tulare County Office of Education
- http://commoncore.tcoe.org/

Colorin Colorado: A Bilingual Site for Families and Educators of English language learners
- www.colorincolorado.org

BASIC AND SUPPLEMENTARY RESOURCES

Principal and EL Site Contact	• Responsible for reviewing & ordering materials
Superintendent	• Oversees text & curriculum adoptions, ordering of materials & reviews requisitions
Chief Business Officer	• Informs principals of allocation of funds • Reviews requisitions • Assists with curriculum orders
Superintendent	• Provides assistance & support

District general funds provide appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. District resources provide adequate services in ELD, primary language support, SDAIE, and instruction that promote each student's self-image and cross-cultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL student, including primary language materials used to implement the district's alternative program, e.g., textbooks, reading materials, and so forth.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines, and suggestions/recommendations for materials and expenditures from the District Business and Superintendent department.

Federal law requires that all employees funded with federal grant funds provide verification of their time worked in the federal program. Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are 3000[5999, Title I Part A & D; Title II Part A, Title III LEP, 21st Century Grant.

TITLE III FUNDING

Title III resources shall be used to provide English learners with supplemental services and materials. This includes, but is not limited to, the following:

(a) hiring supplemental teachers;
(b) purchasing supplemental teaching materials and assessment instruments;
(c) providing additional staff training to develop instructional skills to better support ELs;
(d) expanding English learner parent involvement and participation opportunities;
(e) providing other reasonable expenses, which may include translation services and training of parent advisory groups.

Note: If the district and school site receive other state and federal funds, such funds supplement *and do not supplant* the district's core curriculum services or other categorical funds for EL students.

PARENT AND COMMUNITY INVOLVEMENT

Principal	• Facilitates site English Learner Advisory Committee (ELAC) • Attends District English Learner Advisory Committee (DELAC) meetings • Communicates with parents & families on a regular basis (providing translated information and documentation as needed) • Provides opportunities for parent education & involvement
Superintendent	• Oversees parent committee procedures for ELAC & DELAC • Provides parent education support to site leadership
Site Principals	• Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, & parent education
Parents/Guardians	• Participates in parent education opportunities, school activities, & parent committees • Completes Home Language Survey (HLS) • Reviews student assessment results and progress reports • Attends meetings & signs paperwork

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available throughout the year in Los Molinos Unified:

- Parent Committees
    - English Learner Advisory Committee (ELAC)
    - District English Learner Advisory Committee (DELAC)
    - School Site Council (SSC)
    - PTA/PTO/Booster Clubs
    - Parent Advisory Committee (PAC) / Migrant Services

- School, District, & Community Events
    - Back to School, Carnivals, Open House & Family Nights
    - Awards, Celebrations & Holiday Events
    - Sports, Games & Competitions
    - Booster Community Activities
- Community, School, and/or Classroom Volunteer

ENGLISH LEARNER ADVISORY COMMITTEES

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

School sites with 21 or more EL students shall have an elected ELAC that meets at least four times a year. The committee will be comprised of parents and staff, with parents of EL students making the majority of members. Parents of EL students will be represented by the same percentage as the EL student enrollment at the site (or more). 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 EL Services Department. ELAC agendas, sign in sheets, and minutes will be submitted to the Director of Special Projects after every meeting for review and filing.

The principal is responsible for following ELAC protocol and providing training in required areas. To ensure proper training for parents and committee members, principals will use the *SSC and ELAC Training Guide* that is provided and updated by the EL Services Department. Training is also provided in areas that the site committee requests. In addition, each school's English Learner Advisory Committee (ELAC) elects a district DELAC representative and an alternate.

Roles & Responsibilities of ELAC:

(a) Assist in the development of the school's plan for services to English learners
(b) Have input into the school's needs assessment
(c) Assist in the school's efforts to make parents aware of the importance of regular school attendance
(d) Review data regarding the diversity and language needs of students at their site

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

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

Roles & Responsibilities of DELAC:

(a) Have input in the development of the Master Plan for services for EL students
(b) Have input into a districtwide needs assessment on a school by school basis
(c) Have input into the district's EL education goals and objectives
(d) Be informed on federal, state, and district English learner reports
(e) Review and comment on the written notification of initial enrollment
(f) Review and comment on any related waiver request

PROGRAM EVALUATION

Principal	• Oversees program evaluation procedures at school sites • Collects data & submits required paperwork to Special Projects
EL Site Contact	• Assists with the program evaluation process at school site • Oversees collection of data
Superintendent	• Coordinates EL program evaluation procedures at district level • Coordinates the development of the Title III plan
Site Principal	• Provides assistance & support regarding assessment and evaluation data • Monitors English Language Acquisition reporting and data

The goal of program evaluation is to provide information about the effectiveness of Los Molinos Unified's EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English learners.

An EL student folder will be updated and housed in the cumulative record of each English learner. The purpose of the student record is to document and monitor English language development, assessment, and redesignation. The folder contains copies of the Home Language Survey, ELPAC labels and assessment results, parent notification letters, and redesignation paperwork.

GOVERNANCE AND RESPONSIBILITIES

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

District Administration

District administration will be responsible for providing sufficient resources to sites in order to successfully implement EL programs and services. These resources include qualified and well trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other district responsibilities include guidance in curriculum development, program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III, LEA Plan Goal 2, and Local Control Accountability Plan (LCAP) to ensure quality program implementation.

School Site

The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The *Master Plan for English Learners* is a guide for program implementation, planning, and development of Single Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development.

Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees (ELAC) have the responsibility to assist in the ongoing program planning and evaluation through committee and school activities. Parents will have discussion and input on LCAP, Title III, EL Master Plan, and SPSA updates.

CALPADS English Language Acquisition Data and Reports

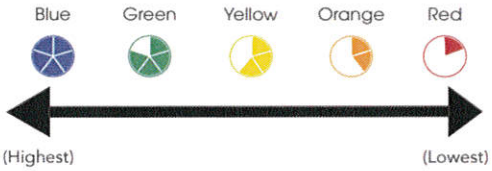
The District Technology Department with support from the Curriculum & Instruction EL Services Department maintains a district and state database (CALPADS) that contains specific data on the English Language Acquisition status of students in the district. Each year the CALPADS submission window opens during which time local educational agencies (LEAs) may view certification reports of their English Language Acquisition Status students (including English learners and fluent English proficient students) along with Title III Eligible Immigrants data for all applicable students in CALPADS.

STUDENT EVALUATION AND MONITORING

ACADEMIC ACHIEVEMENT

State Indicators

- ***SIX*** indicators allow for comparisons across schools and districts.
  - ★ High School Graduation Rate
  - ★ Academic Performance
  - ★ Suspension Rate
  - ★ English Learner Progress
  - ★ Preparation for College/Career
  - ★ Chronic Absenteeism
- Based on information collected statewide.
- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.
- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

Local Indicators

- ***FOUR*** indicators based on information collected by school districts, county offices of education and charter schools.
  - ★ Basic Conditions
    - Teacher qualifications
    - Safe and clean buildings
    - Textbooks for all students
  - ★ Implementation of Academic Standards
  - ★ School Climate Surveys
  - ★ Parent Involvement and Engagement
- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.
  - Met
  - Not met
  - Not met for two or more years
- School and student group information is not available for local indicators.

STATE PERFORMANCE INDICATORS

Measure	Status	Change
Graduation Rate	4-year cohort graduation rate	Status compared with average 4-year cohort graduation rate for 3 years prior to "Status" year
Suspension Rate	Pupils suspended at least once in a school year divided by number of enrolled students	Status compared with pupils suspended at least once in a school year divided by number of enrolled students in year prior to "Status" year
English Learner Proficiency	% of EL's that moved up at least one ELPAC level or that were reclassified	Status compared with % of EL's that moved up at least one ELPAC level or that were reclassified for 3 years in year prior to "Status" year
English Language Arts Assessment	Proficiency Rate on ELA Smarter Balance Assessment for grades 3-8	Status compared with proficiency rate on ELA Smarter Balance Assessment for grades 3-8 in year prior to "Status" year
Mathematics Assessment	Proficiency rate on Mathematics Smarter Balanced Assessment for grades 3-8	Status compared with proficiency rate on Mathematics Smarter Balanced Assessment for grades 3-8 in year prior to "Status" year

College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment

Well Prepared TBD
The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.1 California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.
PREPARED Does the graduate meet at least 1 measure below?
High School Diploma and any one of the following: A. Career Technical Education (CTE) Pathway Completion plus one of the following criteria: - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria: - CTE Pathway completion - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) - Passing score on one AP Exam or on one IB Exam
APPROACHING PREPARED Does the graduate meet at least 1 measure below?
High School Diploma and any one of the following: A. CTE Pathway completion B. Scored at least Level 2 "Standard Nearly Met" on one or both ELA and Mathematics Smarter Balanced Summative Assessments C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) D. Completion of courses that meet the UC a-g criteria
NOT PREPARED Student did not meet any measures above, so considered NOT PREPARED

LOCAL PERFORMANCE INDICATORS

Basics (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) - Priority 1

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Implementation of State Academic Standards - Priority 2

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Parent Engagement - Priority 3

Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

School Climate (Local Climate Surveys) - Priority 6

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Coordination of Services for Expelled Students (COE Only) - Priority 9

Standard: COE annually measures its progress in coordinating instruction as required by Education Code Section 48926 and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Coordination of Services for Foster Youth (COE Only) - Priority 10

Standard: COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

For a local performance indicator, an LEA would use the standard to self-assess its performance as (i) Met, (ii) Not Met, or (iii) Not Met for Two

ENGLISH LEARNER PROGRAM EFFECTIVENESS PLAN

In keeping with the LEA Plan, the district has selected benchmarks and yearly goals for English learners in the subject areas of ELD, English language arts and mathematics. These achievement objectives reflect the amount of time an EL student has been enrolled in the program of language instruction in the district, and use consistent methods and measurements to reflect this achievement:

- English Language Proficiency Assessments for California (ELPAC)**
- CAASPP (English language arts and mathematics)
- District Assessment System

Los Molinos Unified School District has set the following annual goals for EL students in the area of ELD, English language arts and mathematics. ELD growth is measured by the ELPAC**. English language arts and mathematics are measured by the California Assessment of Student Performance and Progress.

ELPAC Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	RFEP
Timeline toward reclassification, based on ELPAC level** at time of initial enrollment year	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
CAASPP ELA	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met	Standard Exceeds
CAASPP Math	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met	Standard Exceeds

APPENDIX

□ Academic Catch-U p Plan of Action for EL and RFEP Students in Grades 3-12

□ Annual Parent Notification (Federal Title Ill & State Req uirements) letter

□ ELPAC Notification Letters

□ Excerpts of Education Code Sections 3007340

□ Glossary of Terms

□ Home Language Surveys

□ Initial ELPAC Letter

□ Initial Parent Notification (Federal Title III & State Requirements) letter

□ Parent/Guardian Notification: Reclassification Recommendation

□ Reclassification Criteria F orm: Grades 2-1 2

□ Secondary Registration Interview and Informal Assessment

□ LMUSD Administrative Regulation AR 6174

□ LMUSD Board Policy BP 6174

□ LMUSD EL S ite C ontact C hecklist

□ LMUSD L anguage Matrix TK-1

□ LMUSD Language Matrix 2-3

□ LMUSD Language Matrix 4-5

□ LMUSD L anguage Matrix 6-8

□ LMUSD Language Matrix 9-12

□ Re-designated Student Follow-up Form

□ Title 5, California C ode of R egulation, Division l, Ch. 11(CA Ed .Code 3007340)

□ Worksheet for IEP Team Recommendation for Reclassification of Special Ed English Learners

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ACADEMIC CATCH-UP PLAN OF ACTION FOR EL and RFEP STUDENTS IN GRADES 3-12

IV-EL6 the LEA has implemented a process and criteria to determine the effectiveness of programs for EL (a) and (b). (20 USC 1703[f], 6841; Castaneda v. Pickard [5th Cri. 1981] 648 F. 2d 989, 1009-1011).

Name:	ID:	Grade:	Year:

FALL	***SPRING***
☐ Time in EL Program _____ *if the student has been in the EL program for 5 years or more, review the student's cum and verify if an SST has been started, or if the student has qualified for other educational support services. If not, please initiate an SST Referral and/or place in the Intervention Program.*_____ _____ _____ ☐ Student/Teacher Conference ☐ Parent/Student/Teacher Conference ☐ Progress Report sent to parent ☐ CWA contacted to address Attendance/Tardies ☐ Counseling Referral ☐ Tutorial Program Referral ☐ Intersession Referral ☐ Credit Recovery (9-12 only) ☐ Other_____ Action Taken:	*If the student requires further action, check as many actions taken and describe any follow up, or outcomes in the lines provided.* ☐ Student/Teacher Conference _____ ☐ Parent/Student/Teacher Conference _____ _____ ☐ Progress Report sent to parent _____ ☐ Conference to address Attendance/Tardies _____ ☐ Counseling Referral _____ ☐ Tutorial Program Referral _____ ☐ Intersession Referral _____ ☐ Summer School Referral _____ ☐ Credit Recovery (9-12) _____ ☐ Student Study Team Referral Action Taken: ☐ Intervention Program _____ ☐ Other_____

Teacher Signature _____ Date _____ Parent Signature _____ Date _____

Principal/Designee _____ Date _____ EL Site Contact/Counselor _____ Date _____

At the end of each year, a copy of this completed signed form, and any additional related documentation is to be filed in student's EL Cum Folder, and a copy is to be provided to the parent, with a copy sent to the Language Development Office.

Los Molinos Unified School District
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

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

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

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

Language Assessment Results

Domain	English Language Proficiency Assessment		
Listening	❒ minimally developed	❒ somewhat/moderately developed	❒ well developed
Speaking	❒ minimally developed	❒ somewhat/moderately developed	❒ well developed
Reading	❒ minimally developed	❒ somewhat/moderately developed	❒ well developed
Writing	❒ minimally developed	❒ somewhat/moderately developed	❒ well developed
Overall			
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.			

Check if applicable: ☐ **Individualized Education Program (IEP) on file**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

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

Required Criteria (*EC* Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC evaluation
Teacher Evaluation	Teacher Evaluation
Parental Opinion and Consultation	Parental Opinion and Consultation
Comparison of Performance in Basic Skills	ASPIRE test results
	ELA GPA of 1.6 or above
	SOLOM evaluation points
	Writing Sample at highest level

Academic Achievement Results

Skill Area	Smarter Balanced Assessment (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (*EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Los Molinos Unified School District is listed below.

☐ **Structured English Immersion (SEI) 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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please Kristina Zarate to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302*)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Distrito Escolar Unificado de Los Molinos

CARTA ANUAL DE NOTIFICACIÓN PARA PADRES

Título Federal I y Requisitos del Estado

Para los padres/guardianes de: _____Escuela: _____Fecha:_____

Student ID #: _____Fecha de Nacimiento: _____Grado: _____Lenguaje Primario:_____

Estimado padre (s) o tutor (es): Su hijo continúa siendo identificado como aprendiz de inglés. Cada año, estamos obligados a evaluar a su hijo y de notificarle sobre el nivel de competencia de su hijo en inglés. También debemos describir las opciones del programa de adquisición de idiomas disponibles para las cuales usted puede elegir la que mejor se adapte a su hijo. Esta carta también contiene los criterios para que un estudiante salga del programa de aprendizaje de inglés.

Resultados de Evaluación de Lenguaje

Dominio	Evaluación del dominio del idioma ingles		
Escuchando	❒ minimamente desarrollado	❒ algo/moderadamente desarrollado	❒ bien desarollado
Hablando	❒ minimamente desarrollado	❒ algo/moderadamente desarrollado	❒ bien desarollado
Leyendo	❒ minimamente desarrollado	❒ algo/moderadamente desarrollado	❒ bien desarollado
Escritura	❒ minimamente desarrollado	❒ algo/moderadamente desarrollado	❒ bien desarollado
En general			

Una guía de puntuación, desarrollada por el contratista de pruebas, se ha utilizado para determinar estos resultados. Los padres recibirán los resultados oficiales de su hijo dentro de 30 días después de que el distrito haya recibido informes individuales del estudiante del contratista.

Basándose en los resultados de la evaluación de la competencia del idioma inglés, su hijo ha sido identificado como **aprendiz de inglés**

Marque si es aplicable: ☐ **Programa de Educación Individualizada (IEP)**
Una descripción de cómo contribuirá la colocación del programa de su hijo para cumplir con los objetivos del IEP esta adjunta.

Criterios de reclasificación (salida)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes se conviertan en competentes en el idioma inglés lo más rápido posible y cumplan con las medidas estatales de logro académico. Los criterios de reclasificación de este distrito se enumeran a continuación.

Criterio Requerido (*EC* Section 313[f])	Criterio de LEA
Evaluación del dominio del idioma inglés	Evaluación del ELPAC
Evaluación del Maestro	Evaluación del Maestro
Opinión y Consulta de los padres	Opinión y Consulta de los padres
Comparación de desempeño en habilidades básicas	Resultados del examen de ASPIRE
	Grado promedio de 1.6 o más en ELA
	Puntaje de Evaluación SOLOM
	Ejemplo de escritura al nivel o más alto

Área de Habilidad	Evaluación Smarter Balanced (SBAC) o Medidas Locales	Otra Medida
Artes del lenguaje inglés		
Matemáticas		

Porcentaje dé Graduación para Estudiantes de Inglés

El porcentaje de graduación del Distrito Escolar Unificado de Los Molinos es de 95%.

Programas de adquisición de idiomas

Estamos obligados a proporcionar una opción de programa de inmersión estructurada en inglés (SEI). Si elige esta opción, su hijo será colocado en un salón de clases que usa principalmente inglés para la instrucción. (Vea la descripción abajo.)

Como requerir un programa de adquisición de idiomas

Los programas de adquisición de lenguaje son programas educativos diseñados para asegurar que la adquisición de inglés ocurre lo más rápido y eficazmente posible, y provee instrucción a los estudiantes de inglés basados en los estándares de contenido académico adoptados por el estado,. (*EC* Section 306[c])

Descripción y Meta del Programa para Estudiantes de Inglés

A continuación se muestra una descripción del programa de adquisición de lenguaje proporcionado en el Distrito Escolar Unificado de Los Molinos.

☐ **Programa de Inmersión en Inglés Estructurado (SEI):** Un programa de adquisición de lenguaje para estudiantes de inglés en el que casi todas las clases se imparten en inglés, pero con un plan de estudios y una presentación diseñada para alumnos que están aprendiendo inglés. Como mínimo, se ofrece a los estudiantes acceso a ELD y al contenido académico del nivel académico.

Los padres / tutores pueden elegir un programa de adquisición del idioma que mejor se adapte a su hijo. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado solicitan un programa de adquisición de lenguaje diseñado para proveer instrucción de lenguaje.

Los padres pueden proveer información sobre programas de adquisición de lenguaje durante el desarrollo del Plan de Responsabilidad de Control Local. Si está interesado en un programa diferente del mencionado anteriormente, póngase en contacto con Kristina Zarate (Coordinadora del programa de ELD) para preguntar sobre el proceso.

Los padres de estudiantes de inglés tienen el derecho de rechazar u optar a sus hijos fuera del programa de adquisición de lenguaje del distrito escolar o de optar por un servicio de aprendizaje de inglés en un programa de adquisición de lenguaje. (20 U.S.C Section 6312[e][3][A][viii]) Sin embargo, las LEAs siguen obligadas a proveer al estudiante instrucción significativa (5 CCR Section 11302*)* hasta que el estudiante sea reclasificado, informe al padre cuando el progreso no se hace, Y ofrecer los programas y servicios para padres a considerar en ese momento.

Los Molinos Unified School District

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Phone (530) 384-7826 Fax (530) 384-7832

Los Molinos Unified School District
ELPAC NOTIFICATION LETTER SEI
Federal Title III and State Requirements

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessment (ELPAC).

The results of the ELPAC help to measure how students' progress towards proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, he/she was given the ELPAC, and the results are attached. These test results have identified him/her as **English learner**. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Your child will be in a **Structured English Immersion** program. It is designed to meet the educational needs of English learners who score "less than reasonable fluency" on the ELPAC. Students are taught ELD and other core subjects by authorized teachers using district adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards. Students will exit this program into the English Language Mainstream when "reasonable fluency" has been met or Reclassification if those requirements have been met.

If you have any questions regarding the ELPAC or your child's instructional placement, please contact your school office.

Sincerely,

Los Molinos Unified School District

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Phone (530) 384-7826 Fax (530) 384-7832

Los Molinos Unified School District
ELPAC NOTIFICATION LETTER SEI
Federal Title III and State Requirements

Estimados Padres:

Las leyes estatales y federales requieren que todos los distritos escolares de California administren cada año una prueba estatal que mide el nivel de inglés en estudiantes identificados como estudiantes de inglés (conocidos en inglés como *English Learners*). En California esta prueba se llama *la Prueba para Medir el Desarrollo del Inglés en California* (conocida como la prueba ELPAC). Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su niño(a) ha participado en la prueba ELPAC en el año presente escolar, y los resultados están adjuntos. De acuerdo con el nivel que demostró en esta prueba, su niño(a) recibirá apoyo instructivo en el idioma inglés. Al revisar los resultados de la prueba ELPAC de su niño(a) de este año, es importante recordar que estos resultados son sólo una medida del progreso de su niño(a) hacia el mejoramiento de su nivel del idioma ingles. Su hijo estará en **un programa de inmersión en ingles estructurado**. Está diseñado para satisfacer las necesidades educativas de los estudiantes de ingles que tengan una calificación “menos fluidez razonable “en el ELPAC. Los estudiantes se les enseña ELD y otras materias básicas por profesores autorizados usando libros de texto adoptados por el distrito—y materiales complementarios. Instrucciones se basa en los estándares de contenido ELD y nivel de grado. Los estudiantes al salir de este programa en el lenguaje corriente principal de ingles cuando “fluidez razonable” se había cumplido esos requisitos.

Si necesita información adicional respecto al progreso educacional de su niño(a), comuníquese con la oficina de su escuela.

Atentamente,

Excerpts from Education Code 300-340

SECTION 1: Chapter 3 (commencing with Section 300) is added to Part I of the *Education Code*, to read:

300. The People of California find and declare as follows:

a) Whereas, The English language is the national public language of the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and
b) Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
c) Whereas, the government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
d) Whereas, the public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high dropout rates and low English literacy levels of many immigrant children; and
e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
f) Therefore, it is resolved that: all children in California *public* schools shall be taught English as rapidly and effectively as possible.

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

a) "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 a Limited English Proficiency or LEP child.

"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

b) "English language mainstream classroom" means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.

c) "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.

d) "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language...

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parent or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there 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 educational methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level 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.

311. The circumstances in which a parental exception waiver may be granted under Section 310 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 or her grade level or at or above the 5th grade average, whichever is lower; or

b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

c) Children with special needs: the child already has been placed for a period of not less than thirty 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 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 these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parent shall be fully informed of their right to refuse to agree to a waiver...

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars ($50,000,000) per year is hereby appropriate from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parent or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parent or legal guardian...

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution, the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

330. This initiative shall become operative for all school terms which begin more than sixty days following the date on which it becomes effective...

335. The provisions of this act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the act's purpose passed by a two thirds vote of each house of the Legislature and signed by the Governor...

Under circumstances in which portions of this statute are subject to conflicting interpretations, Section 300 shall be assumed to contain the governing intent of the statute

GLOSSARY OF TERMS

Academic language: Refers to the oral, written, auditory, and visual language proficiency required for students to learn effectively and fluently in schools and academic programs (e.g., language used in classroom lessons, books, tests, and assignments).

Access to core: Providing access to the core curriculum means providing EL students with simultaneous access to both the ELD and the core curriculum. In this type of approach, the program would use primary language instruction or primary language support and SDAIE.

AMAO: Annual Measurable Achievement Objectives

BCLAD: Bilingual, Crosscultural Language and Academic Development credential or certificate authorize the holder to teach ELD, SDAIE, primary language content.

BICS: Basic Interpersonal Communication Skills – Language used in every day social interactions. Developed through listening and speaking during the early stages of second language acquisition.

CAASPP: California Assessment of Student Performance and Progress (established Jan. 1, 2014)

CABE: California Association for Bilingual Education

CALP: Cognitive Academic Language Proficiency – A demanding level of oral and written language related to literacy and academic achievement.

CASBE: California Association for Secondary Bilingual Education

CDE: California Department of Education

CELDT: California English Language Development Test – A standardized English language proficiency test used to assess listening, speaking, reading and writing skills.

CLAD: Crosscultural Language and Academic Development – Credential authorizes the holder to teach ELD and SDAIE.

CTC: Commission on Teacher Credentialing

DELAC: District English Learner Advisory Committee – Whenever there are 51 or more students in a school district, a DELAC is formed consisting of at least one parent member from each school.

Designated ELD: A protected time during the regular school day where teachers use English Language Development standards as the focal standards in ways that build into and from content instruction in order to development critical English language skills, knowledge, and abilities needed for content learning in English.

DOK: Depth of Knowledge is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product. It is also a way to think about content complexity not content difficulty. The four DOK levels are recall, skill/concept, strategic thinking, and extending thinking.

EL: English learner status is used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state[approved assessment.

ELAC: English Learner Advisory Committee – Whenever there are 21 or more EL students at a school site, an ELAC is formed consisting of parents of EL students and school staff.

ELD: English Language Development

ELM: English Language Mainstream – A classroom setting for ELs who have acquired reasonable fluency in English. In addition to ELD instruction, ELs continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EO: English Only student – A language classification given to students whose parents list "English" for each question on the Home Language Survey.

FEP: Fluent English Proficient

FPM: Federal Program Monitoring

HLS: Home Language Survey – The approved instrument for determining whether a language other than English is spoken in the home.

IFEP: Initial Fluent English Proficient – A language classification for students whose native language is other than English but who have been initially classified as fluent in English based on the CELDT and IPT.

ILP: Individualized Language Plan is a district created process to meet the needs of individual ELs, especially longterm ELs who may be struggling linguistically or academically.

Integrated ELD: English Language Development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

IPT: IDEA Proficiency Test – An oral language proficiency test used to identify a student's oral skills in English and/or Spanish.

L1: The primary or first language spoken by student.

L2: The second language a student learns to speak.

Language Matrix: A TK-12 progress monitoring tool used to assess speaking and listening proficiency according to the ELA and ELD standards. The language matrix was designed to be used for reclassification, ILPs; report cards, planning and grouping for ELD instruction.

LEA: Local Educational Agency or local school district

LTEL: Longterm English learner An English learner who is enrolled in American schools for more than six years and has remained at the same English language proficiency level for two or more consecutive years. LTEL students generally struggle academically due to their limited English skills and are enrolled in grades 6-12.

Newcomer: A student who is a recent immigrant to the U.S. who has little or no English proficiency and who may have had limited formal education in their native country.

PLD: Proficiency Level Descriptor – PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

Primary Language (L1) Support: The use of a student's primary language to facilitate teaching and learning English in an SEI setting.

Register: Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken).

RFEP: Reclassification – The formal process by which a student is reclassified to fluent English proficient. Reclassification takes place when an EL student meets district reclassification criteria.

Rigor: Instruction and/or learning experiences that are academically, intellectually, and personally challenging. Rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall.

SBAC: Smarter Balanced Assessment Consortium – The next generation assessments that are aligned to the Common Core State Standards in English language arts/literacy and mathematics for Grades 3[8 and 11.

Scaffolding: Temporary guidance or assistance provided to a student enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on

SDAIE: Specially Designed Academic Instruction in English – An approach or set of instructional strategies for teaching academic content for English learners. SDAIE courses at the secondary level are designed for nonnative speakers of English and focus on the comprehensiblity of the academic courses typically provided to mainstream students.

SEI: Structured English Immersion – "Sheltered English "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.

SST: Student Study Team

LOS MOLINOS UNIFIED SCHOOL DISTRICT

Student Name_____

DOB_____ Student ID#_____

School_____

Grade_____ Date_____

Los Molinos Unified School District
Home Language Survey – English

The California *Education Code 52164.1(a)* 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.

As parents or guardians, your cooperation is requested in complying with the legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name of the language that applies in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

State of California
Department of Education

_____
Signature of Parent or Guardian/Date

INITIAL IDENTIFICATION – FOR SCHOOL USE ONLY

1__ English Only	Primary Language Assessment Date:_____ District Language Assessment Score:_____
Initial ELPAC Assessment Date:_____ Score: B EI I EA A Language Classification: 2__ Initially Fluent English Proficiency (IFEP) 3__ English Learner (EL) 4__ Reclassified (RFEP) Date _____	

Original to Student Cum; Copy to EL Site Contact Revised *8/2019*

Nombre de Estudiante_____

Fecha de Nacimiento_____ #de Estudiante_____

Escuela_____

Grado_____ Fecha_____

Distrito Escolar Unificado de Los Molinos
Encuesta sobre el idioma del hogar – Español

El Código de Educación de California 52164.1 (a) requiere que las escuelas determinen el idioma (s) hablado en casa por cada estudiante. Esta información es esencial para que las escuelas proporcionen instrucción significativa a todos los estudiantes. Como padres o tutores, se solicita su cooperación para cumplir con el requisito legal. Responda a cada una de las cuatro preguntas que se enumeran a continuación con la mayor precisión posible. Para cada pregunta, escriba el nombre del idioma que se aplica en el espacio provisto. Por favor, no deje ninguna pregunta sin respuesta.

1. ¿Qué idioma aprendió su hijo cuando comenzó a hablar? _____
2. ¿Cuál idioma habla su hijo con más frecuencia en casa? _____
3. ¿Cuál idioma usa usted (con más frecuencia los padres o tutores) cuando habla con su hijo? _____
4. ¿Qué idioma se habla más a menudo por los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto) _____

Estado de California
Departamento de Educación

_____
Firma del padre o tutor/ Fecha

IDENTIFICACIÓN INICIAL – SOLO PARA USO ESCOLAR

1__ English Only	Primary Language Assessment Date:_____ District Language Assessment Score:_____
Initial ELPAC Assessment Date:_____ Score: B EI I EA A Language Classification: 2__ Initially Fluent English Proficiency (IFEP) 3__ English Learner (EL) 4__ Reclassified (RFEP) Date _____	

Original to Student Cum; Copy to EL Site Contact *Revised 08/19*

Los Molinos Unified School District
7851 Highway 99E, Los Molinos, CA 96055
Phone (530) 384-7826, Fax (530) 384-7832

Fall 2021

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. The required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

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

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

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

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

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

If you have any questions about your child taking the ELPAC, please contact **Kristina Zarate at Los Molinos Elementary at kzarate@lmusd.net (530) 384-7903 or Emma Flores for Los Molinos High School and Vina Elementary at eflores@lmusd.net (530) 384-7900.**

Sincerely,

Joey Adame
Superintendent

Barbara Morgan – President, Melissa Peters– Vice President, Pat Andersen – Clerk,
Roger Mesecher,Chuck Crossland, Susan Knox and Peter Neves
Trustees

Los Molinos Unified School District

7851 Highway 99E, Los Molinos, CA 96055
Phone (530) 384-7826, Fax (530) 384-7832

Otoño del 2021

Estimado Padre/Tutor,

Cuando usted inscribió a su hijo/a en la escuela, usted indicó que el idioma del hogar o principal de su hijo/a no es el inglés. En las escuelas públicas de California, todos los estudiantes que ingresan a la escuela por primera vez serán evaluados con las Evaluaciones Iniciales de Dominio del Idioma Inglés para California, o "ELPAC Inicial", si su idioma del hogar o principal no es el inglés.

El ELPAC inicial es el examen que se usa para determinar si un estudiante es un aprendiz de inglés o lo domina con fluidez. El examen requerido ayudará a identificar a los estudiantes que necesitan ayuda para aprender inglés. Esto es importante para que los estudiantes puedan obtener el apoyo que necesitan para desempeñarse bien en todas las materias escolares.

Según los resultados de la encuesta del idioma del hogar, su hijo/a será evaluado con el ELPAC inicial.

Usted es una parte importante de la educación de tu hijo/a. Para ayudar a su hijo a prepararse para la prueba, puede:

- Leerle a su hijo/a o pídale que le lea a usted regularmente.
- Usar dibujos y pídale a su hijo que le diga lo que ven o lo que sucede en cada dibujo.
- Brindar a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hablar con el maestro de su hijo/a sobre las habilidades de escuchar, hablar, leer y escribir de su hijo/a para ayudar a respaldar su progreso.

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

También puede ver unos ejemplos de preguntas del examen en los exámenes de práctica de ELPAC, que se pueden encontrar en el sitio web de ELPAC. https://www.elpac.org/resources/practicetests/

Si tiene cualquier pregunta acerca de que su hijo este tomando el ELPAC**, comuníquese con Kristina Zarate para Los Molinos Elementary a kzarate@lmusd.net (530) 384-7903 o Emma Flores para Los Molinos High School y Vina Elementary a eflores@lmusd.net (530) 384-7900.**

Sinceramente,

Joey Adame
Superintendente

Barbara Morgan – President, Melissa Peters– Vice President, Pat Andersen – Clerk,
Roger Mesecher, Chuck Crossland,
Susan Knox and Peter Neves
Trustees

Los Molinos Unified School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

To the parent(s)/guardian(s) of: _____School: _____Date:_____

Student ID #: _____Date of Birth: _____Grade: _____Primary Language:_____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312[e][3][A])

Language Assessment Results

Domain	ELPAC Performance Level
Listening	
Speaking	
Reading	
Writing	

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

Check if applicable: ☐ **Individualized Education Program (IEP) on file**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

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

Required Criteria (*EC* Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher Evaluation
Parental Opinion and Consultation	Parent Opinion and Consultation
Comparison of Performance in Basic Skills	ASPIRE test results
	Grade point average 1.6 or above in ELA
	SOLOM Assessment score
	Writing sample At or Above average

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

[e.g. Our school(s) also offer a **Developmental Bilingual** program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below.)]

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (*EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the **[insert district name]** are listed below. Please select the program that best suits your child.

☐ **Structured English Immersion (SEI) 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 pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a])

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

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302*)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Distrito Escolar Unificado de Los Molinos
CARTA INICIAL DE NOTIFICACIÓN PARA PADRES
Título Federal I y Requisitos del Estado

Para los padres/guardianes de: _____Escuela: _____Fecha:_____

Student ID #: _____Fecha de Nacimiento: _____Grado: _____Lenguaje Primario: _____

Estimado padre (s) o tutor (es): Cuando su hijo se inscribió en nuestra escuela, se anotó un idioma distinto del inglés en la Encuesta del Idioma del Hogar de su hijo. La ley nos obliga a evaluar a su hijo (a) y a notificarle sobre el nivel de su hijo en inglés. Tenemos la obligación de informarle de las opciones del programa de adquisición de idiomas de las que puede elegir la que mejor se adapte a su hijo. Esta carta también explica los criterios para que un estudiante salga del programa de aprendizaje de inglés.

Resultados de Evaluación de Lenguaje

Dominio	Evaluación del dominio del idioma ingles
Escuchando	
Hablando	
Leyendo	
Escritura	
Una guía de puntuación, desarrollada por el contratista de pruebas, se ha utilizado para determinar estos resultados. Los padres recibirán los resultados oficiales de su hijo dentro de 30 días después de que el distrito haya recibido informes individuales del estudiante de parte del contratista.	

Basándose en los resultados de la evaluación de la competencia del idioma inglés, su hijo ha sido identificado como **aprendiz de inglés**

Marque si es aplicable: ☐ **Programa de Educación Individualizada (IEP)**
Una descripción de cómo contribuirá la colocación del programa de su hijo para cumplir con los objetivos del IEP esta adjunta.

Criterios de reclasificación (salida)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes se conviertan en competentes en el idioma inglés lo más rápido posible y cumplan con las medidas estatales de logro académico. Los criterios de reclasificación de este distrito se enumeran a continuación.

Criterio Requerido (*EC* Section 313[f])	Criterio de LEA
Evaluación del dominio del idioma inglés	Evaluación del ELPAC
Evaluación del Maestro	Evaluación del Maestro
Opinión y Consulta de los padres	Opinión y Consulta de los padres
Comparación de desempeño en habilidades básicas	Resultados del examen de ASPIRE
	Grado promedio de 1.6 o más en ELA
	Puntaje de Evaluación SOLOM
	Ejemplo de escritura al nivel o más alto

Programas de adquisición de idiomas

Estamos obligados a proporcionar una opción de programa de inmersión estructurada en inglés (SEI). Si elige esta opción, su hijo será colocado en un salón de clases que usa principalmente inglés para la instrucción. (Vea la descripción abajo.)

Solicitud de un programa de adquisición de idiomas

Los programas de adquisición de lenguaje son programas educativos diseñados para asegurar que la adquisición de inglés ocurre lo más rápido y eficazmente posible, y provee instrucción a los estudiantes de inglés basados en los estándares de contenido académico adoptados por el estado,. (*EC* Section 306[c])

Descripción y Meta del Programa para Estudiantes de Inglés

A continuación se muestra una descripción del programa de adquisición de lenguaje proporcionado en el Distrito Escolar Unificado de Los Molinos.

☐ **Programa de Inmersión en Inglés Estructurado (SEI):** Un programa de adquisición de lenguaje para estudiantes de inglés en el que casi todas las clases se imparten en inglés, pero con un plan de estudios y una presentación diseñada para alumnos que están aprendiendo inglés. Como mínimo, se ofrece a los estudiantes acceso a ELD y al contenido académico del nivel académico.

Los padres / tutores pueden elegir un programa de adquisición del idioma que mejor se adapte a su hijo. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado solicitan un programa de adquisición de lenguaje diseñado para proveer instrucción de lenguaje.

Los padres pueden proveer información sobre programas de adquisición de lenguaje durante el desarrollo del Plan de Responsabilidad de Control Local. Si está interesado en un programa diferente del mencionado anteriormente, póngase en contacto con Kristina Zarate (Coordinadora del programa de ELD) para preguntar sobre el proceso.

Los padres de estudiantes de inglés tienen el derecho de rechazar u optar a sus hijos fuera del programa de adquisición de lenguaje del distrito escolar o de optar por un servicio de aprendizaje de inglés en un programa de adquisición de lenguaje. (20 U.S.C Section 6312[e][3][A][viii]) Sin embargo, las LEAs siguen obligadas a proveer al estudiante instrucción significativa (5 CCR Section 11302*)* hasta que el estudiante sea reclasificado, informe al padre cuando el progreso no se hace, Y ofrecer los programas y servicios para padres a considerar en ese momento.

Los Molinos Unified School District
7851 Highway 99E, Los Molinos, CA 96055
Phone(530) 384-7826, Fax (530) 384-7832

PARENT/GUARDIAN NOTIFICATION: RECLASSIFICATION RECOMMENDATION

Student Name Last_____ First_____ ID#_____

Date of Birth_____ Grade _____ School _____

Dear Parent/Guardian:

At this time, your child's academic and language acquisition progress is being reviewed. It is the school's recommendation that your child be reclassified from English Learner (EL) to Fluent English Proficient (FEP).

You are invited to attend and share your opinion regarding your child's progress on:

Date: _____

Time: _____

Location:
_____

_____

Please complete the form below by: _____

If you have any questions or concerns, please contact: _____

Your opinion regarding your child's progress is an important part of the reclassification process. You are invited to meet with us. Telephone or complete and return the form below.

_____ _____ _____
Administrator's Signature Date School Telephone Number

RECLASSIFICATION RECOMMENDATION

___I will attend the meeting.
___I will not be able to attend the meeting.
____Please consider my opinion, as written here, when deciding upon my child's language designation.

_____

_____

Parent/Guardian Signature: _____

Student Name: _____ Grade: _____ Telephone:_____

School: _____ Date: _____

Los Molinos Unified School District
7851 Highway 99E, Los Molinos, CA 96055
Phone (530) 384-7826 , Fax (530) 384-7832

NOTIFICACION AL PADRE/TUTOR: RECOMENDACION

Nombre del Estudiante_____ _____ _____
Apellido Nombre # Identificación

Fecha de Nacimiento_____ Grado _____Escuela_____

Estimado padre/tutor:

El progreso de su niño en la adquisición académica y aprendizaje de inglés se ha revisado. La escuela recomienda cambiar la designación del lenguaje de su niño de Estudiante que Aprende Inglés (EL) a Estudiante Con Dominio Completo del Inglés (FEP).

Está invitado a asistir y compartir su opinión respecto al progreso de su niño él:

Fecha: _____

Hora: _____

Lugar: _____

Por favor complete el formulario a continuación antes del día (fecha): _____
Si tiene cualquier pregunta por favor llame a: _____

Su opinión respecto al progreso de su estudiante es una parte importante del proceso de reclasificación. Está invitado a reunirse con nosotros. Por favor llame por teléfono o complete y regrese la nota de abajo.

_____ _____ _____
Firma del Administrador Fecha Teléfono de la escuela

RECLASIFICACION DEL LEGUAJE

___Asistiré a la junta.
___No podre asistir a la junta.
___Por favor consideren mi opinión, como está escrita aquí, cuando decidan sobre la designación del lenguaje de mi niño.

_____

_____

Firma del Padre/Tutor: _____

Nombre del Estudiante: _____ Grado: _____

Teléfono: _____ Escuela: _____Fecha: _____

Los Molinos Unified School District
7851 Highway 99E, Los Molinos, CA 96055
Phone (530) 384-7826 , Fax (530) 384-7832

English Language Proficiency Reclassification Form Grades K-12

Name_____ SSID:_____Birthdate___/___/___

School_____Teacher_____Grade___Date:__/___/___

In order to be reclassified from an English Learner to proficient in English, the student must meet state and district criteria that incudes assessment of their proficiency in the English language as well as an assessment of performance in basic skills (5CCR 11303 [a][d]).

Part	Criteria	Documentation
1. English Proficiency	ELPAC Overall proficiency level of Early Advanced or Advanced with all subtests at Intermediate or higher. LMUSD will determine ELPAC threshold scores, in combination with general performance level descriptors until final thresholds scores are approved.	ELPAC Report ELPAC thresholds performance level descriptors
2. Basic Skills	Lexile Score at grade level criteria **OR** SBAC ELA/Literacy score of 3 or Higher	Score/Lexile Score or other Lexile Score documentation Attach SBAC score for ELA
3. Teacher recommendation	Teacher Evaluation • Grades 2-8: Student performing at Basic proficiency level OR 2.7 average on standards based report card • Grades 9-12 Passing English or ELD with a C or better	Report Card **OR** __Student is performing at the Basic level or above __Student is not performing at the basic level or above **Teacher Signature: _____** **Date: _____**
4. Parent or Guardian consultation	Description of Parent Contact Letter was mailed to parent on:_____ Parent requested a meeting to review: _____ Yes _____ No	
5. Recommendation	___Student meets all criteria for reclassification. Reclassify student from English Learner to Fluent English Proficient ___Student does not meet all criteria for reclassification. Reclassification is not recommended at this time. **Principal/Designee Signature_____ Date_____**	

Los Molinos Unified School District
7851 Highway 99E, Los Molinos, CA 96055
Phone (530) 384-7826 , Fax (530) 384-7832

Registration Interview and Informal Assessment
English Learner – All Students

Date_____ Evaluator_____

Name_____ID# _____
Last First
Grade_____

1. What date did you come to the United States?_____
2. What language do you speak at home?_____
3. Did you go to school in your country?_____How long?_____
4. Have you studied English anywhere?_____How long?_____
5. What school did you last attend?_____

   City_____Country_____

6. What is the last grade that you completed?_____

English Assessments
ELPAC Listening/Speaking_____
Reading_____
Writing_____
Overall_____

Primary Language Assessments:
IPT Date:_____Score_____

Recommended Placement:
___ Place in ELD Program ___ Place in English Mainstream Program

Class/Level_____

Notes:_____
_____
_____

Education For English Language Learners

AR 6174
Instruction

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11516-11516.6.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11516-11516.7; 20 USC 1412)

(cf. 6152.51 - State Academic Achievement Tests)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

    a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

    b. The manner in which the program will meet the educational strengths and needs of the student

    c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation

d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

5. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

6. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

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

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committee

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals, 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

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent

or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

Los Molinos Unified School District

Governing Board of Trustees

Approved: 8/16/94

Reviewed: 3/16/96, 10/9/03

Revised: 3/21/13, 10/2015, 1/18/2018

Education For English Language Learners

BP 6174
Instruction

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program by using SDAIE/ELD teaching strategies.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use

curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The Superintendent or admin designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English using the CELDT and ELPAC state assessments.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6152.51 - State Academic Achievement Tests)

Language Acquisition Programs

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Parental Exception Waivers

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental preference for student placement.
A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

If the Superintendent or designee 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 decision in writing to the Board. The Board may consider the 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.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English

2. The number and percentage of English learners reclassified as fluent English proficient

3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1

4. The achievement of English learners on standards-based tests in core curricular areas

5. Progress toward any other goals for English learners identified in the district's LCAP

6. A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or school wide English learner advisory committees.

Legal Reference:
EDUCATION CODE
300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52130-52135 Impacted Languages Act of 1984
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English learner education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:
CSBA PUBLICATIONS
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES

CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education: http://www.cde.ca.gov/sp/el
National Clearinghouse for English Language Acquisition: http://www.ncela.us
U.S. Department of Education: http://www.ed.gov

Los Molinos Unified School District

Governing Board of Trustees

Adopted: 3/19/96

Reviewed: 10/9/03

Revised: 3/21/13, 10/2015, 1/18/18

Los Molinos Unified School District
EL Admin/Site Contact Checklist

Ongoing:

- ☐ Ensure BOTH designated and integrated ELD is provided for ALL proficiency levels
- ☐ Complete regular walkthroughs with an ELD focus
- ☐ Frequently provide and review EL data reports to identify trends and needs
- ☐ Engage with EL stakeholders on a regular basis
- ☐ Attend EL meetings and trainings

Beginning of Year

- ☐ Generate and distribute EL rosters and data reports for teachers and support staff
- ☐ Review permanent ELD cum records

Testing (ELPAC)

- ☐ Organize testing materials and information- SECURITY (Locked storage)
- ☐ Scores and paperwork
- ☐ Scan EL data and review with teachers (make sure data is uploaded to AERIES Analytics)

Individualized Language Plan (ILP):

- ☐ Identify students to target
- ☐ Use AERIES data, grades, ELPAC-are they consistent?
- ☐ Use template and forms
- ☐ Keep/update copies of ILP

Reclassification

- ☐ Update RFEP monitoring forms
- ☐ Review and monitor students

New EL students and TK/Kinder

- ☐ Establish site protocol- How do you know when a new EL has enrolled? Records?
- ☐ New to CA- initial ELPAC must be completed within 30 days
- ☐ Locate HOME LANGUAGE SURVEY- use district form- Is the information consistent?
- ☐ Review of records & digital updates- paper copies should match online info

End of year

- ☐ Update and account for all permanent ELD records-online & CUM
- ☐ Preview tentative class rosters for balance and placement {% EL's & levels}

English Learner Data & Reports:

- ☐ AERIES Analytics
- ☐ Illuminate

Los Molinos Unified School District
Language Matrix TK-1st Grade: Listening and Speaking Standards

Student: **Grade:** **1st Semester** **2nd Semester**

		ELD Proficiency Levels "	P=Emerging	S=Expanding	O=Bridging	Lifelong Language Learning
ELA Anchor Standards (196)	Comprehension & Collaboration	1) Collaborative conversations	❒ Asks & answers basic questions using a small set of learned phrases (DOK 1) ❒ Participates in highly structured discussions	❒ Asks & answers questions using an expanded set of learned phrases (DOK 2) ❒ Contributes to less structured discussions	❒ Asks & answers questions using a variety of responses (DOK 3) ❒ Builds on others' comments through multiple exchanges	❒ Asks & answers questions using an internalized set of responses (DOK 4) ❒ Links their comments to the remarks of others through multiple exchanges
		2) Integrate and evaluate information	❒ Understands and follows 19 step directions ❒ Engages with a select set of grade9level texts with substantial support	❒ Understands and follows 29 step directions ❒ Engages with a variety of grade9level texts with moderate support	❒ Gives, restates, and follows 39 to 49step directions ❒ Engages with a variety of grade9level texts with light support	❒ Gives and follows multiple9 step directions ❒ Engages with a variety of texts and multimedia independently
		3) Ask and answer questions; listen actively	❒ Asks & answers basic questions with oral sentence frames and substantial prompting and support	❒ Asks & answers detailed questions with oral sentence frames and occasional prompting and support	❒ Asks & answers detailed questions with minimal prompting and light support	❒ Asks & answers extended questions with minimal prompting and light support
	Presentation of Knowledge & Ideas	4) Present information	❒ Plans and delivers very brief oral presentations on familiar topics ❒ Uses gestures, a select set of key words, and simple phrases	❒ Plans and delivers brief oral presentations on a variety of topics ❒ Uses complete sentences and key words	❒ Plans and delivers brief oral presentations on a variety of topics & content areas ❒ Uses increasingly detailed complete sentences and key words	❒ Delivers longer oral presentations on a variety of topics & content areas ❒ Speaks in complex sentences or paragraphs
		5) Use of drawings and visual displays	❒ Occasionally adds drawings/visuals to provide additional detail	❒ Adds drawings/visuals as desired to clarify ideas, thoughts, and feelings	❒ Adds detailed drawings or visuals when appropriate to clarify ideas, thoughts, and feelings	❒ Adds drawings, visuals, or audio recordings when appropriate to emphasize or enhance facts or details
		6) Adapt speech to a variety of contexts and tasks	❒ Speech is difficult to understand; grammatical errors interfere with communication ❒ Uses a select number of general academic and domain9specific words	❒ Speaks audibly and expresses thoughts, feelings, and ideas clearly ❒ Uses a growing number of general academic and domain9specific words	❒ Produces complete sentences when appropriate to task and situation ❒ Uses a wide variety of general academic and domain9specific words	❒ Produces complete sentences in order to provide requested detail or clarification ❒ Switches between formal and informal language when appropriate
		Levels of Support"	Substantial	Moderate	Light	Independent

Los Molinos Unified School District
Language Matrix 2nd-3rd Grade: Listening and Speaking Standards

Student: **Grade:** **1st Semester** **2nd Semester**

ELD Proficiency Levels "			2=Emerging	3=Expanding	4=Bridging	Lifelong Language Learning
ELA Anchor Standards (186)	Comprehension & Collaboration	1) Collaborative conversations	❒ Asks & answers basic questions using a small set of learned phrases (DOK 1) ❒ Participates in highly structured discussions with gestures and words	❒ Asks & answers questions using an expanded set of learned phrases (DOK 2) ❒ Links their comments to the remarks of others and asks for clarification as needed	❒ Asks & answers questions using a variety of responses (DOK 3) ❒ Builds on others' ideas and expresses their own clearly through multiple exchanges	❒ Asks & answers relevant questions using an internalized set of responses (DOK 4) ❒ Contributes to discussions, listens attentively, affirms others, adds info, and provides useful feedback
		2) Integrate and evaluate information	❒ Understands and follows simple 18 & 28step directions ❒ Engages with a select set of grade8level texts with substantial support	❒ Gives, restates, and follows detailed 28step directions ❒ Engages with a variety of grade8level texts with moderate support	❒ Gives, restates, and follows 38 & 48step oral directions ❒ Engages with a variety of grade8level texts withlight support	❒ Gives, restates, and follows multiple8step directions ❒ Engages with a variety of texts and multimedia independently
		3) Ask and answer questions; listen actively	❒ Asks & answers basic questions to gather information or clarify something that is not understood	❒ Asks & answers questions to clarify comprehension, gather information, or deepen understanding	❒ Asks & answers detailed questions offering appropriate elaboration and detail	❒ Asks & answers extended questions and describes how we use specific language resources to support opinions or ideas
	Presentation of Knowledge & Ideas	4) Present information	❒ Plans and delivers very brief oral presentations on familiar topics ❒ Uses key words and simple learned phrases to retell texts, provide some evidence, and add detail	❒ Plans and delivers brief oral presentations on a variety of topics ❒ Uses increasingly detailed complete sentences, evidence, and key words	❒ Plans and delivers longer oral presentations on a variety of topics & content areas ❒ Uses detailed complete sentences and key words to persuade others	❒ Delivers longer, engaging oral presentations in an organized manner ❒ Speaks in complex sentences or paragraphs when retelling texts or recounting experiences
		5) Use of drawings and visual displays	❒ Adds basic drawings or visual displays to provide some detail and clarify ideas, thoughts, and feelings	❒ Adds drawings, visuals, or audio recordings when appropriate to clarify ideas, thoughts, and feelings	❒ Adds detailed drawings, visuals, or engaging audio recordings to emphasize or enhance facts and details	❒ Adds drawings, visuals, or multimedia components to enhance the development of main ideas or themes
		6) Adapt speech to a variety of contexts and tasks	❒ Speech is difficult to understand; grammatical errors interfere with communication ❒ Uses a select number of general academic anddomain8 specific words to add detail or support opinions	❒ Speaks audibly and expresses thoughts, feelings, and ideas clearly ❒ Uses a growing number of general academic and domain8specific wordsto add detail, create an effect or shades of meaning	❒ Speaks in complete sentences in order to provide requested detail or clarification ❒ Uses a wide variety of general academic, domain8specific words, andnon8literal language to create an effect and add precision	❒ Adjusts language choices and adapts speech to a variety of contexts and tasks ❒ Switches between formal and informal language when indicated or appropriate
Levels of Support**			Substantial	Moderate	Light	Independent

Los Molinos Unified School District
Language Matrix 4th-5th Grade: Listening and Speaking Standards

Student: **Grade:** **1st Semester** **2nd Semester**

ELD Proficiency Levels "			2=Emerging	3=Expanding	4=Bridging	Lifelong Language Learning
ELA Anchor Standards (186)	Comprehension & Collaboration	1) Collaborative conversations	❒ Asks & answers basic questions and contributes using short, learned phrases (DOK 1) ❒ Offers opinions & contributes to highly structured discussions with class/peers (I think.../I agree...)	❒ Asks & answers questions using an expanded set of learned phrases (DOK 2) ❒ Persuades others, draws conclusions, asks relevant questions, & participates in sustained dialogue (I agree... but...)	❒ Asks & answers detailed questions using a variety of responses (DOK 3) to build on others' responses ❒ Negotiates to gain/hold the floor, adds relevant information, and provides counter8arguments (That's an interesting idea. However...)	❒ Propels conversations by posing & responding to extended questions (DOK 4) that build on others' ideas ❒ Acknowledges new information and modifies, qualifies, or justifies own views as needed (I heard you say X and just pointed out Y)
		2) Integrate and evaluate information	❒ Engages in a select set of grade8 level texts; needs support with close reading ❒ Uses context, visual cues, and affixes (un8/mis8) to determine the meaning of unknown words on familiar topics	❒ Engages in a variety of grade8 appropriate texts ❒ Uses morphology (affixes, roots, base words), context and reference materials to determine the meaning of unknown words on familiar topics	❒ Engages with increasingly complex grade8appropriate texts ❒ Uses morphology, context and reference materials to determine the meaning of unknown and multiple meaning words on familiar and new topics	❒ Engages with a variety of texts and multimedia independently ❒ Uses morphology, context and reference materials to interpret, paraphrase, and summarize information that contributes to a topic, text, or issue under study
		3) Evaluate a speaker's use of rhetoric	❒ Describes the language that speakers use to support particular points (vocabulary or phrasing to provide evidence)	❒ Describes how well speakers use language to support an opinion or idea (strong vocab/ phrasing to provide evidence)	❒ Summarizes the points a speaker makes and explains how each claim is supported by evidence; identifies logical fallacies and the clarity or appealing nature of language used	❒ Delineates and identifies the specific language speakers use to make arguments; analyzes logical fallacies and distinguishes claims that are supported by evidence from claims that are not
	Presentation of Knowledge & Ideas	4) Present information, findings, and supporting evidence	❒ Plans and delivers brief oral presentations; eye contact, volume, and pronunciation occasionally interfere ❒ Supports opinions by using some textual evidence or relevant background knowledge using basic modal expressions (can/will)	❒ Plans and delivers longer oral presentations on a variety of topics and content areas ❒ Persuades others using appropriate textual evidence and relevant background knowledge using familiar modal expressions (probably/must)	❒ Plans and delivers engaging oral presentations on a variety of topics in a variety of content areas ❒ Supports opinions or persuades others using accurate reasons, detailed textual evidence, and nuanced modal expressions (certainly/should/would/In my opinion)	❒ Delivers effective and engaging oral presentations that offer logical sequence, well8chosen details, and a strong conclusion ❒ Persuasively states an opinion using transitions to effectively link opinions and textual evidence (potentially/therefore/absolutely)
		5) Use of digital media and visual displays	❒ Creates simple audio recordings and visual displays to emphasize or enhance certain facts or details	❒ Adds engaging audio recordings and visual displays to enhance the development of main ideas or themes	❒ Includes multimedia when appropriate to enhance the development of main ideas or themes; begins to clarify information and add interest	❒ Makes strategic use of multimedia (music/sound/images) to clarify information, emphasize salient points, and add interest
		6) Adapt speech to a variety of contexts and tasks	❒ Speech may be difficult to understand; grammatical errors may interfere with communication ❒ Uses a select number of general academic and domain8specific words to create precision while speaking	❒ Differentiates between formal English and informal discourse as needed ❒ Uses a growing number of general academic and domain8specific words, synonyms, antonyms to create shades of meaning	❒ Adjusts language choices according to purpose, task, and audience ❒ Uses a wide variety of general academic and domain8specific words, and figurative language to create precision and shades of meaning	❒ Adapts speech to a variety of contexts & tasks; demonstrates a command of formal English when appropriate ❒ Uses an expanded set of general academic and domain8specific words accurately and appropriately in speaking and writing
Levels of Support""			Substantial	Moderate	Light	Independent

Los Molinos Unified School District
Language Matrix 6th-8th Grade: Listening and Speaking Standards

Student: **Grade:** **1st Semester** **2nd Semester**

ELD Proficiency Levels **			Emerging	Expanding	Bridging	Lifelong Language Learning
ELA Anchor Standards (186)	Comprehension & Collaboration	1) Collaborative conversations	▯ Asks & answers basic questions (DOK 1) that express ideas on familiar topics and refer to evidence on the topic, text, or issue ▯ Uses a set of learned phrases to express and defend opinions	▯ Asks & answers on8topic questions (DOK 2) with elaboration and detail that demonstrate understanding of multiple perspectives ▯ Uses an expanded set of learned phrases to add relevant information and paraphrase key ideas	▯ Asks & answers relevant questions (DOK 3) that acknowledge new information and modifies, qualifies, or justifies own views as needed ▯ Uses a variety of learned phrases to add relevant evidence, paraphrase, build on responses, and provide feedback	▯ Propels conversations by posing & responding to extended questions (DOK 4) that build on others' ideas and express their own persuasively ▯ Uses internalized responses that account for audience, task, and purpose
		2) Integrate and evaluate information	▯ Engages in shorter,grade8 appropriate texts; needs support with close reading ▯ Expresses inferences and conclusions using frequently used verbs *(shows that/based on)* and determines the meaning of unknown words on familiar topics	▯ Engages in increasingly complex grade8appropriate texts ▯ Analyzes the main ideas and supporting details presented using a variety of verbs *(suggests that/leads to)*; explains how ideas clarify a topic, text, or issue	▯ Engages in a variety of extended and complex grade8appropriate texts ▯ Analyzes the purpose of information presented, evaluates motives, and determines the meanings of words using precise academic verbs *(influences/indicates)*	▯ Engages with a variety of texts and multimedia independently ▯ Uses knowledge of morphology, context, reference materials, and visual cues to determine the meaning *(figurative/connotative)* of unknown and multiple meaning words on new topics
		3) Evaluate a speaker's use of rhetoric	▯ Explains how speakers use (literal) language to support ideas and arguments with detailed evidence and produce different effects on the audience	▯ Explains how speakers use (figurative) language to present ideas or support arguments with evidence and create shades of meaning	▯ Explains how speakers use language to produce shades of meaning, nuances, and different effects on the audience	▯ Evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing stance, language choices, and tone used
	Presentation of Knowledge & Ideas	4) Present information, findings, and supporting evidence	▯ Plans and delivers brief oral presentations; eye contact, volume, and pronunciation occasionally interfere ▯ Uses a familiar set of general academic and domain8specific words to create some precision	▯ Plans and delivers a variety of longer oral presentations with relevant facts, details, examples, and transitions ▯ Uses a growing set of academic and domain8specific words to create shades of meaning	▯ Plans and delivers effective oral presentations that offer logical sequence, well8chosen details, and a strong conclusion ▯ Uses an expanded set of academic and domain8specific words and phrases accurately	▯ Delivers engaging oral presentations for a range of formal and informal tasks ▯ Communicates whole messages authentically and cohesively with varied vocabulary, syntax, tone, volume, and pronunciation
		5) Use of digital media and visual displays	▯ Includes multimedia and visual displays to clarify information and begins to understand how to add interest	▯ Includes multimedia and visual displays to clarify claims and findings and emphasize salient points	▯ Integrates digital media and visual displays to clarify information, strengthen claims and evidence, and add interest	▯ Makes strategic use of digital media and visual displays to express information, enhance understanding, and add interest
		6) Adapt speech to a variety of contexts and tasks	▯ Begins to adjust language choices according to context and audience; most comfortable with informal discourse ▯ Uses simple phrases, short sentences, and a select set of general academic words	▯ Adjusts language choices according to context, purpose, task, and audience ▯ Uses increasingly detailed sentences, and a range of general academic and domain8specific words	▯ Adapts speech to a variety of contexts and tasks, demonstrating a command of formal English and register ▯ Uses a variety of sentences and precise general academic and domain8specific words	▯ Adapts speech to a variety of contexts and tasks, using an appropriate level of formality and advanced understanding of register ▯ Demonstrates command of formal English when appropriate
Levels of Support**			Substantial	Moderate	Light	Independent

Los Molinos Unified School District
Language Matrix 9th-12th Grade: Listening and Speaking Standards

Student: _____ **Grade:** _____ **1st Semester** **2nd Semester**

ELD Proficiency Levels **			Emerging	Expanding	Bridging	Lifelong Language Learning
ELA Anchor Standards (186)	Comprehension & Collaboration	1) Collaborative conversations	❒ Asks & answers basic questions (DOK 1) that express ideas on familiar current events and academic topics ❒ Uses a set of learned phrases to express and defend opinions	❒ Asks & answers on8topic questions (DOK 2) that synthesize comments, claims, and evidence ❒ Uses an expanded set of learned phrases to express and defend nuanced opinions	❒ Asks & answers relevant questions (DOK 3) that consider diverse perspectives and address full range of positions/arguments ❒ Uses a variety of learned phrases to express and defend nuanced opinions	❒ Propels conversations by posing & responding to extended questions (DOK 4) that build on others' ideas and express their own persuasively ❒ Uses internalized responses that account for audience, task, and purpose
		2) Integrate and evaluate information	❒ Engages in short,grade8 appropriate texts; needs support with close reading ❒ Explains inferences and conclusions using familiar verbs and determines the meaning of unknown words	❒ Engages in increasingly complex grade8appropriate texts ❒ Evaluates the credibility and accuracy of sources using a variety of verbs and adverbials (familiar/new topics)	❒ Engages in a variety of extended and complex grade8appropriate texts ❒ Notes discrepancies among the data and determines the figurative/connotative meanings of unknown words	❒ Engages with a variety of texts and multimedia independently ❒ Advanced knowledge and use of morphology, context, reference materials, visual cues, and multiple meaning words (variety of new topics)
		3) Evaluate a speaker's use of rhetoric	❒ Explain how speakers use language (literal) to produce nuances or other effects on the audience, with substantial support	❒ Explain how speakers use language (figurative) to produce nuances and other effects on the audience, with moderate support	❒ Explain how speakers use language (connotation) to produce nuances and other effects on the audience, with light support	❒ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing stance, language choices, and tone used.
	Presentation of Knowledge & Ideas	4) Present information, findings, and supporting evidence	❒ Plans and delivers brief oral presentations; eye contact, volume, and pronunciation occasionally interfere ❒ Uses familiar general academic and domain8specific words to convey a clear message	❒ Plans and delivers a variety of oral presentations with style, organization, substance and development ❒ Uses an increasing variety of academic and domain8specific words accurately	❒ Plans and delivers effective oral presentations that offer logical arguments and address opposing perspectives ❒ Uses a variety of academic and domain8specific words and phrases	❒ Delivers engaging oral presentations for a range of formal and informal tasks ❒ Communicates whole messages authentically and cohesively with varied vocabulary, syntax, tone, volume, and pronunciation
		5) Use of digital media and visual displays	❒ Integrates multimedia and visual displays to present evidence and facts that support ideas; begins to add interest	❒ Makes use of digital media to add interest and enhance understanding of findings, reasoning, and evidence	❒ Makes strategic use of digital media to express complex and abstract ideas, well supported by evidence and reasoning	❒ Makes innovative use of digital media to express information and enhance understanding of presentations
		6) Adapt speech to a variety of contexts and tasks	❒ Begins to adjust language choices according to context and audience, but most comfortable with informal discourse ❒ Uses phrases, short sentences, and a select set of general academic words	❒ Adjusts language choices according to context, purpose, task, and audience ❒ Uses increasingly detailed sentences, and a range of general academic and domain8specific words	❒ Adapts speech to a variety of contexts and tasks, demonstrating a command of formal English ❒ Uses a variety of sentences and precise general academic and domain8specific words	❒ Adapts speech to a variety of contexts and tasks, using an appropriate level of formality and advanced understanding of register ❒ Demonstrates command of formal English when appropriate
Levels of Support**			Substantial	Moderate	Light	Independent

LOS MOLINOS UNIFIED SCHOOL DISTRICT
English Language Development Program
Re-designated Student Follow-up Form

Today's date:_____
Return by:_____
Please return to EL Site Coordinator

☐ 30 Day Follow-up ☐ 6 Month Follow-up ☐ 1 Year Follow-up ☐ 2 Year Follow-up ☐ 3 Year Follow-up ☐ 4 Year Follow-up

Student_____ID:_____RFEP Date:_____

Reporting Teacher:_____Grade Level:_____

Course:_____Room #:_____Date:_____

A. Please rate our student's overall performance on a scale of 1 (almost never) to 5 (almost always).

		1	2	3	4	5
1.	Understanding of class work and assignments seems equivalent to most native English-speaking students.	☐	☐	☐	☐	☐
2.	Classwork is completed and dependably turned in.	☐	☐	☐	☐	☐
3.	Student is attentive in class.	☐	☐	☐	☐	☐
4.	Student participates in class discussions.	☐	☐	☐	☐	☐
5.	Student participates actively in group activities.	☐	☐	☐	☐	☐
6.	Homework assignments are completed on time.	☐	☐	☐	☐	☐
7.	Writing is reasonably accurate and shows good understanding of concepts and a near native command of English.	☐	☐	☐	☐	☐
8.	Student displays originality and creativity.	☐	☐	☐	☐	☐
9.	Student seems motivated and positive about school.	☐	☐	☐	☐	☐
10.	Student gets along well with his/her native English speaking peers.	☐	☐	☐	☐	☐

B. Student is generally below/at/above grade level in:

Reading:	☐	below	☐	above	☐	at grade level	☐ N/A
Writing:	☐	below	☐	above	☐	at grade level	☐ N/A
Math:	☐	below	☐	above	☐	at grade level	☐ N/A
Science:	☐	below	☐	above	☐	at grade level	☐ N/A
Social Studies:	☐	below	☐	above	☐	at grade level	☐ N/A

C. Comments: Student's strengths, needs, your concerns, etc.

Office Use Only:

Data Entered:
☐ Yes ☐ No

Referred to Counselor:
☐ Yes ☐ No

D. <u>EL Team Recommendations:</u>

☐ Student language designation (RFEP) and program placement are appropriate for the student's current needs.

☐ No changes needed in RFEP placement, but needs the following program modifications:

_____

☐ A different program would be more appropriate in order for this student to meet his/her educational goals. The suggested placement/or program recommendations are:

_____

Title 5, California Code of Regulations Division 1,
Chapter 11
English Language Education for Immigrant Children

§ 11300. Definitions.

"School term" as used in Education Code section 330 means each school's semester or equivalent, as determined by the local governing board, which next begins following August 2, 1998. For multitrack or year-round schools, a semester or equivalent may begin on different days for each school track.

Note: authority cited: Section 33031, Education Code. Reference: Section 330, Education Code.

§ 11301. Knowledge and Fluency in English.

a) For purpose of "a good working knowledge of English" pursuant to Education Code Section 305 and "reasonable fluency in English" pursuant to Education Code section 306(c), an English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil 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.
b) At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.
c) An English learner may be re-enrolled in a structured English immersion program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency as defined in Section 11301(a) unless the parents or guardians of the pupil object to the extended placement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305 and 306(c), Education Code.

§ 11302. Duration of Services.

School districts shall continue to provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers until the English learners have:

a) demonstrated English language proficiency comparable to that of the school district's average native English language speakers; and
b) recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 306 and 310, Education Code; U. S. code, Tile 20, Section 1703 (f); Castaneda v. Pickard (5th Cir. Education (7th Cir. 1987) 811 F.2d 1030, 1041[1042

§ 11303. Parental Exception Waivers

a) Parents and guardians must be informed of the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. School districts shall establish procedures for granting parental exception waivers as permitted by Education Code sections 310 and 311 which include each of the following components:

   1. Parents and guardians must be provided with a full written description and upon request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities offered by the school district and available to the pupil. The descriptions of the program choices shall address the educational materials to be used in the different options.
   2. Pursuant to Education Code section 311(c), parents and guardians must be informed that the student must be placed for a period of not less than thirty (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.

   Parental exception waivers shall be granted unless the school 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 pupil.

b) All parental exception waivers shall be acted upon by the school within twenty (20) 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 thirty (30) day placement in an English language classroom. These waivers must be acted upon either no later than ten (10) calendar days after the expiration of that thirty (30) day English language classroom placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later.
c) In cases where a parental exception waiver pursuant to Education Code sections 311(b) and (c) is denied, the parents and guardians must be informed in writing of the reason(s) for denial, and if relevant, advised of any procedures that exist to appeal the decision to the local board of education.
d) For waivers pursuant to Education Code section 311(a) and for student for whom standardized assessment data is not available, school districts may use equivalent measures as determined by the local governing board.

Note: Authority cited: section 33031, Education Code. Reference: Sections 305, 310 and 311, Education Code.

§11304. State Board of Education Review of Guidelines for Parental Exception Waivers.

a) Upon written request of the State Board of Education, school district governing boards shall submit any guidelines or procedures adopted pursuant to Education Code section 311 to the State Board of Education for its review.
   Any parent or guardian who applies for a waiver under Education Code sections 311 may request a review of the school district's guidelines or procedures by the State Board of Education. The sole purpose of the review shall be to make a determination as to whether those guidelines or procedures comply with the parental exception waiver guidelines set forth in Section 11303.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 310 and 311, Education Code.

§ 11305. Community Based English Tutoring.

In distributing funds authorized by Education Code sections 315 and 316, the Superintendent of Public Instruction shall allocate the funds and local educational agencies shall disburse the funds at their discretion consistent with the following:

a) The funds made available by Education Code sections 315 and 316 shall be apportioned by the State Superintendent of Public Instruction to local educational agencies offering Community Based English Tutoring based upon the number of limited English proficient (LEP) pupils identified in the Annual Language Census Survey in the prior year.
b) The governing boards of local educational agencies may disburse these funds at their discretion to carry out the purposes of this section. Local educational agency governing boards shall require providers of adult English language instruction which receive funds authorized by Education Code sections 315 and 316 to maintain evidence that adult program participants have pledged to provide personal English language tutoring to California school pupils with limited English proficiency.
c) Local educational agencies may use these funds for direct program services, community notification, transportation services, and background checks pursuant to Education Code section 35021.1 related to the tutoring program.
d) Local education agencies shall not receive any funds pursuant to Education Code sections 315 and 316 until the first day that Chapter 3 (commencing with Section 300) of Part I of the Education Code is operative for that local educational agency.

Note: Authority cited: Sections 315 and 33031, Education Code. Reference: Sections 315 and 316, Education Code.

LOS MOLINOS UNIFIED SCHOOL DISTRICT

WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF
SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT

For use when consideration of reclassification of English Learners with IEP's who do not meet regular district reclassification criteria.

Student Name_____ DOB_____ Student ID#_____Date_____
School_____Grade_____Case Manager_____

Description of how disability affects language (if applicable):_____

_____

Grade First Entered School:_____ Years in the U.S._____ Years in EL Program_____

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment

Current School year Data Assessment Date: _____Assessment Name: ☐ ELPAC ☐ Alternative Assessment:_____
Overall Score/Level:_____ Listening Score/Level_____ Speaking Score/Level:_____
Reading Score/Level_____ Writing Score/Level_____
Student met language proficiency level criteria as assessed by ELPAC. YES ☐ NO ☐
(If yes, proceed to section 2. If no, fill out the information required below and consider alternative measures fore stablishing language proficiency)

2. **Previous School year Data** Assessment Date: _____Assessment Name: ☐ ELPAC ☐ Alternative Assessment:_____
Overall Score/Level:_____ Listening Score/Level_____ Speaking Score/Level:_____
Reading Score/Level_____ Writing Score/Level_____

☐YES ☐NO ☐N/A The IEP team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.
(only allowed if student's Overall proficiency level was in the upper end of Intermediate level on ELPAC)

☐YES ☐NO ☐N/A The IEP team has determined that the student's disability impacts his or her ability to manifest English Proficiency.
Areas affected: ☐Listening ☐Speaking ☐Reading ☐Writing
If Yes, explain:_____

(Possible Indicators: Student has similar academic deficits and error patterns in English and primary language; error patterns in listening, speaking, reading and writing are typical of students with that disability versus students with second language issues.

If either of the above are checked "yes" indicate "yes" to the following statement:
The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.
☐ YES ☐NO (If yes, proceed to section 2. If No, stop here)

3. Teacher's Evaluation of Student Academic Performance

Evaluation was based on: ☐ Classroom performance ☐ District-wide assessments ☐ Progress towards IEP goals ☐ Formative Assessment

Student met academic performance indicators set by the district. Yes No If yes, proceed to section 3, if no, consider the following:

☐ Yes ☐ No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

f yes, Explain_____

If the above is checked "yes", indicate "yes" to the following statement:

The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.

☐ Yes ☐ No *(If yes, proceed to section 3 If no, stop here)*

4. Comparison of Performance in Basic Skills—Grades 3 and above

Assessment taken: ☐ CAA ☐ CAASPP Date:_____ Reading/Language Arts Score(s):_____

Student met performance criteria. ☐ Yes ☐ No *(If yes, proceed to question 4, if no, check all that apply)*

☐ Yes ☐ No Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

☐ Yes ☐ No Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference

☐ Yes ☐ No Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.

(If any of the above are checked "yes", indicate "yes" to the following statement:

The IEP team has determined the student has demonstrated an appropriate level of performance in RLA Basic Skills commensurate with his/her abilities.

☐ Yes ☐ No *(If yes, proceed to section 4 If no, stop here)*

5. Parent Opinion and Consultation

☐ Yes ☐ No The parent/guardian participated in this discussion. Parent comments: _____

_____

If No, mail home a parent RFEP notification letter and record the date in Parent Comments.

The IEP team determines that the primary reason the student does not met reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development services. ☐ *Yes* ☐ *No*

*Name of ELD representative who provide input for this decision:*_____

Signatures:

*Special Education Provider*_____ *Administrative representative:*_____