

OSA EL Site Plan

EL Identification and Placement Process

Home Language Survey

During the OSA enrollment process, parents will fill out a Home Language Survey (HLS). The HLS will only be used if this is the student's first year in education. If the student has attended school, the language acquisition status will be verified by the student's cumulative file (CUM) and the California Longitudinal Pupil Achievement Data System (CALPADS), a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. Upon initial enrollment, parents complete the HLS section on the school's Student Registration Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Parents may receive, upon request, an explanation regarding the HLS purposes and uses. Students may be given an assessment to measure their English language proficiency level. It is important to convey to parents that the HLS is not used to determine a student's language classification and/or immigration status. The survey is completed by the parent or guardian at the time of the student's initial enrollment in the school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record (CUM).

The HLS consists of the following four questions:

1. Which language/dialect did your child learn when he/she first began to talk?
2. What language/dialect does your child most frequently use at home?
3. What language/dialect do you use most frequently to speak to your child?
4. What language is most often spoken by the adults at home?

English Learner

(EL) A student may possibly be classified as "English Learner" if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. The student's English proficiency shall be assessed to measure his/her current performance level in English and to identify the student's language acquisition status.

The following additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their student in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. inglés)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, within 30 days of the first day of school the student shall be administered the state English Language Proficiency Assessment, known as the English Language Proficiency Assessment of California (ELPAC) as of Spring 2018. The parent shall be advised

by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the ELPAC and is identified as an English Learner, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior. Parents who enroll their student at OSA shall complete the HLS as part of the enrollment process. The first HLS on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the SIS and CALPADS.

English Language Proficiency Assessment

At the time of publication of this document, California has moved to use of the English Language Proficiency Assessments for California (ELPAC). With the implementation of the California State Standards (CSS) and the corresponding English Language Development (ELD) standards, the English language proficiency assessment will be updated to address these new standards. State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level shall be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents shall be notified of *the assessment results and program placement within 30 calendar days of initial enrollment*.

In accordance with Education Code (EC), initially enrolled students identified by the HLS as potential EL students may not be exempt from taking the state-adopted English language proficiency assessment.

Initial Language/Classification Status

The purpose of the English language proficiency Initial Assessment is to officially determine a student's language proficiency level in English or classification status. A Summative Assessment is also given on an annual basis to measure progress in acquiring English. Based on a student's overall performance on the ELPAC, the student may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, the ELPAC-IA. Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT and/or ELPAC is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced but with skill area scores of Beginning or Early Intermediate in Listening, Speaking, Reading or Writing.

Initial Fluent English Proficient (IFEP) The overall performance level on the initial ELPAC is Early Advanced or Advanced, with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher. This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home. **NOTE:** Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native English and fluent-English speakers, often identified as English Only (EO).

Initial ELPAC assessments shall be pre-scored at the school site so that an interim language classification can be identified for each student assessed. This score is used to determine appropriate

program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official ELPAC results. The ELPAC results are to be accurately and permanently recorded in the school's SIS and student CUM. If there is a discrepancy between the unofficial pre-scored English language proficiency results and the official score provided by the test vendor, the official score overrides the unofficial pre-scored results. Once a student is identified as an EL, the student shall be annually assessed each spring with the state's English Language Proficiency Assessment - Summative Assessment (ELPAC-SA) until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

English Learner Students with Individualized Education Programs (IEP)

English Learner Students with Individualized Education Programs (IEP) EL students with disabilities shall be assessed with the initial or annual ELPAC. EL students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team shall document in the student's IEP any accommodations or modifications used, and these shall not deviate from those approved by CDE. All EL students with disabilities will be assessed with the ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP. The ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory and physical access barriers – allowing virtually all students to demonstrate what they know and can do.

Newly Enrolled EL Students with IEPs - If a new student classified as EL enrolls in school from another Special Education Local Plan Area (SELPA) with an IEP, the student shall be placed in an interim 30-day placement. The student is automatically eligible for special education services upon entry. An IEP meeting to determine if the placement and services are appropriate shall be held within the 30 days. (E.C. 56329)

Parent Notification of Initial and Annual Assessment Results and Program Placement

Parents of EL students will be notified each year of their student's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification. Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents may also receive information regarding the following:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification or program exit criteria
- Instructional program for EL students with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students and IFEP students are informed of the above information via the District's Initial Parent Notification Letter which includes language assessment results and program placement options. Parents are advised to contact the student's home school if they should need additional information.

Annual Language Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. Initial Assessments are available year-round to ensure late-entering or transfer students have access, however the bulk of IAs will occur within the first 30 days of school.

Summative Assessments, which are given annually to identified students, take place in the spring to evaluate student progress during the school year. OSA ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the Annual Parent Notification Letter which includes the most recent ELPAC results and program placement options. All attempts are made to provide parents the official ELPAC assessment results in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

Parents of EL students who are administered the annual ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents shall also receive information regarding:

- English language proficiency level from annual assessment and how it was assessed
- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for EL students with a disability (with an Individualized Education Program (IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation

Parent Rights

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the CUM. Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason. Providing a quality core program for Opted Out English Learners provides procedures, timelines, and protocols to guide sites when a parent exercises this right.

Transfer Students

Transfers from Other California Public School Districts

Students transferring to OSA from another public school district within California shall present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT and/or ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, OSA does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff shall contact the previous district to request the student's information. *Students who have been identified will still be given the annual Summative Assessment to track their progress.*

Transfers from Out-of-State or from another Country

The initial identification and assessment process is to be used for students entering the school from another state or country. Students enrolling in the school who were born in another country may have two

different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

- District Enrollment Date

The student's first day of attendance is the official enrollment date with the District.

- U.S. Enrollment Date

The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

For example, a student from Mexico enrolled in a Texas public school on February 9, 2010, and moved to California in 2011. On September 20, 2011, the student enrolled at OSA. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010. OSA's initial enrollment procedure is followed for students entering the district who are new to the state or from another country.

The student's district enrollment date is entered into the student's records as the date the student first enrolled in a California school or when appropriate, the date the student first enrolled in a U.S. school.

The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

Transfers from Private Schools

The initial identification and assessment process is to be used for students entering the District from a private school. The student's district enrollment date is entered into the SIS as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for OSA is standardized for consistency. This is responsive to the educational needs of EL students and the preferences of parents and guardians. The school's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

LTEL (Long Term English Learner) Support

Academic Language Acceleration Course (LTELS and At-Risk ELs)

The Academic Language Acceleration course is designed to explicitly address the language and literacy gaps that impede academic success for LTELs and At-Risk. However, the Academic Language

Acceleration course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum 30 minutes per day Designated ELD instruction required for ELs. The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy. Writing from evidence, vocabulary development, and reading of increasingly complex text and text-based academic discussions are key components. When a minimum of 10 LTELs are enrolled at OSA, an LTEL course shall be offered.

Features of LTEL Support: Academic Language Acceleration Course Students Served and Exit Criteria

1. Students are enrolled in the program if they have been ELs for more than six years or if they are at-risk of becoming LTELs and have finished the other courses in the ELD course sequence. In order to fully access, with scaffolds, the course texts, it is recommended that these students achieve a score of at least 450 on a lexile assessment for grades 7 to 8, and at least 700 on a lexile assessment for grades 9 to 12. If they have not, students should also enroll in a reading intervention course, and this course should include the language development features that are standard for Integrated ELD across all content areas.
2. Students are exited from the program when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their two years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by the Key Performance Indicators. Program Components In addition to the Program Components bullets from the ELAP instructional program above, the Academic Language Acceleration Course should include these components: 1. The program is designed to explicitly address the language and literacy gaps that impede academic success for LTELs. A smaller class size to reduce the student-teacher ratio when possible is recommended.
3. OSA monitors progress throughout the course using curriculum-embedded benchmark assessments.
4. Overall progress is monitored annually through ELPAC, SBAC, or LGL
5. The curriculum emphasizes rich oral and written academic language development and work with complex text.
6. Instruction is designed to provide appropriate supports and scaffolds without undermining “productive struggle.”
7. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.
8. Goal-setting around language development and reclassification is emphasized.
9. Each LTEL is assigned to a counselor to monitor progress across all content areas.
10. For LTELs with IEPs, clear articulation and consistent implementation of IEP language development goals are provided.

EL Reclassification Process

At least twice per year, in the fall and spring, the EL coordinator will collect and review test results, the latest official ELPAC scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, the EL coordinator will identify those students who are eligible for reclassification. The reclassification criteria include multiple measures:

- English language proficiency, including listening, speaking, reading, and writing
- Demonstration of basic skills measured in English
- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion)
- Parent consent

The EL coordinator will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian is not able to attend this meeting, the EL coordinator shall make every attempt to involve the parent/guardian in the Reclassification Process through the avenues of parent letters, phone calls, and if possible, home visits. The site may elect to take the following additional steps for involving parents/guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/student met all the criteria to be reclassified

Progress Monitoring Reclassified Students

OSA will monitor and regularly assess the progress of all Reclassified English Learners for at least two years to ensure that they have not been prematurely exited from the ELAP and other EL support programs and that they are meaningfully participating in the district's standards-based educational programs comparable to their never-EL peers. Detailed, tiered interventions should be documented when a student scores "Standard Not Met" on the SBAC, or if the student receives less than a "C" or "2" in any core subject area. OSA is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is re-entered into EL services, the school should document this and offer a revised Parent Notification Letter to the parents in a face-to-face meeting to ensure parent consent of reentry to EL status.

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will craft a plan to accelerate this student's achievement. The coordination of services team (COST) provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELs. COST is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability is the result of inadequate instruction and progress monitoring. For ELs, the issue of proper identification of specific learning disabilities is critical. The unfortunate pattern nationally shows ELs over-identified for a specific learning disability when in fact poor program design and delivery, particularly around language development, are the culprits.

The Three Tiers of Intervention

The three tiers in the intervention pyramid detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.
- In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

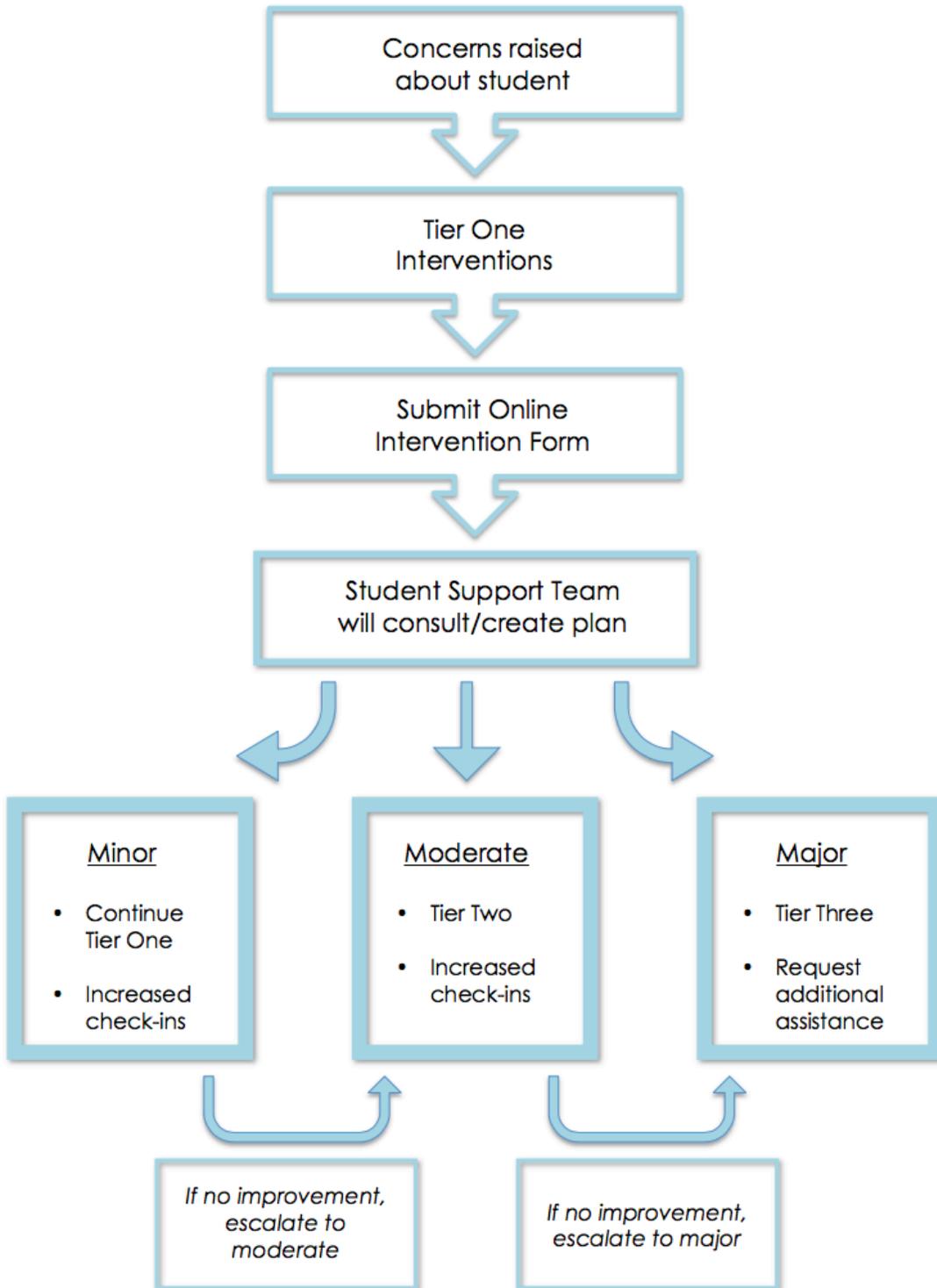
Tiers of Intervention

Tier One Interventions: These interventions consist of things that can be done in the classroom like strategic seating, differentiation of instruction, general communication with families, etc.

Tier Two Interventions: These interventions are more narrowed down. They consist of things like more targeted family communication, small group meetings, enrollment in support classes, etc.

Tier Three Interventions: These interventions focus on the individual student. They can consist of things like testing for a disability, issuing a 504 plan, starting the IEP process, etc. ***Tiers should be followed in order from one through three. Our goal is to serve the majority of students with tiers one and two.*

The COST* Process
Coordination of Services Team



Instructional Programs and Models

After ELs have been identified using a valid and reliable English Language Proficiency Assessment (ELPA), SRCS will provide ELs with appropriate language assistance services and programs, commonly known as “EL services and programs.” OSA will also provide Advanced Learner Programs and Services (ALPS) as well Special Education Services to ELs who have been identified to warrant such services. These will be explained in greater detail in this chapter. According to the Dear Colleague Letter, from the U.S. Department of Education and the U.S. Department of Civil Rights, for an EL program to be reasonably calculated to ensure EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the school district should offer EL services that would enable her to earn a regular high school diploma in four years. In addition, EL students in high school, like their never-EL peers, should have the opportunity to be competitive in meeting college entrance requirements. For example, a school district should ensure that there are not structural barriers within the design of its academic program that would prevent EL students who enter high school with beginner-level English proficiency from graduating on time with the prerequisites to enter college.

OSA will provide appropriate EL services and programs that meet civil right requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time.

OSA will offer appropriate EL Services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process.

To determine which EL services and programs are best suited for a student identified as an EL, OSA will consider the student's :

- (1) English proficiency level
- (2) grade level
- (3) educational background
- (4) language background for bilingual programs.

Other child-centered factors that OSA will consider include the student's native language literacy acculturation into U.S. society; and age he or she entered the United States.

2013 California Education Code 313.1. a & b defines a Long-Term English Learner (LTEL) 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 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. OSA will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

OSA's instructional programs for ELs are the core of our mission to ensure ELs are college and career ready. The purpose of our instructional programs is to teach ELs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high-quality education and the opportunity to achieve their full academic potential. OSA's instructional programs for ELs are:

- Clearly defined
- Research based

- Aligned with rigor of Common Core State Standards, New Generation Science Standards, California ELD Standards and California ELA/ELD Framework
- Driven by the theory of action laid out in the Essential Practices for ELL Achievement
- Designed to address the needs of each EL subgroup
- Strongly supported and resourced
- Effectively monitored

Designated and Integrated ELD: A Framework for EL Instruction At the heart of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all ELs, OSA:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.

EL Instructional Methods in Core Classes

Lesson plans for OSA's core academic classes are created with attention to the following 5 key strategies to best support EL students:

1. Scaffolding Understanding - In order to meet the rigorous academic standards, graphic organizers, visual aids, peer help, and home language help are integrated into the lesson plan for EL students with such supports being reduced as the students' language skills develop.
2. Intentional Grouping Practices - English learners are most successful in language development in a heterogenous classroom that provides ample opportunities for extended interaction with peers of varying English proficiency levels. Lesson plans are designed with grouping activities that provide English learners with a range of models for how to use English words and structures appropriately in addition to personalized feedback on developing English use. Within each classroom, grouping will vary between homogenous and heterogenous based on level of English proficiency strategically to maximize opportunities for language development.
3. Background Knowledge - Lesson plans are prepared with recognition of background knowledge that is necessary for successful understanding of the learning objective. Teachers will provide EL students with this relevant background knowledge and work to activate existing knowledge of a topic allowing students to focus on instructional goals rather than being overwhelmed by an abundance of new information. This assists students in increasing understanding by providing a foundation of contextual information that may be lacking as a result of a range of cultural backgrounds.
4. Extended Discussion - Instruction includes many opportunities for extended discussion between peers and with the teacher to develop critical vocabulary relevant to the learning objectives of the lesson.
5. Teachers a committed to learning about ELLs' home cultures and languages, treating cultural and linguistic differences as resources rather than obstacles, and reaching out to students' homes and

communities to build learning opportunities together. The information that is collected in this process is an integral part of the lesson planning process to ensure that instructional methods and curriculum are culturally relevant to the students.