

California Connections Academy & California Online Public Schools Plan for English Learners

Updated 9.20.2023

PLAN FOR ENGLISH LEARNERS

CalOPS/CalCA uses required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) and using trained test administrators. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

CalOPS/CalCA will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms). The Home Language Survey consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student use most frequently at home?
- What language do you (the parents or guardians) most frequently use when speaking with your child?
- Which language is most often used by the adults in the home?

If any of the questions in the HLS indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
 - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the

California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)
 - ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is 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 language proficiency within 30 calendar days after the date of first enrollment in a California public school.

The SA testing window will be from February 1 to May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CalCA/CalOPS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

PARENTS RIGHTS

The schools where students identified as English learners are enrolled are required to assess the student annually and notify parents of their child’s proficiency level. The parents of English learners have a right to decline or opt their children out of the school’s language acquisition

program or opt out of particular English learner services within a language acquisition program. If parents or guardians opt their child out of a school's EL program or specific EL services, the child will retain their EL status and will continue to be assessed annually with the Summative ELPAC. Parent(s)/ guardian(s) will complete the EL waiver form or submit a written request to the ELD Coordinator.

Parent/Guardian Request for Establishing a New Language Acquisition Program

Under Proposition 58, known as CA Ed.G.E Initiative, parents may request the language acquisition program that best suits their child. (EC § 310(a).) The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (EC Section 300[n].)

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].)

If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program using the form below. If a sufficient number of requests are received (30 within a school, or 20 within a single grade level), the district will review the feasibility of the request and provide a response to the school community within 60 days.

Parents should submit a written request to the grade level ELD Coordinator with the language acquisition program being requested.

Language Acquisition Program Parent Request Form

School:	Date of Request	For School Year
Parent/Guardian Name:	Parent Guardian Phone:	
Student Name:	Student Grade Level:	Student ID:

Language Acquisition Program Requested

Please provide the name of the program here: _____

Target Language Requested: _____

Parent/Guardian Signature: _____

Date: _____

For School Use Only- ELD Coordinator

Request Received by: _____

Date: _____

INSTRUCTIONAL PROGRAM DESCRIPTION FOR ENGLISH LEARNERS

The Structured English Immersion (SEI) model develops proficiency in English as rapidly and effectively as possible. This instructional program implemented in the TK-12th grade levels and all content areas works successfully in a virtual setting. The goal is to provide all students with English instruction and support to make the curriculum accessible. Instructors implement various instructional practices and strategies to support ELs in learning content area concepts while acquiring English language skills. EL students will receive virtual English language support based on grade and proficiency level. The instructors will support the EL student during a Live Class. EL students will receive Designated ELD instruction and Integrated ELD support within the content area classes.

Designated ELD Instruction

Designated ELD will occur during a dedicated time specific to the EL level (1, 2, 3, 4). The ELD teacher will target the students' language needs through a group or individual Live Class. The purpose of ELD is for literacy and oral development.

The three levels represent the stages of English language development, describing the expectations for how well the students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging:

Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. 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 have somewhat to moderately developed oral (listening and speaking) and written (reading and writing) skills. Students at this level receive instruction designed to challenge them to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures. Students will also apply their growing language skills in sophisticated, Grade-level, and age-appropriate ways.

Bridging:

Students at this level have moderately to well-developed oral(listening and speaking) and written(reading and writing) skills. 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.

However, all EL students, regardless of the EL level, will participate in grade-level content areas with various scaffolding strategies to develop content knowledge and English development. Designated ELD instruction is aligned with the CA ELA/ELD Standards (2012) and focuses on the following:

- Live Classes and support calls focus on the four domains: Listening, Speaking, Reading and Writing
- Focus on vocabulary development
- Will teach language through content and themes
- Provide opportunities for meaningful speaking practice
- Build on background knowledge
- Teach through a variety of reading comprehension strategies
- Focus on providing targeted writing instruction.

The following table illustrates the Designated ELD instruction delivered and time devoted for TK-8th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
4 Live Classes per week/ 30 min. sessions	4 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	1 Live Class per week/ 30 min. session

The following table illustrates the Designated ELD instructional time delivered and time dedicated to 9th-12th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
Work 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly.	Works 1:1 with EL Homeroom Teacher in Zoom for 30 - 60 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to

attend Live Classes for content area instruction and Culture Cafe* (30-min session offered 1x per week) to practice Listening and Speaking skills.	attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.
--	---	---	---	---

High School Culture Café Section

Culture Café is a safe space reserved for all English Language Learners, ninth through twelfth grade, to practice their Speaking and Listening skills in a low-stress environment. Culture Cafe takes place from October to February, and resumes from May to June. Students of all language levels are invited to participate, creating a mix of abilities where Newcomers can learn from L3’s, and L4’s can bolster L1’s, for example. Each week, students can log on to a 30-minute session where they are introduced to a cultural topic they may or may not be familiar with; such as traditions, music, dance, and cuisine from different cultures around the world. Students who attend are also entered into a monthly raffle to win a school t-shirt. The 2023-2024 school year will be our third year implementing this section.

Integrated ELD Instruction TK-12th Grade

Integrated ELD will occur with the content teacher of English Learners to make grade-level content comprehensible and accessible by using the appropriate ELD strategies. The ELD standards, used in tandem with the academic content standards, guide instruction. Live Classes focuses on language acquisition, helping students attain grade-level content and academic language. The following are examples of Integrated ELD Instruction:

- 1) Scaffolds used during Live Classes or portfolios to make content more accessible (such as word banks, graphic organizers, and sentence stems) to help students build on previous knowledge and strengthen areas for growth.
- 2) Monitor for understanding during a Live Class or weekly contact from the homeroom or ELD teacher.
- 3) Alternate Scaffolded Portfolio Assignments to help students demonstrate their content knowledge while also supporting their language growth.
- 4) The EL Homeroom Teacher works closely with the Content Area Teachers to ensure that scaffolds are implemented effectively and removed gradually once growth is measured. For example, the ELD and Economics teacher may determine a mutual goal to have

their student who started the year writing a single paragraph confidently write four more paragraphs by the end of the semester.

- 5) Content Area teachers offer 1:1 support and implement scaffolds that allow students to complete assessment corrections and revisions that bolster their mastery of previously identified gaps in comprehension related to content and/or academic language.

Teachers will encourage students to attend ELD Live Classes.

EL PLACEMENT

Newcomer/ ELD 1	Proficiency Level Descriptor	Exit Criteria
<p>Newcomer English Learner Descriptor: Newcomer to the country (0-24 months) whose primary language is other than English.</p> <ul style="list-style-type: none"> ● Two or more years below grade level achievement ● Often require 1-1 Live Classes, alternate portfolios, and scaffolded lessons <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> ● ELPAC: Level 1 Minimally Developed ● SBAC: No Score or Does not Meet the Standard (3rd-12th grade) ● MAP: No Score or lower than 16 points of the mean (9-12th) ● iReady: No Score or below 2-3 grade levels (K-8th) 	<p>Emerging: Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp</p>	<p>Students should have basic English communication skills in social and academic contexts</p>
Interventions		
<ul style="list-style-type: none"> ● Alternate portfolios ● Learning Labs and iReady Intervention (K-5th grade) ● 1-1 or small group Live Class ● iReady Intervention (6th-8th Grade) ● Provide students with sentence stems ● Provide templates and graphic organizers to guide student writing 		

- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact to cultivate a caring environment
- Provide visual representations
- Give wait time during 1:1 sessions
- Provide choral repetition in a group setting during Academic Support time
- Use translators and translation apps when needed

ELD 2/3	Proficiency Level Descriptor	Exit Criteria
<p>ELD 2/3: Identified EL for 2-5 years</p> <ul style="list-style-type: none"> • Two or more years below grade level achievement • Small group Live Classes, alternate portfolios, and scaffolded lessons <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 2, Somewhat Developed or the early stages of level 3, Moderately Developed • SBAC: No Score or does not Meet the Standard or Nearly Met the Standard (3rd-12th grade) • MAP: No Score or lower than 16 points of the mean (9-12th) • iReady: Below 1-2 grade levels (K-8th) 	<p>Expanding: They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.</p> <p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can use English to learn and communicate about a range of topics and academic content areas.</p>

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- 1-1 or small group Live Class
- iReady Intervention (6th-8th Grade)
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing

- Provide students with visual representations
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

ELD 3/4	Proficiency Level Descriptor	Exit Criteria
<p>ELD 3/4 Descriptor: Identified EL for 2-5 years</p> <ul style="list-style-type: none"> • At or within two years of grade level achievement • May experience minor difficulties with academic English • May need additional learning time, practice, and reteaching <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 3 Moderately Developed or Level 4 Well Developed • SBAC: Nearly Met Meet Standard or Standard Met (3rd-12th grade) • MAP: Within 10 points of the Mean (9-12th) • iReady: at grade level (K-8th) 	<p>Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.</p>
Interventions		
<ul style="list-style-type: none"> • Alternate portfolios • Learning Labs and iReady Intervention (K-5th grade) • iReady Intervention (6th-8th Grade) • Small group Live Class or 1-1 Live Class by appointment • Provide students with sentence stems • Provide templates and graphic organizers to guide student writing • Supplemental Instructional Support Programs • Weekly Progress Monitoring contact 		

Long Term english Learner (LTEL)	Proficiency Level Descriptor	Exit Criteria
<p>LTEL: Identified EL for 6 or more years</p> <ul style="list-style-type: none"> ● At or within two years of grade level achievement ● May experience minor difficulties with academic English ● May need additional learning time, additional practice, and alternate portfolios <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> ● ELPAC: Level 3 Moderately Developed or Level 4 Well Developed ● SBAC: Does not meet the Standard or Nearly Met Standard ● MAP: Within 15 points of the Mean (9-12th) ● iReady: Below 1-2 grade levels 	<p>Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can communicate effectively in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.</p>
Interventions		
<ul style="list-style-type: none"> ● Alternate portfolios ● iReady Intervention (6th-8th Grade) ● 1-1 Live Class by appointment ● Provide students with sentence stems ● Provide templates and graphic organizers to guide student writing ● Weekly Progress Monitoring contact 		

DIFFERENTIATED INSTRUCTION

Differentiated instruction is different in every grade band, but shares the same objective of making the curriculum accessible to all students. The table below describes the differentiated instructional strategies implemented by grade span.

Elementary TK-5th Grade
<ul style="list-style-type: none">• Alternate portfolios• Engaging lessons that involve reading, writing, speaking, drawing, and listening• Explicit teaching of comprehension• Progress monitoring in reading and oral language• Sentence starter and frames• Math manipulatives, and alternative assignments• Incorporate technology (starfall, kahoot, Nearpod, quizlet, etc.) as well as providing visual and added images to live class PPT's• Provide verbal and written instructions• Teaching language skills across all curriculum topics offer student choices• Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant
Middle School 6th-8th Grade
<p><u>Social Studies 6th- 8th grade:</u></p> <ul style="list-style-type: none">• Offer project options for students.• Provide Thinking Maps and reading supports to help students with primary source analysis and paragraph writing.• Thinking Maps are worked on together during Live Classes (LLs)• Alternate portfolio using visual arts and bullet points instead of written paragraphs <p><u>Science 6th-8th Grade:</u></p> <ul style="list-style-type: none">• Differentiated instructions- built into our science lesson videos and LL, explanation of vocab words, similar words prefix/ suffix use• Alternative portfolios• Science Support on Thursday <p><u>Math 6th-8th Grade:</u></p> <ul style="list-style-type: none">• All tests are completed in DeltaMath which can be translated into any language. Examples are also included in the students' language preference• Tests and quizzes have built-in corrections, allowing students 30 days to complete, edit and correct or receive individualized help by booking an appointment with a teacher.• Review Live Session before every quiz and every test with a study guide and answer key.• Alternate portfolios are available (2 portfolios per semester, with 4-6 choices for students to show understanding). <p><u>Language Arts 6th-8th Grade:</u></p> <ul style="list-style-type: none">• Study guides with examples, definitions, visuals and videos.

- A help document is provided for tests with sentence starts for the short answer response questions.
- Sentence starters are provided for discussion questions.
- An alternative portfolio may be offered.
- Graphic organizers and sample essays are provided for portfolios.
- Sentence starters on graphic organizers for writing assignments which scaffold student writing.

High School 9th-12th Grade

- ELD teachers and content area teachers work as a team to provide instruction.
- Scaffolding: Teachers often use visual aids such as charts, graphs, and pictures or scaffolding techniques like sentence stems, concept maps, essay templates, note taking templates and other graphic organizers to support ELs' understanding of concepts and complex ideas.
- Content Modification: While maintaining the rigor of the curriculum, teachers may modify assignments or readings to make them more accessible to EL students. They may also provide additional background information to develop cognitive schema.
- Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant.
- Academic Language Development: Students are encouraged to attend our Culture Cafe so they can practice their speaking and listening skills while listening to culturally relevant presentations.
- Individualized Instructional Support: Weekly Homeroom Calls with an ELD teacher provides an opportunity for 1:1 modeling, support, and intervention.

PROGRESS MONITORING

All grade level bands will monitor student academic progress and provide the appropriate interventions to English Learners in grades TK-12th. The students are monitored regularly to provide any support needed due to language barriers in each subject matter. Progress Monitoring is regularly analyzed through student work, local assessments, as well as data analysis that tracks student engagement, growth, and overall performance. If a concern arises, a parent-teacher progress monitoring meeting will be held with the appropriate stakeholders. This allows the family to collaborate with the student's academic team (*Homeroom Teacher, Content-Area Teachers, Counselor, and Principal*). If interventions are needed to support the student, parents will be notified and included in the planning process to restore the student's good academic standing. Students will be monitored for an agreed upon time span at the Progress Monitoring Meeting. The exit criteria depend if improvement is demonstrated or if further assistance is required. If improvement is demonstrated, the Homeroom Teacher, Student, and Parent will stay in touch to encourage the student to stay on an upward academic trajectory. If further assistance is required, Homeroom Teachers will continue scheduling

weekly/bi-weekly Progress Monitoring Meetings so the student's academic team can work to adjust their approach in individualizing instruction to bolster the student's academic success.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalOPS/CalCA schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalOPS/CalCA schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalOPS/CalCA's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent Summative ELPAC test.
 - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team

should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

2. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate grade-level proficiency.
 - **If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas,** decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.
3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
 - If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
 - ELD Coordinator will document the following questions:
 - a) How do you feel about your child's English language proficiency?
 - b) Do you agree with reclassifying your student?
 - c) Would you still want your child to continue receiving EL services until the end of the school year?
4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
 - a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
 - b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
 - c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
 - d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
 - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as

not to preclude a student with unique needs from reclassification or reclassify too soon.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ALTERNATIVE ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

CalOPS/CalCA's Alternate reclassification criteria align with the CDE's requirements as follows:

1. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
2. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
 - The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.

3. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
4. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
 - the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

MONITORING OF RECLASSIFIED STUDENTS

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RFEP Monitoring Form

Student Name: _____

Grade: _____ SSID: _____

RFEP Date: _____ Monitoring Year: _____

EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

CalOPS/CalCA conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating an interpreter to act as a liaison between the school and the family in their home language when needed. In addition, per state guidelines, when 15% or more of the students enrolled in a school speak a single primary language other than English, the school will examine what additional supports need to be in place for those families, such as translation of materials.