Master Plan For English Learner Success 2020-2023

Corcoran Unified School District

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Approved by the

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The Corcoran Unified School District Master Plan for English Learner Success was developed through the dedicated effort and collaboration of the District EL Network Committee.

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The Master Plan for English Learner Success in its entirety can be found on the Corcoran Unified School District website at: www.corcoranunified.com.

Introduction

Corcoran Unified School District (CUSD) serves over 3,300 students. 32% of all students speak a language other than English at home and approximately 13% are identified as English Learners (ELs). The majority (98%) of ELs speak Spanish as their primary language. 1.6% of ELs speak Arabic, while four other languages make up the remaining .4% of languages spoken at home. CUSD is committed to serving the diverse EL students who require comprehensive and complex educational and social-emotional services.

The Master Plan for English Learner Success provides direction and guidance to District school leaders, teachers, support staff, parents, and students regarding the services available for the linguistic and academic success of English Learners and the expectations the District holds for each school and classroom in which English Learners are served. It includes evidence-based approaches and best practices of effective English Learner instruction, describes the English language development approach, and includes instructional models implemented Districtwide.

Local Control Accountability Plan (LCAP), California State Priorities and English Learner Interrelated Principles

The LCAP is a critical part of the Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, and the community to establish these plans. The plan describes the school District's overall vision for students, annual goals, and specific actions to be taken to achieve the vision and goals. The LCAP must focus on eight areas identified as priorities set by the state of California and the English Learner Roadmap's four interrelated principles.

The 2019-2020 CUSD LCAP includes the following three major goals:

- **Goal 1: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness. (Student Focused & Aligned to State Priorities 2, 4, 7, 8).**
- **Goal 2: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy, and nurturing school environment throughout the district. (Internal Focus & Aligned to State Priorities 1, 5, 6).**
- **Goal 3: Support parents, families, and community members' engagement with the education of their child/ren and the students in the Corcoran Unified School District. (Community Focused & Aligned to State Priorities 3).**

The Eight State Priorities are areas for which school districts, with parent and community input, must establish goals and actions. This must be accomplished both Districtwide and for each school. The following are the State Priorities:

1. Provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history, social science, visual and performing arts, health education, and physical education standards.

3. Parent involvement and participation, allowing the local community to be engaged in the decision-making process and the educational programs of students.

4. Improve student achievement and outcomes along with multiple measures, including test scores, English proficiency, and college and career preparedness.

5. Supporting student engagement, including whether students attend school or are chronically absent.

6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.

8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

The California State Board of Education (SBE) approved the California English Learner Roadmap Policy, which delineates the Four Interrelated Principles and its elements that are to be incorporated in the District's LCAP and Title III plans, to ensure that goals are aligned with evidence-based practices for educating English Learners. The California EL Roadmap signals that serving English Learners is a central responsibility of every educator.

The English Learner Roadmap calls for a systematic application of four interrelated principles that set the foundational understanding that simultaneously developing EL's linguistic and academic capacities is a shared responsibility. These principles intend to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning. The four interrelated principles are:

- **Principle One: Assets-Oriented and Needs-Responsive Schools**
- **Principle Two: Intellectual Quality of Instruction and Meaningful Access**
- **Principle Three: System Conditions that Support Effectiveness**
- **Principle Four: Alignment and Articulation Within and Across Systems**

These principles are not meant to serve as a checklist, but as guiding elements of research-based and values-based approaches built upon California's EL initiatives and policies.

The following crosswalk between the CA EL Roadmap principles and the eight State priority areas aims to illustrate CUSD LCAP Goal alignment to the aforementioned.

	Principle One: Assets-Oriented and Needs Responsive Schools	Principle Two: Intellectual Quality of Instruction and Meaningful Access	Principle Three: Systems Conditions that support Effectiveness	Principle Four: Alignment and Articulation Within and Across Systems
Priority One: Basic Conditions of Learning	**Goal 2**	**Goal 2**	**Goal 2**	**Goal 2**
Priority Two: State Standards	**Goal 1**	**Goal 1**	**Goal 1**	**Goal 1**
Priority Three: Parental Involvement (Engagement)	**Goal 3**	**Goal 3**	**Goal 3**	**Goal 3**
Priority Four: Pupil Achievement	**Goal 1**	**Goal 1**	**Goal 1**	**Goal 1**
Priority Five: Pupil Engagement	**Goal 2**	**Goal 2**	**Goal 2**	**Goal 2**
Priority Six: School Climate	**Goal 2**	**Goal 2**	**Goal 2**	**Goal 2**
Priority Seven: Course Access	**Goal 1**	**Goal 1**	**Goal 1**	**Goal 1**
Priority Eight: Other Pupil Outcomes	**Goal 1**	**Goal 1**	**Goal 1**	**Goal 1**

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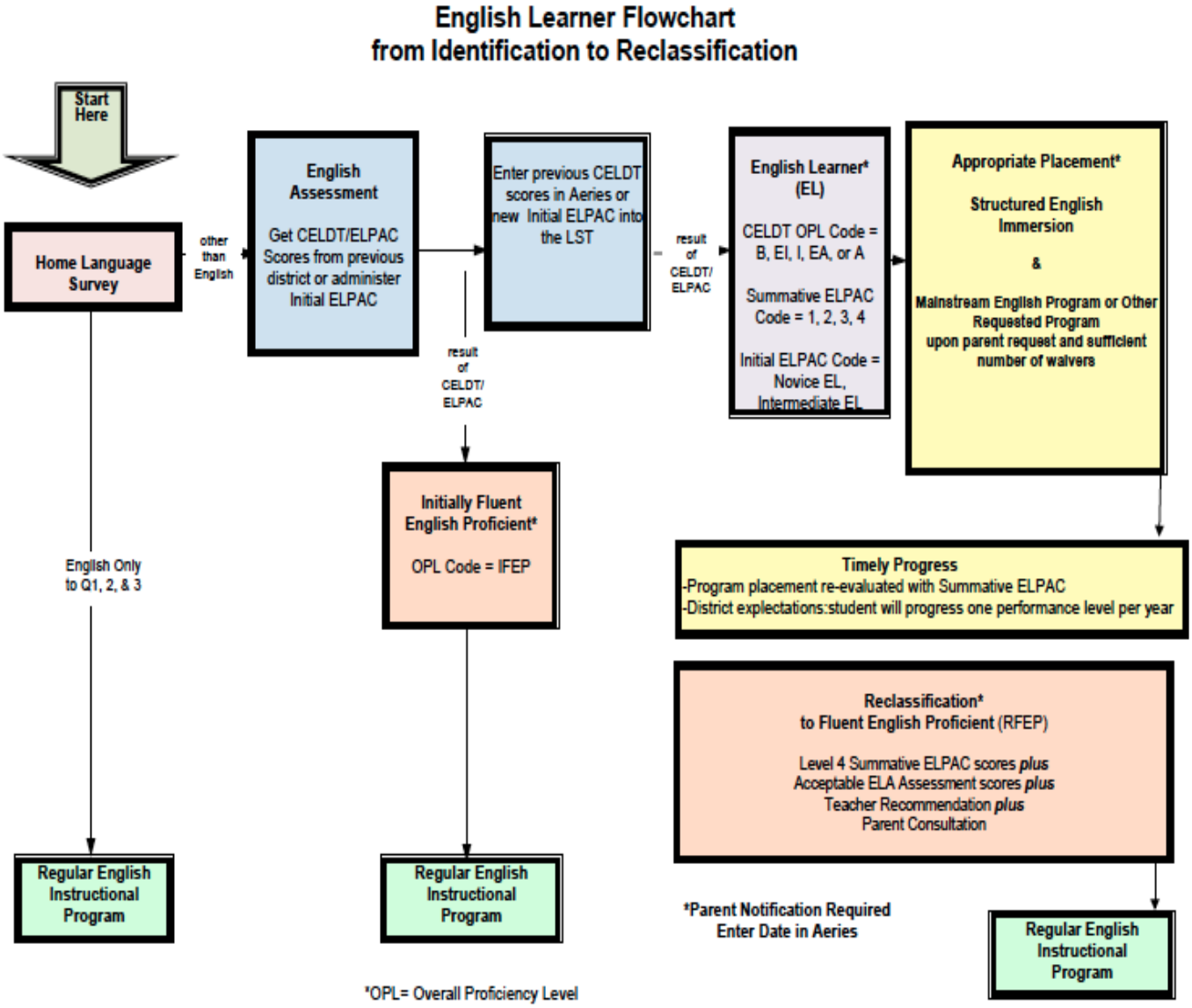
Identification, Assessment, Parent Notification, and Program Placement

Chapter 1



Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student (California Education Code 52164, et al.). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children when they enroll them in a California public school district for the first time. The HLS is used to determine the primary language of the student and is kept on file for each student in the student's cumulative folder and/or the electronic student data system. The HLS is available in English and Spanish.

For students who are transferring from another California school district, the first HLS completed by the parent at the time of initial enrollment in a California school district will be the valid one.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed with the English Language Proficiency Assessment for California (ELPAC) within 30 days of the first day of enrollment or within two weeks of the child being enrolled in a language acquisition program after the beginning of the school year. The fourth question of the HLS indicates the primary language the adults speak in the home (home language). It provides information for schools to consider when sending home written or oral communications in that language.

English Language Proficiency Assessment (ELPAC)

The State-approved instruments used for language assessment are the ELPAC Initial Assessment (IA) and ELPAC Summative Assessment (SA). As of July 2020, ELPAC IA and SA are computer-based assessments. The writing portion for K-2 remains a paper-pencil assessment.

ELPAC IA is a screener and will determine whether the student will be classified as Initial Fluent English Proficient (IFEP) or as English Learner (EL). The ELPAC IA will only be given to the student one time for initial classification. ELPAC SA measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school. It is given each spring to students who have been identified as English Learners. It includes questions about Listening, Speaking, Reading, and Writing.

The speaking portion of the ELPAC is administered individually at all grade levels. The entire K-1 assessment is administered individually, one-on-one. The second-grade writing may be given in small groups, while all other portions are administered individually. In grades 3-12 the listening, reading, and writing portions of the test are administered as group tests.

The assessment may only be administered by District-qualified and trained test examiners who report to the District's English Learner Coordinator and Director of Categorical Services.

Students Receiving Special Education Services or Covered Under Section 504 Plans

Students receiving special education services or covered under Section 504 Plans participate in the assessment process to the extent described in their Individual Education Plan (IEP) or a 504 plan. The California Assessment Accessibility Resources Matrix displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC. This document is used in conjunction with the California Code of Regulations, Title 5 (5 CCR), sections 11517.6 through 11519.5 of the ELPAC regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Parent Notification

Parents of students who are candidates for ELPAC Initial Assessment (IA) will receive the appropriate parent/guardian notification letter based on their classification within 30 days. Identified ELs will receive the parent/guardian notification of EL Services continuation after their ELPAC SA results are received from the State. Finally, student candidates that meet State Reclassification Criteria will receive the parent/guardian notification indicating they will exit the program.

The following are the parent/guardian notification letters:

- **Initial ELPAC parent notification of testing**
- **Notification of Not-Qualifying for EL Services for Initial Fluent English Proficient (IFEP)**
- **Notification of Qualifying EL Program Placement for students identified as English Learners (EL)**
- **Notification of English Language Program Continuation for active ELs who have not yet reached proficiency in English**
- **Notification of English Language Program Exit for candidates who met State**

reclassification requirements

Instructional Setting and Placement

English Learners' instructional setting and placement are based on whether the student is reasonably fluent in English according to Initial ELPAC results. If the Initial ELPAC results indicate the student is reasonably fluent in English, the student will be identified as Initial Fluent English Proficient (IFEP) and placed in Mainstream English Classes with no additional support. If a student is not reasonably fluent in English according to the established criteria, then the instructional setting will be Structured English Immersion (SEI), and placement will be Designated and Integrated ELD. In SEI, the instruction is in English. When available, the student's primary language can be used to support the child's learning. Support services in the SEI program must include Designated and Integrated English Language Development (ELD) instruction.

An explanation is given to parents of ELs about all instructional settings and placement options with the ELPAC results. With appropriate documentation, the District will honor the parents' informed preference to opt-out of the Structured English Immersion instructional setting. To complete this process, parents must submit a written request to their child's school principal. While parents may choose to opt-out of a specific instructional service, California Education Code does not permit parents to exempt their child from taking the ELPAC annually until the time of reclassification to Fluent English Proficient.

INSTRUCTIONAL PROGRAMS

CHAPTER 2

Instructional Setting and Placement Notification

In the first 30 calendar days after a child enrolls for the first time in a California school, the Initial ELPAC will be administered when appropriate, based on the Home Language Survey. All ELs will be placed in English instruction classrooms. For students in Special Education, the Individual Education Program (IEP) team determines the placement of each Special Education student with the understanding that English Language Development is part of the student's instructional program. At initial enrollment and after Initial ELPAC has been administered and locally scored, parents will be notified in writing of instructional setting and placement and the student's classification status. Students will be classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL).

Instructional Settings

Option 1 - Structured English Immersion (SEI) classes:

Structured English Immersion (SEI): The goal of this program is the acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an SEI program is in English. Teachers have specialized training in meeting the needs of EL students.

Program Requirements:

- **Parents must be notified of the instructional setting and placement of their child in SEI.**

- **Core instruction in language arts, math, science, and social science include Integrated ELD approaches and strategies at the student's English acquisition level. Primary language support may be provided, if available, in order to support comprehension of core content.**

- **All EL students receive daily Designated ELD instruction at each student's specific proficiency level with the District-adopted curriculum or approved supplemental materials that emphasize the ELD Standards. An appropriately certified teacher must provide Designated ELD instruction.**

Staffing:

- **All teachers must be appropriately certified.**

Materials:

- **District-adopted Designated ELD materials are Wonders (TK to 3), iLit ELL (4-8), and National Geographic Edge (9-12).**
- **Supplemental ELD Standard-based materials must be approved.**
- **District adopted materials to be used for all core subjects.**

Option 2 - English Language Mainstream Classes:

English Language Mainstream (ELM): Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in the English language.

Program Requirements:

- **Parents must be notified of the placement of their child in an English Language Mainstream Program.**
- **Core instruction in language arts, math, science, and social science is taught in English using District-adopted materials and Integrated ELD strategies.**
- **All ELs receive Designated ELD instruction targeting their English language proficiency level using the ELD standards in the domains of listening, speaking, reading, and writing.**

Staffing:

- **All teachers must be appropriately authorized.**

Material:

- **District-adopted materials are used for all core subjects.**

Option 3 – Alternative Programs:

Developmental Bilingual Program: Serves identified EL students in both English and their native language. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English.

Dual Language/Two-Way Immersion (DLI) Dual Language/Two-Way Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified EL students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

Heritage Language Program Heritage Language (HLA): This program uses the non-English language background (heritage or indigenous language) of the students as the primary language of instruction to renew/reclaim that language. The program also provides instruction in and through English.

Transitional Bilingual Education Program (TBE): This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Parents/Guardians may choose a language acquisition program that best suits their child verbally or in writing to their school site. The request shall include the date, names of the parent/guardian and student making the request, a general description of the request, and the student's grade level at the time of the request. Requests shall be maintained for at least three years from the date of the request. Schools where 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.

Comprehensive English Language Development (ELD)

The 2012 State-adopted ELD Standards established an ELA/ELD framework for teachers to follow as they facilitate students' English language development necessary to meet grade-level standards in English language arts and content areas. The standards describe what students should know and be able to do at each level of English proficiency. By the time students are ready for reclassification, they are expected to meet the same rigorous grade-level standards as their average native English-speaking peers with light scaffolding support.

English Language Development is a part of each English learner's instructional day. Each day includes protected time for Designated ELD and is geared toward each student's language proficiency level. In Grades TK-5, in order to teach at the proficiency level of each student, teachers may combine or divide students into groups within their classrooms or with other teachers. In Grades 6-12, students will be placed in proficiency level ELD classrooms/sections.

This focused Designated ELD time generally occurs as a daily segment of the instructional day to students at all proficiency levels. Designated ELD is taught daily for a minimum of 30 instructional minutes in Grades TK-5. ELs in secondary education have one period of Designated ELD. The curriculum is based on the California English Language Development Standards, and the following instructional materials: McGraw-Hill Wonders (TK-3), iLit ELL (4-8), and National Geographic Edge (9-12).

In order to determine the student's annual progress in English, each English Learner is annually assessed with the Computer-based Summative ELPAC. Additional assessments include but are not limited to the following; ELD curriculum, District ELA, ELD and Math Benchmarks, STAR Reading Assessment, and teacher formative assessments.

Access to Core Content Instruction

All students must have access to their grade-level core curriculum. Instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as to provide access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- **Designated and Integrated ELD Instruction**
- **Integration of Academic Language Development across all content areas**
- **Scaffolding approaches to provide light, moderate and substantial support**
- **Research-based Instructional Strategies**
- **Systematic Language Approach across the English Proficiency Levels**
- **Primary language support (when available)**

Academic instruction through English is scaffolded to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. Students enrolled in any of the program models are expected to master the ELD standards and ultimately meet grade-level standards in the core academic subject areas. EL students' progress toward meeting ELD standards and grade-level standards is determined by using multiple measures as prescribed by the District's Reclassification Plan.

Results on these multiple measures are reported through the District's Student Information System (SIS) and *ELLevation*. When students are unable to meet interim expectations in academic content, students shall be referred for academic intervention support. The intervention will directly target the identified academic need. Delivery of the intervention shall be monitored, documented, and discussed with parents. The effectiveness of the intervention will be based on student performance through ongoing formative and summative assessments. The academic interventions available at each site will vary based on available programs and resources.

English Learners in Special Education

IEP teams will ensure that each English Learner receives appropriate Designated ELD services to develop English proficiency and equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and or programs responsible for providing each instructional service.

MONITORING AND RECLASSIFICATION

Chapter 3

Monitoring Student Progress

Students are monitored annually based on a set of District-adopted assessments, State-mandated assessments, and teacher evaluation. The assessments in use are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the District Student Information System (SIS) and the student cumulative folder (CUM). Curriculum-based assessments in ELD, English Language Arts, and Math will be given when appropriate within the trimester or term.

District-adopted language and academic assessments are given throughout each school year to monitor students' progress in English language development (listening, speaking, reading, and writing), language arts, and math.

State-mandated tests are given to all students regardless of their language classification. The Summative English Language Proficiency Assessment for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) are administered every spring. One exception is that an EL student that has been in the United States for less than 12 months would be exempted from the ELA portion of CAASPP.

Alternative assessments can be given to students with Individualized Education Plans (IEPs). The California Alternate Assessment (CAA) can be administered if specified in the IEP. In addition, the Alternate English LanguageProficiency Assessment for California (Alternate ELPAC) can be administered for students with severe learning disabilities if specified in the IEP.

Use of Data for Instructional Planning

Teachers use the curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use formative assessments to identify areas of improvement and areas of need. Students' grades, teacher recommendations, and the results of standardized tests are used in planning strategic and intensive interventions, including, but not limited to, assigning them to appropriate instructional schedules. Students who meet or exceed grade-level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress:

- **Grade level and or department teams meet to examine student data, determine short-term goals, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate supplemental support.**

Reclassification

California Education Code (EC) Section 313 requires that each English Learner who:
1) has demonstrated English language proficiency
2) can participate effectively in a curriculum designed for pupils of the same age, whose native language is English be reclassified as Fluent English Proficient (RFEP). Corcoran Unified School District recognizes the importance and irreversibility of reclassification and has established the following criteria and process to fully address this obligation.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Corcoran Joint Unified School District's reclassification criteria. This drives the development of Board Policy and Administrative Regulations for English Learners (BP/AR 6174).

Readiness for reclassification is determined through the following criteria:

1. **Objective assessment of the student's English language proficiency with an**

ELPAC overall score of a 4

2. Core content achievement as measured by state and district assessments that show whether the student is performing at or near grade level

Student Achievement Expectations for Reclassification					
	K-2nd Grades	3rd-5th Grades	6th-8th Grades	9th-10th Grades	11th-12th Grades
CAASPP	N/A	Nearly Met	Nearly Met	N/A	Nearly Met
District Inspect Benchmark	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met
DRA	Nearly Met	Nearly Met	N/A	N/A	N/A
STAR	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met

3. Teacher evaluation of the student's classroom performance
4. Parent consultation and opinion.

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted after the first and second term of grade reporting.

The ELLevation software assists in gathering information from all participating staff for all RFEP candidates who meet reclassification criteria. The teachers of the RFEP candidates then complete the Teacher Evaluation of Academic Performance form and evaluate the student's performance in order to make a recommendation to the school team to reclassify the candidate. Consultation with the student's parents will be done by at least one of the following: 1) personal conference or 2) by telephone.

A certificated teacher, Site Administrator, and site EL representative must review and sign the Reclassification form. Copies of the signed documentation must be placed in the student's cumulative folder, and scanned into the Student Data System.

Provisions for Special Education Students

If a student has an Individualized Education Plan (IEP), the following procedures are followed:

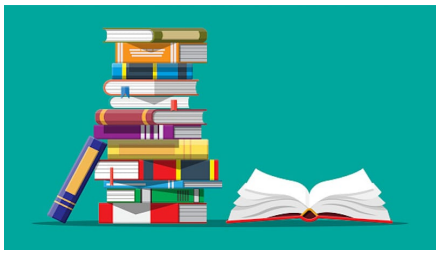
- **The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and or modifications**
- **If a student in this situation fails to meet the reclassification criteria, the IEP team will determine whether the student's failure to meet the criteria is primarily due to the student's disability and not due to lack of proficiency in English**
- **Once this determination has been made, the Special Education Teacher/Case Manager completes the Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient. The worksheet contains explanations and documentation of the student's identifying information, recent test scores, the disability, and the impact that the disability has on the student's English language acquisition.**
- **The special education reclassification worksheet is then sent to the District EL Coordinator for official approval and redesignation.**

Monitoring of Reclassified Students

Local Education Agencies (LEA) are required to progress-monitor students for a minimum period of four years following reclassification. The site Principal, Resource Teacher, or Coach, Teachers, and the English Learner Coordinator supervise the process of monitoring reclassified students.

School staff will use the State and or District assessment results, report card grades, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students. Teacher input is collected twice a year. All core teachers give feedback about student progress in class and indicate whether the student is in need of further intervention.

There will be a follow-up meeting with students that need additional support to determine their progress toward meeting grade-level standards and or graduation. Appropriate interventions will be determined as needed. This monitoring of RFEP students is recorded and filed in each student's cumulative folder.



STAFFING AND PROFESSIONAL DEVELOPMENT CHAPTER 4

Teacher Equity

Under the management of the Human Resources department, the Corcoran Unified School District takes an active role in the staffing of authorized personnel for all English learner programs and makes it a priority to hire credentialed teachers, when possible.

- **Teachers providing instruction in an English Language Mainstream (ELM) and Structured English Immersion (SEI) shall be authorized to provide appropriate core content and language instruction**
- **Teachers providing instruction in ELD shall possess the appropriate authorization to provide language instruction during this designated time**

Community Contact

Each school has a Community Contact who serves as a translator and interpreter of written and oral communications between school and home. They serve as a parent liaison in order to bridge and augment the school and home relationships.

Professional Development

Director of Educational Services, Director of Categorical Programs, and District EL Coordinator-Coach work jointly to provide ongoing professional learning opportunities for all teachers and support staff working with ELs. The goals of these trainings are to help educators acquire and strengthen specific skills needed to work with ELs, to deliver comprehensible core content instruction, to meet District curriculum expectations, to follow District processes, and to provide services for ELs. Staff development opportunities include, but are not limited to, the following:

- **English Language Acquisition Conceptual Knowledge**
- **ELD Standards in tandem with the Common Core State Standards**
- **Designated & Integrated ELD**
- **Differentiated Instruction (including light, moderate and substantial scaffolding)**
- **Academic Language Development**
- **ELD Scaffolds, Strategies, and Techniques**
- **Kagan Cooperative Learning Strategies**

Staff development opportunities occur throughout the school year. They focus on the District goals and key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, and parent education and outreach. These opportunities are provided through on-site training, District in-services, educational conferences, and site staff meetings.

Monitoring of Professional Development and Support

Participant attendance is monitored through sign-in forms collected and filed at each school site or District Office. Training attendance is kept on file at each school site or district office and reported by corresponding administrators.

Family and Community Engagement

CHAPTER 5

At CUSD, every family matters. Through family engagement, we strive to make every family feel part of our academic community. Every EL student is offered the opportunity to acquire the English language as rapidly as possible and the support to thrive academically. Research shows that the more families are engaged in their child's education, the more the child will flourish academically and socially.

We focus on creating a successful parent program by offering a variety of opportunities and events that bring families into our schools and helps foster an all-encompassing community of informed learners. Our parent advisory committees are one way that we invite parents to be an educated, active part in their child's education.

The following will define the goals of our committees and the Ed. Code and Regulations to which we adhere.

EL Parent Advisory Committees Goals, Policy, Procedures, and Ed. Code

The goals of the Parent Advisory Committees are to promote positive collaboration between parents, schools, and the District. Through such committees, Corcoran Joint Unified School District:

- **Includes parents and community members in the decision-making, planning, and evaluation of programs for ELs**
- **Develops a working partnership between parents and the schools to provide equal education access for all students**
- **Promotes open communication with parents, community members, and the District**

Corcoran Joint Unified School District will provide training and materials in the home language of the parent members of advisory committees, pursuant to Title III and EC section 51101.1(b)(3).

English Learner Advisory Committee (ELAC)

Pursuant to California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, Section 11308 (b), (c), and (d), 20 United States Code Section 6312 (g)(4) each school with 21 or more ELs must establish a school-level advisory committee (ELAC). Parents or guardians of ELs elect parent members to the school committee. All parents of ELs will be provided the opportunity to vote for committee members. Parents of ELs not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee (DELAC).*

The site committee advises the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement, which impacts education services for ELs. Pursuant to the above Ed. Code, the ELAC must certify that it has provided guidance to the SSC regarding the Single Plan prior to its formal approval. The minimum required meetings in a school year is five. The ELAC meetings are informative to parents in order to assist them in understanding the school system and its programs. ELAC meeting topics include but are not limited to the following:

- **Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.**
- **Assisting in the development of the schoolwide needs assessment.**
- **Ways to make parents aware of the importance of regular school attendance.**
- **Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).**
- **Results of the ELPAC**

District English Learner Advisory Committee (DELAC)

Pursuant to California *Education Code*, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a), *California Code of Regulations*, Title 5, sections 11308 (b) and (d), and 20 *United States Code* Section 6312 (g)(4) Corcoran Joint Unified School District, having more than 51 ELs, must establish a District English Learner Advisory Committee (DELAC). The minimum required meetings in a school year is six. Parents and or guardians of ELs who are not employed by the District shall constitute a majority of the committee. The percentage of parents of ELs on the DELAC must be at least the same as that of ELs in the District. Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee.

Responsibilities of DELAC: Advise the local school board on the following:

- **Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.**
- **Conducting a district-wide needs assessment on a school-by-school basis.**
- **Establishment of district programs, goals, and objectives for programs and services for English learners.**
- **Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.**
- **Review and comment on the school district reclassification procedures.**
- **Review and comment on the written notifications required to be sent to parents and guardians.**
- **If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).**

The District/school administration shall:

- **Notify parents/guardians of all ELs of the opportunity to elect ELAC members and or participate as a member**
- **Establish a functioning ELAC/DELAC**
- **Plan and provide training in consultation with ELAC/DELAC members**
- **Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted**

• Provide the ELAC/DELAC with all relevant information, documentation, and training regarding school programs and services for ELs, including but not limited to:

- **Draft of the Single Plan for Student Achievement**
- **School budgets and planned expenditures which may impact ELs**
- **Draft and results of an annual school needs assessment**
- **Goals and objectives for each program offered at the school for ELs**
- **Information on the ongoing achievement of program goals and objectives**
- **Evaluations of each program offered at the school for ELs (based on school site needs assessment data)**

Each parent committee must:

- **Develop and adopt its own agendas**
- **Develop its governance structure**
- **Develop and adopt its bylaws**
- **Determine the manner of its functioning, including the recording of minutes**
- **Determine its meeting times, dates, and location**
- **Determine the manner for its provision of advice to the site administration and School Site Council (SSC) or local governing board (DELAC)**
- **Provide feedback to the Site/District administration as to the coordination and provision of training for its members**

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- **Inclusion in the selection process of new school staff**
- **Inclusion in the evaluation of existing school staff**
- **Reviewing school staff credentials**
- **Monitoring program implementation (classroom observations)**
- **Changing the administration of programs, school calendar, or assignment of staff**
- **Changing the content of an SSC-approved Single Plan for Student Achievement**

CHAPTER 6
FUNDING

Local Control Funding Formula (LCFF)/Supplemental Funds

The District provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the District goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and core curriculum.

The additional District support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. Each school site receives funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to, the following:

- **Staff Professional Learning for instructing ELs**
- **Supplementary materials for ELs**
- **Supplementary technology for ELs**
- **District English Learner Advisory Committee (DELAC)**
- **English Learner Advisory Committee (ELAC)**
- **Bilingual paraprofessionals (direct student services)**
- **Parent Engagement Programs**
- **Extended learning (before or after-school tutoring)**

Federal Funds

Title III Limited English Proficient (LEP) (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Student Program funds are federal funds provided for programs and services for ELs. Funds *must* be used for the following supplementary services as part of the language instruction program for LEP students and target the District's goals for English Learner achievement:

- **ELD supplemental instruction**
- **Evidence-based professional learning for teachers and support staff**
- **Parent Engagement Programs**

In addition, Title III LEP student program funds *may* be used for:

- **Upgrading program objectives and instructional strategies**
- **Identifying and improving curricula, materials, and assessments**
- **Providing tutorials for academic and or vocational education**
- **Acquiring or developing educational technology**
- **Providing community participation programs, including family literacy and parent outreach**
- **Administering programs, including any indirect costs (limited to two percent of subgrant)**
- **Providing instruction and instructional support services related to English language development and academic progress in the core curricula in a manner that allows ELs to meet grade level and graduation requirements**
- **Providing supplementary development opportunities to school staff assigned to ELs**
- **Supporting other related English Learner program activities**

Title I Part A is a federal fund provided for supplementary programs and services for identified students (targeted assistance) or school-wide programs (SWP). Title I funds are appropriately used to promote the English and academic achievement of ELs through instructional support activities, intervention programs, and parent education as determined at each school site.

Categorical funds may be used to supplement general funds as follows:

- **Assessment of student progress**
    - **Opportunities for staff to review data**
    - **ELD, academic areas, and primary language assessments**

- **Staff development to accomplish EL goals**
    - **Administrators, teachers, facilitators, and paraprofessionals**
    - **Conference registration, release time**
    - **Primary language support**
    - **Staff, materials, training**
    - **Translation/interpretation support**
- **Supplemental instruction for EL (English Learners) students beyond core curriculum**
    - **Specialized or targeted interventions**
    - **Field-trips to support learning goals**
    - **Before-and-after-school and summer programs**
    - **Materials, staff, equipment, software**
    - **Transportation to participate in supplemental instruction**
- **Parent involvement**
    - **Training and advisory committees**
    - **Staff, supplies, conference registration**
    - **Childcare support and refreshments for meetings**
    - **Translation support**

Supplemental Funds may not be used to supplant general funds in the following ways:

- **Regular teacher or other regular staff salaries**
- **Staff materials, furniture, equipment, etc.**
- **Supplies intended for all students and not specific to EL goals**
- **Technology hardware and software that is already supplied/available to all students**

Appendix A

Glossary of Educational Term

Acronym Siglas	English	Español
ADA	Average Daily Attendance	Asistencia diaria promedio
ADA	Americans with Disabilities Act	Ley americana de los discapacitados
A-G	High school course requirements for university admission	Cursos requeridos para ser admitido a la universidad
AFDC	Aid to Families with Dependent Children	Asistencia para las familias con niños dependientes
ALD	Academic Language Development: Language used in the teaching and learning of academic subject matter	El lenguaje utilizado en la enseñanza y el aprendizaje de la materia académica en la educación formal
AP	Advanced Placement	Asignación avanzada
AVID	Advancement Via Individual Determination	Avance Via Determinación Individual
BCLAD	Bilingual Cross-Cultural Language & Academic Development – Authorizes the holder to provide ELD, SDAIE and instruction in the primary language	Desarrollo académico y del lenguaje intercultural y bilingüe- Autoriza al titular para ofrecer instrucción ELD, SDAIE y en el idioma primordial
BOE	Board of Education	Mesa Directiva de Educación
CAA	California Alternate Assessments	Evaluaciones Alternas de California
CAASPP	California Assessment of Student Performance and Progress	Evaluación de California del rendimiento y progreso del estudiante
CABE	California Association for Bilingual	Asociación de California para educación

	Education	bilingüe
CAC SE	Community Advisory Committee for Special Education	Comité Asesor Comunitario para Educación Especial
CBEDS	California Basic Educational Data System	Sistema de datos educativos básicos de California
CCSS	Common Core State Standards	Estándares estatales comunes
CDE	California Department of Education	Secretaría de educación del estado de California
CELDT	California English Language Development Test	Examen de desarrollo del idioma inglés de California
CLAD	Cross-Cultural Language & Academic Development	Desarrollo intercultural académico y del lenguaje
CSR	Class Size Reduction	Reducción del número de estudiantes por clase
CTEL	California Teacher of English Learners Examination	Examen de California para los maestros de EL
Cum	A student's Cumulative Record	Expediente acumulativo del estudiante
DAC	District Advisory Council	Consejo Asesor del Distrito
DACA	Deferred Action for Childhood Arrivals	Acción Diferida para los Llegados en la Infancia
DELAC	District English Learner Advisory Committee	Comité Consejero del Distrito Escolar para los Estudiantes de Inglés
EC	Education Code	Código educativo
EL	English Learner	Aprendiz del inglés
ELA	English Language Arts	Artes del lenguaje en inglés
ELAC	English Learner Advisory Committee	Comité Consejero de Estudiantes de Inglés
ELD	English Language Development	Desarrollo del inglés como segundo idioma

ELM	English Language Mainstream	Integración en el lenguaje inglés
ELPAC	English Language Proficiency Assessments for California	Evaluaciones de dominio del idioma inglés para California
ELIRT	English Language Instructional Resource Teacher	Maestra de Recursos de desarrollo del Idioma Inglés
EO	English Only student	Estudiante con inglés solamente
ESEA	Elementary & Secondary Education Act	Ley de educación primaria y secundaria
ESSA	Every Student Succeeds Act	La Ley Todos los Estudiantes Triunfan
ESL	English as a Second Language	Inglés como segundo idioma
FAFSA	Free Application for Federal Student Aid	Solicitud Gratuita de Ayuda Federal para Estudiantes
FEP	Fluent English Proficient	Que domina el inglés
GATE	Gifted & Talented Education	Educación para dotados y talentosos
GED	General Education Development (test)	(prueba del) Desarrollo de educación general
GPA	Grade Point Average	Promedio de calificaciones
HLS	Home Language Survey	Encuesta de la lengua materna
IEP	Individualized Education Program	Programa educativo individualizado
IFEP	Initially Fluent English Proficient	Estudiante que domina el inglés inicialmente
L1	The language that has been identified as the student's primary or home language.	El lenguaje que se ha identificado como el idioma primordial del estudiante o el idioma del hogar
L2	The second language student acquires	El segundo idioma que adquiere el estudiante
LCAP	Local Control and Accountability Plan	Plan de control local y rendición de cuentas

LCFF	Local Control Funding Formula	Fórmula de financiamiento de control local
LEA	Local Educational Agency	Agencia educativa local
LEAP	Local Educational Agency Plan – a single, coordinated and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state funded programs.	Plan de la agencia educativa local – un plan singular coordinado y global que describe los servicios educativos para todos los estudiantes, el cual puede usarse como guía de implementación de los programas con fondos federales y estatales
LEP	Limited English Proficient	Estudiante que está aprendiendo el inglés
LTEL	Long Term English Learner	Aprendiz de inglés a largo plazo
NABE	National Association for Bilingual Education	Asociación nacional para educación bilingüe
NCLB	No Child Left Behind	Ningún niño rezagado
Newcomer	A student who is a recent immigrant to the United States, usually having arrived in the prior two years or less	Un estudiante que es un inmigrante recién llegado a los Estado Unidos, por lo general después de haber llegado anteriormente de dos años o menos
PD	Professional Development	Capacitación profesional
PL	Primary Language	Idioma Materno
RFEP	Reclassified Fluent English Proficient	Estudiante que ha sido reclasificado como que domina el inglés
RSP	Resource Specialist Program	Programa de especialista de recursos
RTI	Response to Intervention	Respuesta a la intervención
SARB	School Attendance Review Board	Mesa directiva de revisión de la asistencia escolar
SARC	School Accountability Report	Reporte escolar de rendición de cuentas
SAT	Scholastic Achievement Test	Prueba escolástica del rendimiento

SBAC	Smarter Balanced Assessment Consortium	Consorcio de Evaluaciones Smarter Balanced
SBE	State Board of Education	Mesa Directiva Estatal de Educación
SBRC	Standards Based Report Card	Boleta Basada en los Criterios
SDAIE	Specially Designed Academic Instruction in English	Instrucción académica en inglés diseñada especialmente
SDC	Special Day Class	Clase diurna especial
SEI	Structured/Sheltered English Immersion	Inmersión estructurada/ contextualizada en inglés
SES	Supplemental Educational Services	Servicios suplementales de educación
SIP	School Improvement Program	Programa de mejora escolar
SPSA	Single Plan for Student Achievement Plan	singular para el rendimiento estudiantil
SSC	School Site Council	Consejo del plantel escolar
SST	Student Study Team	Comité para el éxito del estudiante
STEM	Science, Technology, Engineering, and Mathematics	Ciencia, Tecnología, Ingeniería y Matemáticas
STEAM	Science, Technology, Engineering, Arts, and Mathematics	Ciencia, Tecnología, Ingeniería, Artes y Matemáticas
TBE	Transitional Bilingual Education	Educación bilingüe de transición
TESOL	Teachers of English to Speakers of Other Languages	Maestros del inglés para personas que hablan otros idiomas
Title I	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	Un programa federal/ de NCLB que ofrece fondos suplementarios para mejorar la instrucción en escuelas de nivel alto de pobreza para garantizar que todos los estudiantes cumplan los estándares académicos estatales

Title III	A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.	Un programa federal/ de NCLB que ofrece fondos para mejorar la educación de los ELs asistiendo con el aprendizaje del inglés y el cumplimiento de los estándares académicos
TK	Transitional Kindergarten	Kinder de Transición
TPR	Total Physical Response	Respuesta física total
TWI	Two Way Immersion Program	Programa de doble inmersión
WASC	Western Association of Schools and Colleges	Asociación del Oeste de Escuelas y Colegios Universitarios

Appendix B

California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2020–21.

To determine the use of resources for individual students, this document should be used in conjunction with the following:

- *Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines* (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)

- *California Science Test Accessibility Supports for Operational Testing* (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf)

- *California Spanish Assessment Accessibility Supports for Operational Testing* (http://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf)

- *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing* (https://www.cde.ca.gov/ta/tg/ep/documents/accessibilityresources.docx)

- *California Code of Regulations* (http://bit.ly/2eHz72b), Title 5 (5 *CCR*), sections 850 through 864 of the CAASPP regulations and sections 11517.6 through 11519.5 of the ELPAC regulations

The appropriate use of UDAs on CAASPP computer-based tests and ELPAC computer-based and paper-based tests are restricted to only those identified in this document. For UDAs for CAASPP special-form tests, please visit caaspp.org.

Embedded resources are digitally delivered as part of the technology platform for the computer-based tests. Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-administered or special-form tests. Keep the following in mind:

- Some embedded UDAs are available only for specific items (i.e., test questions) or specific domains for which they are allowed.

- If a non-embedded resource is shown to be available for "allowed items," it may be used only for the specific items for which the embedded version of the resource is available.

- The accessibility resources in the Accessibility Matrix identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed. Students who receive these accessibility resources will receive a valid score.

The Accessibility Matrix contains five parts:

Part 1—Universal Tools

Part 2—Designated Supports

Part 3—Accommodations

Part 4—Instructional Supports and Resources for the Alternate Assessments

Part 5—Unlisted Resources

Note that Part 5—Unlisted Resources includes a list of pre-identified unlisted resources that have been determined to change the construct being measured.

Part 1—Universal Tools

Universal tools are available to *all* students on the basis of student preference and selection.

The table below shows the available embedded (EM) and non-embedded (Non-EM) universal tools for the following California tests: Smarter Balanced and California

Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics, and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Universal Tool	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
Breaks	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	For CAASPP the number of items per session can be flexibly defined based on the student's need. Students may take a break when needed. Students may require extra time to complete the assessment if using this resource. For the ELPAC, breaks, including those during testing over more than one day, between the domains are permitted. Breaks may be permitted for students who need additional time to finish testing in a domain to allow for rescheduling. However breaks in the middle of a domain as identified in the students individualized education program (IEP) are allowed as an accommodation. Refer to the breaks accommodation.
Calculator	Yes	No	No	Yes	Yes	No	No	No	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button. For mathematics, this tool is available only on the specific items for which the *Smarter Balanced Item Specifications* indicated as appropriate in grades 6–8 and grade 11. For science, this tool is available as a four-function calculator for grade 5 and a scientific calculator for grade 8 and high school. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Digital notepad	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool is used for making notes about an item. It is item-specific and available through the end of the test segment.

English dictionary	Yes	Yes	Yes	No	No	No	No	No	An English dictionary is available for the full-write portion of an ELA performance task, but not for short paragraph responses. A full-write is the second part of a performance task.
English glossary	Yes	No	Yes	Yes	Yes	No	No	No	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown, in English, in a pop-up window on the screen.
English thesaurus	Yes	Yes	Yes	No	No	No	No	No	A thesaurus is available for the full-write portion of an ELA performance task, and not available for short-paragraph responses. A thesaurus contains synonyms of terms in the text with which a student interacts on the assessment. A full write is the second part of a performance task.
Expandable items	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Each item can be expanded so it takes up a larger portion of the screen.
Expandable passages	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Each passage or stimulus can be expanded so it takes up a larger portion of the screen.
Global notes	Yes	No	Yes	No	No	No	No	No	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write; it is not for short-paragraph responses. A full write is the second part of a performance task. The student selects the notepad icon for the notepad to appear.
Highlighter (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	The highlighter is a digital tool for marking desired text, item questions, and item answers or parts of them with a color.
Highlighter (non-embedded)	No	Yes	No	No	No	No	No	Yes	A highlighter may be used in the test book in grades two through twelve.
Keyboard navigation	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Navigation through text can be accomplished by using a keyboard (using the function keys instead of a mouse).
Line reader (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Line reader (non-embedded)	No	Yes	No	No	No	No	No	Yes	The student may use a paper line reader.

Mark for review (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool allows the student to flag items for future review during the assessment.
Mark for review (non-embedded)	No	Yes	No	No	No	No	No	Yes	Students may mark in their test books, including noting items for review, using highlighters in grades 2–12. In grades 3–12, students may use other writing utensils in addition to a highlighter.
Math tools	Yes	No	No	Yes	Yes	No	No	No	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to specific items.
Oral clarification of test directions by the test examiner in English	No	Yes	No	No	No	No	Yes	Yes	The test examiner provides clarification of test directions to students in English.
Science charts	Yes	No	No	No	Yes	No	No	No	These digital tools (i.e., periodic table of the elements and reference sheets) are available for students in grade 8 and high school.
Science tools	Yes	No	No	No	Yes	No	No	No	These digital tools (i.e., analog clock, laboratory equipment) are available for all grade levels.
Scratch paper	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA and ELPAC. Graph paper is required beginning in grade 6 and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The use of assistive devices without the internet is allowed.
Spell check	Yes	No	Yes	No	No	No	No	No	The writing tool for checking the spelling of words in student-generated responses, spell check gives only an indication that a word is misspelled. It does not provide the correct spelling. This tool is available only on the specific items for which the *Smarter Balanced Item Specifications* indicated as

									appropriate.
Strikethrough (embedded)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This tool allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Strikethrough (non-embedded)	No	Yes	No	No	No	No	No	Yes	Students may use pencils in their test books to strike through images or options.
Test navigation assistant	No	Yes	No	No	No	No	Yes	No	New arrivals and students who are unfamiliar with the test delivery device or are technology novices and do not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner assist with the mouse point-and-click and scroll bar, onscreen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding necessary for starting the test session. The test navigation assistant is allowed to assist *only* with the technology as indicated by the student. The test navigation assistant can be used during one-on-one or group administrations. The use of keyboarding assistance in the test is not permitted. The test navigation assistant must follow approved guidelines.
Translations (glossary)	Yes	No	No	No	No	Yes	No	No	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms. Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary. For the CSA, this resource is a universal tool. For math and science, refer to the translations (glossary) designated support.
Writing tools	Yes	No	Yes	Yes	Yes	No	Yes	No	Selected writing tools (i.e., bold, italic, bullets, undo, and redo) are available for all student-generated responses. For ELA and math, this resource is available for specific items only. For ELPAC this resource is available for grades 3–12.

Zoom (in/out)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	The default font size for all tests is 14 point. The student can make text and graphics larger by selecting the [Zoom In] button. The student can select the [Zoom Out] button to return to the default or select a smaller font size.

Part 2—Designated Supports

Designated supports are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (Non-EM) designated supports for the following California tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics, and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Designated Support	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC -CBA	ELPAC -P	Description
100s number table (CAST only)	No	Yes	No	No	Yes	No	No	No	This is paper-based table for reference, listing numbers 1–100, available from Smarter Balanced (http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf).
Amplification	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.
Bilingual dictionary	No	Yes	Yes	No	No	No	No	No	A bilingual/dual language word-to-word dictionary is a language support. It can be provided for the full-write portion of an ELA/literacy performance task, but not for short-paragraph responses. A full write is the second part of a performance task.

Calculator	No	Yes	No	No	Yes	No	No	No	This science resource is a non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. For science, the basic calculator is to be used for grade 5, and a scientific calculator is to be used for grade 8 and high school.
Color contrast	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Students may adjust screen background or font color on their electronic device based on their needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.
Color overlay	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Students with attention difficulties may need this resource to view test content. This resource may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Designated interface assistant	No	Yes	No	No	No	No	Yes	No	This designated support is available to students who are technology novices and have limited keyboarding skills that prevent them from responding. The designated interface assistant is available to help the students interact with, or type, their handwritten responses on the test platform. The designated interface assistant should be used only during one-on-one administration. This role meets the needs of ELPAC technology novices and young test takers.
Illustration glossaries	Yes	Yes	No	Yes	No	No	No	No	Illustration glossaries are a language support provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. For the non-embedded version, illustrations for these terms appear in a supplement to the paper–pencil test and are identified by item number.

Magnification	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows for increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.
Masking	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Masking is a digital resource that involves blocking off content that is not of immediate need or that may be distracting to the student. The student is able to focus attention on a specific part of a test item by using the masking digital resource.
Masking	No	Yes	No	No	No	No	No	Yes	Masking is a non-embedded resource that involves blocking off content on the paper test that is not of immediate need or that may be distracting to the student. The student is able to focus attention on a specific part of a test item by using the masking non-embedded resource.
Medical supports	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Students may have access to medical supports for medical purposes (e.g., glucose monitor). The medical support may include a cell phone; however, it is no longer limited to devices and should support the student during testing only for medical reasons. Either the device settings must restrict access to other applications or the test administrator or test examiner must closely monitor the use of the device to maintain test security.
Mouse pointer (size and color)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A test administrator or test examiner sets the size and color of the mouse pointer prior to testing.
Multiplication table (CAST only)	No	Yes	No	No	Yes	No	No	No	A paper-based multiplication table (1–12) for reference will be available from Smarter Balanced at http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf.
Noise buffers	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Noise buffers are ear mufflers, white noise, and/or other equipment used to block external sounds.

Pause or replay audio—Listening domain	Yes	Yes	No	No	No	No	Yes	Yes	Students who may need the audio to slow down or stop momentarily may have the stimuli of the audio presentation in the Listening domain paused or replayed during the administration of the test questions. For CAASPP, when audio is present in an item, the ability to pause or replay audio is automatically provided.
Pause or replay audio—Speaking domain	Yes	Yes	No	No	No	No	Yes	Yes	Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.
Print on demand	No	Yes	No	No	No	No	Yes	No	Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, contact the California Technical Assistance Center (CalTAC) at caltac@ets.org. For ELPAC, this resource is a designated support. For CAASPP, refer to the Print on demand accommodation.
Read aloud	No	Yes	Yes (items)	Yes	Yes	Yes (items)	Yes (writing domain)	Yes (writing domain)	Text is read aloud to the student by a trained and qualified person who follows the administration guidelines for the ELPAC or the read aloud protocol for the CAASPP (https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf). All or portions of the content may be read aloud. For math and science Spanish stacked translation, refer to Read Aloud Spanish Guidelines at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf. This resource is a designated support for all ELA and CSA items, and not for reading passages. Refer to the read aloud accommodation for ELA and CSA reading passages.
Science charts	No	Yes	No	No	Yes	No	No	No	Students receive state-approved paper versions of the science charts (i.e., periodic table of the elements and reference sheets), available for students in grade 8 and high school.
Scribe	No	Yes	Yes	Yes	Yes	Yes	No	No	Students dictate their responses to a person who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf. This resource is a designated support for all items except the ELA performance task full write and the ELPAC. Refer to the scribe accommodation for ELA writing and the ELPAC.

Separate setting	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Test location is altered so the student is tested in a setting different from that made available for most students. Separate setting may also include most beneficial time, special lighting or acoustics, and adaptive furniture.
Simplified test directions	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The test administrator simplifies or paraphrases the test directions found in the *Test Administration Manual*. Refer to the *Guidelines for Simplified Test Directions* at https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf.
Streamline	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
Text-to-speech	Yes	No	Yes (items)	Yes	Yes	Yes (items)	No	No	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as the volume of the voice. For ELA and the CSA, this resource is a designated support for stimuli and items, but not for reading passages. For ELA and CSA reading passages and the ELPAC listening, speaking and writing domains, refer to the text-to-speech accommodation.
Translated test directions (embedded)	Yes	No	No	Yes	No	No	No	No	Translation of test directions is a language support available prior to beginning the actual test items. Students are presented with test directions in a language other than English. As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.

Translated test directions (non-embedded)	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Translation of test directions is a language support available prior to beginning the actual test items. Students are presented with test directions in a language other than English. As a non-embedded designated support, PDFs of directions translated in each of the languages currently supported are available. A bilingual adult can read to the student. (Refer to the *CAASPP Accessibility Guide* on the Student Accessibility Resources and Test Settings web page at http://www.caaspp.org/administration/accessibility/index.html). For ELPAC, students who are deaf or hard of hearing and who typically use ASL or Manually Coded English can have the test directions signed to them.
Translations (glossary)	Yes	Yes	No	Yes	Yes (EM only)	No	No	No	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms. Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary. Non-embedded translation glossaries are available for math only through Consortium-provided PDFs, in which the glossary terms are listed by item and include the English term and its translated equivalent. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. For math and science, this resource is a designated support. For CSA, refer to the translations (glossary) universal tool
Translations (Spanish stacked)	Yes	No	No	Yes	Yes	No	No	No	Stacked translations are a language support. Stacked translations provide the full translation of each test item above the original item in English. For the CAST, some item responses are provided in either English only or Spanish only. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Turn off any universal tool(s)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	This designated support is the disabling of any universal tools that might be distracting or that students do not need to use or are unable to use.

Part 3—Accommodations

Accommodations must be permitted on CAASPP and ELPAC tests to all eligible students if specified in the student's IEP or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (Non-EM) accommodations for the following California tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics (math), and science; California Science Test (CAST); the California Spanish Assessment (CSA); the computer-based ELPAC (ELPAC-CBA); and the paper-based ELPAC (ELPAC-P).

Accommodation	EM	Non-EM	ELA	Math	CAST	CSA	ELPAC-CBA	ELPAC-P	Description
100s number table (math only)	No	Yes	No	Yes	No	No	No	No	A paper-based number table (1–100) for reference in all grades is available from Smarter Balanced (http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf).
Abacus	No	Yes	No	Yes	Yes	No	No	No	This accommodation may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. For the ELPAC-P, student responses must be transcribed in the Answer Book by the test examiner or scribe.
American Sign Language (ASL)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	For the embedded resource, test content is translated into ASL video. A person who is an ASL signer and the signed test content are viewed on the same screen. The student may view portions of the ASL video as often as needed. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. This resource is not available on the Alternate ELPAC as an embedded resource.
American Sign Language (ASL) or Manually Coded English	No	Yes	No	No	No	No	No	Yes	For the non-embedded ELPAC resource, ASL or Manually Coded English may be used for the presentation of and students' responses to the test questions.

Audio transcript (includes braille transcript)	Yes	No	Yes	No	Yes	Yes	Yes	No	Some students who are deaf or hard of hearing (DHH) may have difficulty hearing the listening portion of the passage and may not have enough functional vision to read the closed captioning provided for the passage. These students, who are visually impaired or blind and DHH **and** who use braille, may have access to braille transcripts. For ELA, this resource is for listening portions of the test. The 2020–2021 CAST does not include any listening portion or audio. For CSA, this resource is in Spanish for listening passages. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Audio transcript (includes braille transcript)	No	Yes	No	No	No	No	No	Yes	For the non-embedded ELPAC resource, this includes the use of written scripts by a test examiner for students for whom streamed audio is not available. The use of this accommodation may result in the need for additional overall time for the student to complete the assessment.
Braille	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (Non-EM only)	This resource is a raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math. The embedded resource is both embossed and refreshable. To request the CAST tactile package, or the braille hybrid adaptive test for math, email CalTAC at caltac@ets.org. Paper–pencil tests are available if students cannot access the needed assistive technology for refreshable braille presentation and embossers for the administration of the computer-based CAASPP or ELPAC tests. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available on the Alternate ELPAC as an embedded resource.
Breaks	No	Yes	No	No	No	No	Yes	Yes	Extended breaks in the middle of a domain-level test administration are allowed as an accommodation for students with disabilities who have a documented need.
Calculator	No	Yes	No	Yes	No	No	No	No	For math, this resource is a non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. This math accommodation is available for allowed items in grades 6–8 and grade 11.

Closed captioning	Yes	No	Yes	No	Yes	Yes	Yes	No	Printed text that appears on the computer screen as audio materials is presented. The 2020–21 CAST does not include any listening portion or audio. For ELA and CSA, this resource is available only for the listening portion. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available with the Alternate ELPAC as an embedded resource.
Large-print special form	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Large-print special forms are available for ELA, math, CAST, and ELPAC. LEAs must request approval from the California Department of Education (CDE) to qualify for these printed materials.
Multiplication table	No	Yes	No	Yes	No	No	No	No	For math, a paper-based multiplication table (1–12) for all grades is available from Smarter Balanced for reference (http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf).
Print on demand	No	Yes	Yes	Yes	Yes	Yes	No	No	Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, email CalTAC at caltac@ets.org. For CAASPP, this resource is an accommodation. For ELPAC, refer to the print on demand designated support.
Read aloud	No	Yes	Yes	No	No	Yes	No	No	Text is read aloud to the student by a trained and qualified person who follows the administration guidelines and read aloud protocol (refer to https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf). All or portions of the content may be read aloud. This resource is an accommodation for ELA and CSA reading passages.
Scribe	No	Yes	Yes	No	No	Yes	Yes	Yes	Students dictate their responses to a person who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf. This resource is an accommodation for the ELA performance task full write. For ELPAC, a trained scribe may transcribe the students' responses in the Answer Book or testing interface. The scribe must follow the scribing protocol.
Speech-to-text	No	Yes	Yes	Yes	Yes	No	Yes	No	Voice recognition allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive

									technology devices.
Text-to-speech	Yes	No	Yes	No	No	Yes	Yes	No	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as the volume of the voice. For ELA and the CSA, this resource is an accommodation for reading passages. For ELPAC, this resource is an accommodation for the Listening, Speaking, and Writing domains. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs. In addition, this resource is not available with the Alternate ELPAC as an embedded resource.
Word prediction	No	Yes	Yes	Yes	Yes	No	No	No	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program that reads back the information the student has written.
Word processor	No	Yes	No	No	No	No	No	Yes	For the ELPAC-P, students may use word processing software for their responses in the Writing domain; in grades 3–12, the spelling and grammar check must be turned off. Student responses must be transcribed into the answer book.

Part 4—Instructional Supports and Resources for Alternate Assessments

The California Alternate Assessments (CAAs) are administered to students one-on-one by a test examiner. The operational field test Alternate ELPAC will begin in January 2021. It, too, will be administered to students one-on-one by a test examiner. Although most universal tools, designated supports, and accommodations listed thus far in this matrix are available for the CAAs and will be available for the Alternate ELPAC through the online testing interface (with the exceptions noted below), students taking the CAAs and Alternate ELPAC may also need additional instructional supports, including the administration of the alternate assessments in the language of instruction, physical supports, and resources documented in the student's IEP or Section 504 plan. For the

CAA Science, because of its design, any instructional supports specified in the student's IEP and used in daily instruction may be used for the embedded performance tasks.

The following embedded resources are ***not available for alternate assessments***:

- American Sign Language videos
- Audio transcript
- Braille
- Calculator
- Closed captioning
- Text-to-speech
- Translated test directions
- Translation glossaries
- Translations (Spanish stacked)

For braille, however, the test examiner can request print-on-demand functionality to produce braille documents. For a handful of ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailling the appropriate text.

The "language of instruction" may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the *Test Administration Manual,* found on the Manuals and Instructions web page at http://www.caaspp.org/administration/instructions/index.html, are inappropriate and not allowed on the CAAs and the Alternate ELPAC. Examples of permissible non-embedded instructional and physical supports are provided below.

Examples of Permissible Instructional Supports

- Allowing the test examiner to sign to the student as the language of instruction.
- Allowing the student to use an augmentative communication devise (e.g., Audiovox, switch)
- Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze as a way of indicating a response (http://www.caaspp.org/rsc/pdfs/CAASPP.eye-gaze-guidance.pdf)
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing students to direct another person (an aide or a test examiner) in

performing physical tasks

· Allowing the use of the student's calculator (except in grade three), 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct

Examples of Permissible Physical Supports

- Structuring the test environment to eliminate distractions for students who are particularly distractible

  · Positioning and stabilizing the student to allow for the most controlled movement possible as well as for student comfort and access to the test platform

Part 5—Unlisted Resources

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

The LEA may use the Unlisted Resources Request form, available in TOMS (http://www.caaspp.org or http://www.elpac.org), to request the use of unlisted resources required by a student's IEP or Section 504 plan. The request must be made a minimum of ten business days before the student's first day of testing. The CDE will reply to the request within four business days.

The CDE has pre-identified, on the following page, non-embedded unlisted resources for ELA, mathematics, science, primary language assessments, and the ELPAC that change the construct being measured. There are no pre-identified non-embedded resources for the alternate assessments. Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource that has not been pre-identified changes the construct being measured.

Unlisted resources that do not change the measured construct are not invalidated. IEP teams should not allow the impact of an LEA's accountability to outweigh the needs of the student, per regulations (5 *California Code of Regulations* sections 854.9 and 11518.37). If the CDE determines the unlisted resource changes the

measured construct:

- The student's score and LEA participation rate indicator may be impacted.
- The student's CAASPP score is invalidated and the student is not included in the participation rate indicator.
- The student's ELPAC score will result in the lowest obtainable scale score for the domain.

- An individual score report will still be generated in both the CAASPP and ELPAC.

The following table lists pre-identified non-embedded unlisted resources that change the construct being measured for the following California tests: Smarter Balanced ELA, mathematics; California Science Test (CAST); California Spanish Assessment (CSA); and the ELPAC.

Non-Embedded Resource	ELA	Math	CAST	CSA	ELPAC
Bilingual dictionary	Yes (reading)	Yes	Yes	No	Yes
Calculator (used on non-allowed items)	No	Yes (grades 6–8 and grade 11)	No	No	No
Calculator	No	Yes (grades 3–5)	No	No	No
English dictionary	Yes (reading and listening)	Yes	Yes	Yes	Yes
Math tools (i.e., non-embedded ruler, non-embedded protractor)	No	Yes	No	No	No
Signed Exact English	Yes	Yes	Yes	No	Yes
Thesaurus	Yes (reading and listening)	Yes	Yes	No	Yes

Translated word lists	Yes	Yes	Yes	No	Yes
Translations (not provided by Smarter Balanced)	Yes	Yes	Yes	No	Yes

Notification of Initial English Language Program Placement

Student: **Grade Level:**
School: **EL Status: EL**

Our school district provides a program of language instruction for English Language Learners (ELs) to attain English proficiency and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Additional factors used to determine your child's program eligibility: State-mandated standardized tests, teacher's recommendation, classroom performance, and parent consultation.

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 4 years. Your child's English language development will be assessed annually until he/she achieves: an overall score of at least four on the ELPAC, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for four years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2019⁄2020 expected graduation rate of 68%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. However, LEAs remain obligated to provide the student with 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. If you have any questions about your child's placement or the type of program options available to you, please contact

This letter informs you of certain rights you have as a parent or guardian. Contact our office if you have specific questions concerning these rights.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content - using grade-level curriculum - to students at all levels of English language proficiency (ELP) by offering the following programs:

Corcoran Joint Unified School District
Date Mailed:

Developmental Bilingual Program: Serves identified ELL students in both English and their native language. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English.

Dual Language/Two-Way Immersion (DLI) Dual Language/Two-*W*ay Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified ELL students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

English Language Mainstream (ELM) English Language Mainstream: Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in the English language.

Heritage Language Program (HLA): This program uses the non-English language background (heritage or indigenous language) of the students as the primary language of instruction to renew/reclaim that language. The program also provides instruction in and through English.

Structured English Immersion (SEI) Structured English Immersion: The goal of this program is the acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Transitional Bilingual Education Program: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic

subject instruction in the native language to the extent necessary.

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.

Corcoran Joint Unified School District

Notification of Not Qualifying for English Language Learner Services

Student: **Grade Level:**
School: **EL Status**: IFEP (Tested, Did not Qualify)

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency*, we* are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

Additional factors used to determine your child's program eligibility: State-mandated standardized tests, teacher's recommendation, classroom performance, and parent consultation.

If you have any questions about your child's placement or the type of program options available to you, please contact _____.

This letter informs you of certain rights you have as a parent or guardian. Contact our office at (559) 992-8888 Ex 8031 if you have specific questions concerning these rights.

Corcoran Joint Unified School District

Notification of English Language Program Continuation

Student: **Grade Level:**
School: **EL Status: EL**

Our school district provides a program of language instruction for English Language Learners (ELS) to attain English proficiency and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Additional factors used to determine your child's program eligibility: State-mandated standardized tests, teacher's recommendation, classroom performance, and parent consultation.

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 4 years. Your child's English language development will be assessed annually until he/she achieves: an Overall score of at least four on the ELPAC, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for four years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2019⁄2020 expected graduation rate of 68%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. 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. If you have any questions about your child's placement or the type of program options available to you, please contact

Corcoran Joint Unified School District

This letter informs you of certain rights you have as a parent or guardian. Contact our office if you have specific questions concerning these rights.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content - using grade-level curriculum - to students at all levels of English language proficiency (ELP) by offering the following programs:

Developmental Bilingual Program Bilingual Program: Serves identified ELL students in both English and their native language. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English.

Dual Language/Two-Way Immersion (DLI) Dual Language/Two-Way Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified ELL students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

English Language Mainstream (ELM) English Language Mainstream: Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in the English language.

Heritage Language Program Heritage Language (HLA): This program uses the non-English language background (heritage or indigenous language) of the students as the primary language of instruction to rene*w/r*eclaim that language. The program also provides instruction in and through English.

Structured English Immersion (SEI) Structured English Immersion: The goal of this program is the acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Transitional Bilingual Program Transitional Bilingual Education Program: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

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.

Corcoran Joint Unified School District

Notification of English Language Program Exit

Student: **Grade Level:**
School: **EL Status:**

Upon enrollment, a language other than English was noted on your child's Home Language Survey. *A*ccording to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

Additional factors used to determine your child's program eligibility: State-mandated standardized tests, teacher's recommendation, classroom performance, and parent consultation.

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for four years from the time English language proficiency was attained.

I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2019/2020 expected graduation rate of 68%.

If you have any questions about your child's placement or the type of program options available to you, please contact

This letter informs you of certain rights you have as a parent or guardian. Contact our office if you have specific questions concerning these rights.

Corcoran Joint Unified School District

Reclassification Teacher Input Form

Reclassification Teacher Input Form
Test ID #:
Student:

Teacher Name		**Due Date**	
Teacher Subject		**Submitted Date**	

This student is currently classified as an English Learner and and is being considered for reclassification. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

Student Name		**Grade Level**		**Student #**	
Local ID		**School**			

Monitoring Questions

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

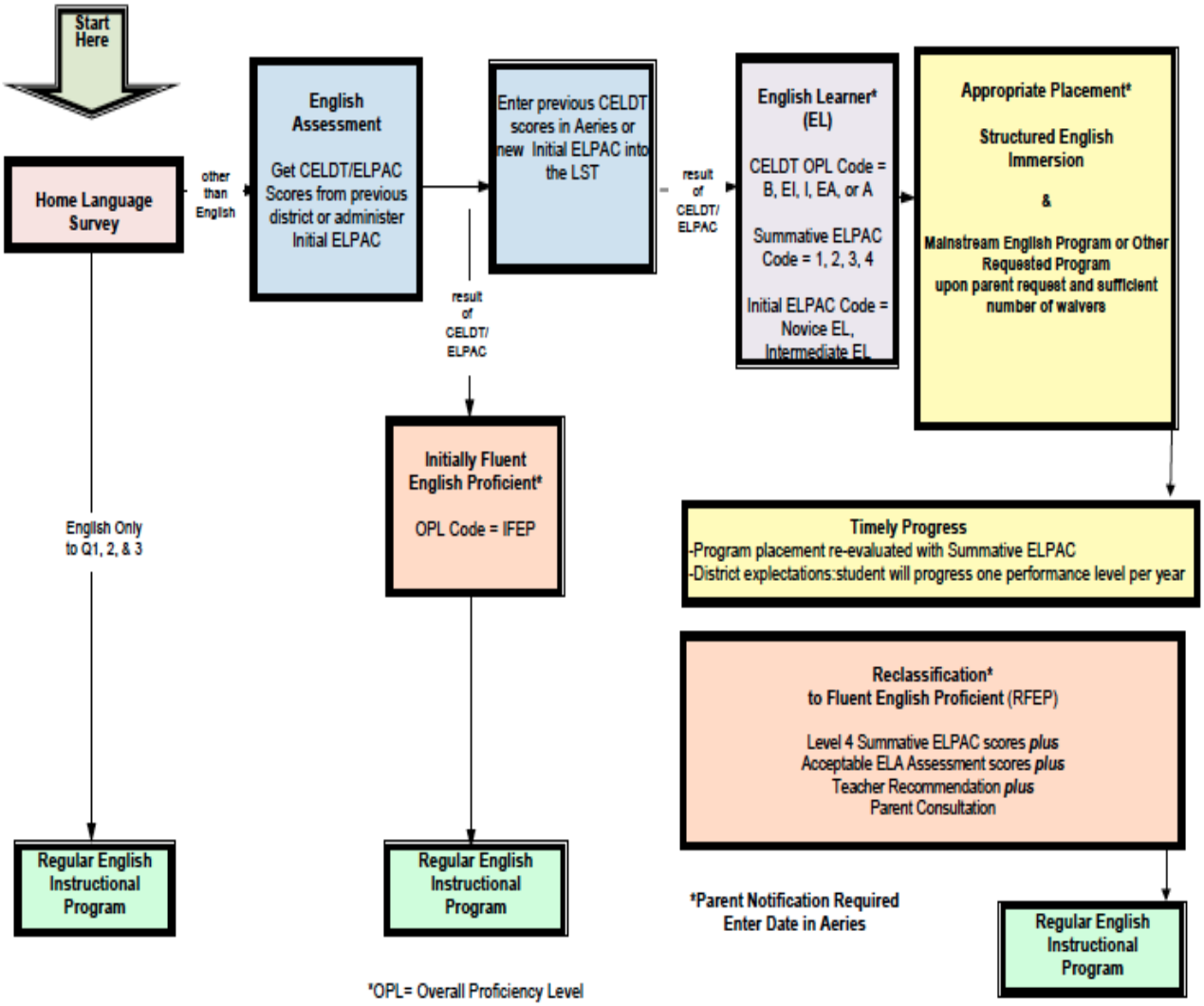
Select one	
	Continue - student should continue to receive ELD services (comments required in comment box below)
	Don't Continue - student is recommended for reclassification

Comments

Signatures

Homeroom _____ Date: _____

English Learner Flowchart
from Identification to Reclassification



*OPL= Overall Proficiency Level

WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT
Corcoran Unified School District

For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

Student Name _____ D.O.B._____ Student ID# _____ Grade____
School _____ Case Manager _____ Date_____

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

Grade First Entered School: _____ Years in the U.S.: _____ Years in EL Program: _____
Current English Learner Instructional Setting: _____

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

1. English Language Proficiency Assessment

Current School Year Data
Date: _____ Assessment Name: □ ELPAC □ Other: _____

Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____

Listening Score/Level: _____ Speaking Score/Level: _____
Reading Score/Level: _____ Writing Score/Level: _____

□ **Yes** □ **No** **Student met language proficiency level criteria as assessed by ELPAC/CELDT.** *(Refer to your LEA's reclassification criteria.)*

(If yes, proceed to section 2. If no, fill out the information required below and consider alternate measures for establishing language proficiency.)

Previous School Year Data Date: _____ Assessment Name: □ ELPAC. □ Other: _____
Overall Score/Level: _____ Oral Language/Level: _____ Written Language/Level: _____

Listening Score/Level: _____ Speaking Score/Level: _____
Reading Score/Level: _____ Writing Score/Level: _____

□ **Yes** □ **No** The student did not meet the LEA assessment threshold criteria for reclassification, but has an overall performance on CELDT/ELPAC in the upper end of Intermediate/Moderately Developed. The IEP team reviewed other informal measures of proficiency (such as teacher, parent, EL expert observations/reports) and determined it is likely the student is proficient in English.

□ **Yes** □ **No** The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency.

Areas impacted: □ Listening □ Speaking □ Reading □ Writing

If yes, explanation: _____
(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with developing second language)

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

□ **Yes** □ **No** **The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.** *(If yes, proceed to section 2. If no, stop here.)*

2. Teacher's Evaluation of Student Academic Performance

Evaluation was based on: □ Classroom performance □ District-wide assessments □ Progress toward IEP Goals
□ Formative Assessment □ Other: _____

□ **Yes** □ **No** **Student met academic performance indicators set by district.** (*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.

If yes, explanation: _____
(If the above is checked "yes," indicate "yes" to the following statement):

□ **Yes** □ **No** **The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.** *(If yes, proceed to section 3. If no, stop here.)*

3. Comparison of Performance in Basic Skills - grades 3 and above

Assessment(s) taken: □ **CAASPP** □ **CAA** □ **Other** _____ Date(s): _____

English Language Arts/Literacy Score(s)/Level(s): _____
(Note: Score in English Language Arts/Literacy (ELA) must be in a range of scores that corresponds to a performance level or a range within a performance level determined by the LEA to be considered for reclassification. Each district may select an exact cut point.)

□ **Yes** □ **No** **Student met performance criteria**. (*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):

□ **Yes** □ **No** **The IEP team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities.** *(If yes, proceed to section 4. If no, stop here.)*

4. Parent Opinion and Consultation

□ **Yes** □ **No** **The parent/guardian participated in this discussion.**

Parent comments: _____
(If no, an opportunity for parent consultation must be given before a final decision will be made.)

The IEP team determines that the primary reason the student does not meet 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 provided input for this discussion: _____
Other team members who participated in the decision-making process: _____

Special Ed Provider: _____ LEA Representative: _____

This worksheet will be forwarded to the appropriate site or district English Language Reclassification representative. The final decision will be made according to district policy. Parent and Special Education Case Manager will be informed of the decision.