

Identification & Qualification

Upon initial enrollment into a public California school all parents/guardians are required to complete a Home Language Survey. If questions one through three are answered with any language other than English the student will be assessed for English proficiency.

Federal and state laws mandate a state test be given to determine English proficiency. The student will be administered the English Language Proficiency Assessments of California (ELPAC). The ELPAC is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. It is a comprehensive assessment tool, given in English, which covers listening, speaking, reading, and writing skills.

The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate English Language Proficiency assessments:

- Initial ELPAC - an initial identification of students as English learners
- Summative ELPAC - an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Upon receipt of initial assessment results the student may be determined to be initial Fluent English Proficient (FEP) or an English Learner (EL).

Students who score an overall proficiency of Developed or Well Developed on the

Summative assessment may be considered Fluent English Proficient (FEP). These students are placed into the district's regular program without additional support or any further assessments.

Students who score a proficiency of Novice or Intermediate on the Initial ELPAC or Beginning, Somewhat Developed on the Summative ELPAC may qualify for the English Learner Program.

Structured English Immersion (SEI) Instructional Program Setting

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. SEI classrooms are designed for students with less than "reasonable fluency" in English.

English Language Mainstream (ELM) Instructional Program Setting

A language clarification and language acquisition program for English Learners in which classroom support is provided using district adopted and supplemental materials with instruction based on the ELD and grade level content standards. Students may receive additional support needed to be reclassified as fluent English proficient. English language mainstream classrooms are designed for native English speakers or students with reasonable fluency or that have already acquired a "good working knowledge of English".

All EL students will continue to be assessed annually with the Summative ELPAC to measure growth in English until they are reclassified as fluent English Proficient.

English Language Development Instruction in the Classroom

Students are assigned to highly qualified teachers, who hold the appropriate credential to instruct English Language Learners.

The certificated teacher differentiates the curriculum to meet the needs of their EL students. Teachers employ a variety of best practices to ensure student learning. The following are some instructional strategies that may be used:

- Graphic organizers
- Total Physical Response (TPR)
- Demonstration and visual aids
- English Language Development lessons (ELD)
- Listening Comprehension Activities
- Language Experience Approach (LEA)
- Role Playing

Through these strategies, students gain equal access to the curriculum, which leads to academic success.

ELD Standards

The English-Language Development (ELD) standards are designed to supplement the English-Language Arts content standards to ensure that Kindergarten through Grade Twelve limited-English proficient (LEP) students' develop proficiency in both the English language, concepts, and skills contained

in the English-Language Arts content standards.

The standards are designed to assist teachers in moving English Learners to fluency in English and proficiency in the English Language Arts content standards.

Reclassification

The overall goal of our program is to produce fluent English proficient students who possess the required English language skills necessary to receive instruction and achieve academic success in English, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria and process play a critical role in ensuring that EL students exit from the English learner program only when they are ready to perform successfully in an English-only environment.

Administrator, teacher, and parent recommendation is necessary to begin considering a student for the reclassification process.

English Learner students will be considered for reclassification to Fluent English Proficient based on the following reclassification criteria:

- English Language Proficiency Assessment (ELPAC)
- Teacher Evaluation
- Parental Opinion and Consultation
- Comparison of Performance in Basic Skills

Parents will be notified when their student has been selected for reclassification to Fluent English Proficient by written communication,

giving them the opportunity to review the student's performance and provide input on the reclassification decision. Reclassified Fluent English Proficient (RFEP) students receive follow-up monitoring for a minimum of two years after reclassification. RFEP students may not be reclassified back to English Learner status.

Advisory Committees

The Lowell Joint School District strongly supports the involvement of all parents, including those parents of English learners, in the educational process of their children.

Parents are encouraged to participate in their child's school sites' English Learner Advisory Committee (ELAC). Each participating school site holds a minimum of two general sessions per school year. This functioning body advises the school site on programs and services for English Language Learners.

By participating on your child's school sites' ELAC, you have the opportunity to serve as a committee member of our District English Learner Advisory Committee (DELAC). This district level committee consists of parents, teachers, administrators, and district personnel who are interested in becoming knowledgeable about and more involved with the English Learner program.

Parent Resources

ELD Standards can be viewed on-line at:
<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

ELPAC information can be accessed at:
www.elpac.org

Lowell Joint School District



English Learner Program



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