

Orcutt Union School District

**Master Plan for  
English Language  
Learners**



District English Learner Advisory Committee (DELAC)  
reviewed and commented on 12/14/2021

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## INTRODUCTION

The primary purpose of the Orcutt Union School District (OUSD) Master Plan for English Language Learners is to provide the district, its schools, and all stakeholders with a clear statement of policies related to the development, implementation, and evaluation of English Learner (EL) programs and services.

The EL Master Plan provides the following:

1. Program goals
2. Procedural guidelines for the identification, assessment and program options for EL students
3. Reclassification of EL students
4. Notification and involvement of parents
5. Functions of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC)
6. Annual evaluation of English Learner programs
7. Use of state and federal funds for EL programs and services

## PROGRAM GOALS

Orcutt Union School District's Local Control and Accountability Plan (LCAP) includes the following expected annual measurable outcomes for English Learners:

1. 2% of English Learners will be reclassified each year
2. 75% of English Learners will make progress toward English proficiency as reported on the California Dashboard
3. 100% of students will receive access to Core instruction and English Language Development (ELD)

## STUDENT IDENTIFICATION: HOME LANGUAGE SURVEY APPENDIX A

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

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

Students for whom there is at least one response other than English to questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with a state approved English Language Proficiency Assessment within thirty

calendar days of enrollment. The completed HLS is retained in the student's cumulative file in addition to being entered into the school's Student Information System (Aeries).

The HLS will only be used if this is the student's first year in a public school in California. If the student has previously attended a public school in California, then language acquisition status will be verified by the student's cumulative file and the California Longitudinal Pupil Achievement Data System (CALPADS).

## CLASSIFICATION AND PARENT NOTIFICATIONS

A student's initial language classification or status is determined by the student's overall performance on the Initial English Language Proficiency Assessments for California (ELPAC).

### Initial Fluent English Proficient Level (450–600)

Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

### Intermediate English Learner Level (370–449)

Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

### Novice English Learner Level (150–369)

Students at this level are **beginning to develop** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers, often identified as English Only (EO).

A student will remain an EL until the criteria for reclassification is met. Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification within 30 calendar days, informing them of their student's English language proficiency level, official language classification, and instructional program placement.

Parents of EL students will be notified each school year of their student's current language classification, annual assessment results, along with the current program available, Structured English Immersion (SEI).

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program, or opt out of particular English learner service(s) within a language acquisition program. However, OUSD is required to administer the ELPAC to the student.

## ENGLISH LANGUAGE PROFICIENCY EXAM

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in transitional kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English Learners (ELs) and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

## ELPAC GENERAL PERFORMANCE LEVEL DESCRIPTORS

The Summative ELPAC general performance level descriptors take into account the categories of Emerging, Expanding, and Bridging.

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

## PROGRAM

Orcutt Union School District currently offers the following program for students in grades TK-12:

- **Structured English Immersion (SEI):** A language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Students are offered supplemental English Language Development (ELD) along with access to grade level academic subject content.

In SEI, English Learners receive daily Integrated and Designated ELD. Designated ELD is a minimum of twenty minutes (TK) or thirty minutes (K-12) of protected time for ELD standards instruction. Integrated ELD, in which the California ELD Standards are taught in tandem with the California Common Core State Standards, is taught throughout the school day and across subject areas.

For English Learners who need additional support in reading, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is provided four to five days per week. SIPPS is part of OUSD's Multi-Tiered Systems of Support (MTSS), and student progress is routinely monitored using the Plan Do Study Act Cycle (PDSA).

## ELD CURRICULUM

McGraw-Hill School Education	(Core)	Grades TK-5	Reading Wonders
Houghton Mifflin Harcourt	(Core)	Grades 6-8	California Collections
Houghton Mifflin Harcourt	(Core)	Grades 6-8	CA English 3D, Courses A & B
E.L. Achieve	(Supplemental)	Grades K-4	Systematic ELD
Imagine Learning	(Supplemental)	Grades TK-8	Imagine Learning (Digital)

## TEACHER AUTHORIZATIONS

Teachers assigned to provide English Language Development within the core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization. For a complete CTC credential list visit:

[https://www.ctc.ca.gov/docs/default-source/leaflets/cl628c.pdf?sfvrsn=2aco1781\\_8](https://www.ctc.ca.gov/docs/default-source/leaflets/cl628c.pdf?sfvrsn=2aco1781_8)

## PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS (IEPS)

### STUDENT SUCCESS TEAM (SST) PROCESS

OUSD is committed to providing English Learners the same access to the education programs and services as students fluent in English. A careful review by the Student Success Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing. A parent interview as well as an interview with the student, if age appropriate, is also included. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

### INDIVIDUALIZED EDUCATION PLAN (IEP) TEAM PROCESS

The Individualized Education Plan (IEP) team determines placement of each Special Education student, regardless of the student's language proficiency. Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas.

### NEWCOMER

A Newcomer is a person who has recently arrived in the United States. In OUSD, a Newcomer is a student enrolled in a United States school in grades K-12 who has been identified as non-English proficient and who has attended school in the country for less than two full school years.

OUSD continually investigates effective models of service/programs for Newcomers. Newcomers and their families need:

1. A welcoming school environment
2. High-quality academic programs designed to meet academic and language needs
3. Social-emotional support and skills to be successful in school
4. Encouragement to engage in the education process



## LONG-TERM ENGLISH LEARNER (LTEL)

California Education Code 313.1 defines a “Long-term English learner” as an English learner to which all of the following apply:

- Is enrolled in any of grades 6 to 12, inclusive.
- Has been enrolled in schools in the United States for six years or more.
- Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test.
- For a pupil in any of grades 6 to 9, inclusive, has scored far below basic or below basic on the prior year’s English language arts standards-based achievement test.

California Education Code 313.1 defines an “English learner at risk of becoming a long-term English learner” means an English learner to which all of the following apply:

- Is enrolled in any of grades 3 to 12, inclusive.
- Has been enrolled in schools in the United States for four to five years.
- Has scored at the intermediate level or below on the prior year’s English language development test.
- For a pupil in any of grades 3 to 9, inclusive, has scored in the fourth or fifth year at the below basic or far below basic level on the prior year’s English language arts standards-based achievement test.
- A pupil for which the required testing results are not available shall not have that criteria applied and such pupil shall not be excluded based on that criteria.

## BASIC LTEL PRINCIPLES

- LTELs need urgency, acceleration, and focused instruction.
- LTELs are diverse and have distinct needs.
- LTELs need English Language Development (Listening, Speaking, Reading, and Writing) and Literacy Development.
- LTELs have language development and academic gaps that must be addressed by all teachers.
- LTELs need rigor and access to meaningful education.
- LTELs need a relationship that will provide them guidance and support.
- LTELs need to be active participants in their own education.

OUSD uses Aeries, our Student Information System, to identify our LTELs. We monitor the progress of LTELs yearly.

OUSD continually investigates methods to support LTELs. Program priorities include the following:

1. Oral and written academic language development
2. Instruction on organizational and study skills
3. Scaffolding methods like the use of language frames/stems
4. Peer and adult mentors

## ACCESSING CORE CURRICULUM IN ALL CONTENT AREAS

It is essential that English Learners in Orcutt Union School District access well-articulated, standards-based core curriculum instruction. In Structured English Immersion (SEI), the core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as appropriate to further motivate, clarify, direct, support and explain.

## WHAT IS SDAIE?

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

- Contextualized instruction (e.g. non-verbal language, visual support, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learners to access the same core curriculum as that of English only students
- Language-sensitive and culture-sensitive content instruction
- Content delivered through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- Instructional setting is an ideal place to use oral language for communication
- Instruction encouraging the active use of language and the emphasis on enduring understanding
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development
- Intentional use of pause time, questioning, pacing, and language frames

## RECLASSIFICATION (EXIT) CRITERIA

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The process of reclassification will occur each year as outlined in Appendix C. A timeline is included.

Required Criteria	OUSD Criteria
English Language Proficiency Assessment	ELPAC Overall Score of 4
Teacher Evaluation	<p>Levels 4 or 5 on Student Oral Language Observation Matrix (SOLOM, Appendix B) for Comprehension, Fluency, Vocabulary, and Grammar and Level 3 or above for Pronunciation.</p> <p>(We will be transitioning to the Observation Protocol for Teachers of English Learners [OPTTEL] when it is in final form: )</p> <p>Mastery of ELA Standards as evidenced on the report card may be considered.</p>
Comparison of Performance in Basic Skills	Scores aligned with having met grade level standards in English Language Arts on either Smarter Balanced Assessment Consortium (SBAC) and/or Northwestern Evaluation Association (NWEA) MAP test. (PSAT may be used in grades 9-12)
Parental Opinion and Consultation	Parent Signature on Reclassification Form (Appendix D)

## RECLASSIFICATION FOR STUDENTS WITH SPECIAL NEEDS (IEPS)

The following steps are to be taken for students with special needs who have not met the regular reclassification criteria.

- Step One: A list will be compiled of all special education students who have not met overall classification criteria.
- Step Two: The Reclassification Team (classroom teacher/special education teacher, District EL designee, administrator) meets and uses the English Learner with Special Needs Reclassification Worksheet (SELPA Form #78) in Appendix E to determine whether the disability is impacting performance.
- Step Three: To recommend reclassification as RFEP, the Reclassification Team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency. (The student no longer needs EL services.)
- Step Four: If the Reclassification Team recommends reclassification, the reclassification worksheet (Appendix E) is completed and a copy submitted to the EL Department.

## STUDENT PROGRESS MONITORING

Progress monitoring of English Learners will take place annually using a combination of data sources as included on the EL/LTEL Progress Monitoring Form in Appendix G. Memo specifying responsibilities will be included with the form. These sources include local and state assessments, classroom grades, observations of student engagement and attendance. Progress of Reclassified Fluent English Proficient (RFEP) students will be monitored yearly for four years or until they leave the school district by using the Reclassified Fluent English Proficient Progress Monitoring Form in Appendix H. This form will be completed at the district and sent to the school site to be placed in the student's cumulative file. A digital copy will be kept in Aeries, our Student Information System.

If a Reclassified Fluent English Proficient student is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student, notifying the student's parents about the student's lack of progress, encouraging the parents to opt the student back into English Language Development programs and services, and providing designated supports for the student's English language acquisition. Such supports can include, but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

## ADVISORY COMMITTEES

The Orcutt Union School District will ensure that parents and families of English Learners are actively and meaningfully involved in the education of their children. The district and schools will effectively communicate with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

### ENGLISH LEARNER ADVISORY COMMITTEES

Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.

The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. Other members of the ELAC can be parents/guardians, school staff and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC shall assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance. Responsibilities of the ELAC are listed in Appendix I.

### DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

A District English Learner Advisory Committee (DELAC) shall be established whenever 51 or more English learner students are enrolled in the school district. The DELAC is formed by representatives from site English Learner Advisory Committees (ELACs), staff and district and/or site administrators. The DELAC shall be comprised of a majority of parents (51%) who were elected by their ELAC.

The purpose and function of the DELAC is to advise the district's governing board regarding the formulation, implementation and monitoring of the English learner instructional program. Responsibilities of the DELAC are listed in Appendix I.

## BILINGUAL COMMUNICATION

When fifteen percent (15%) or more of the student population at a school site speaks a single primary language other than English, all notices, reports, statements or records sent to the parents or guardians of any such pupil by the school or district are, in addition to being written in English, written in the primary language(s) of the above 15%. Translation is also provided at school functions, such as Back to School Night, Parent/Teacher Conferences, ELAC, DELAC and other district meetings, as requested. OUSD's Bilingual Community Liaisons establish and maintain an effective relationship between school and the student's home, providing assistance to parents. They interact with parents and promote parent involvement in our schools.

All of the schools in the Orcutt Union School District use ParentSquare, a communication platform that provides easy opportunities for parent engagement and facilitates two-way communication. Users are able to set language preferences to translate messages to their preferred language.

## PROFESSIONAL DEVELOPMENT

The district provides staff development to cultivate staff and administration's knowledge and skillset around effective implementation of high-leverage strategies, particularly to English language development and to literacy.

Professional development may include the following priorities:

- Integrated and Designated ELD using OUSD adopted curriculum
- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated Instruction
- Academic Vocabulary
- Instructional strategies for teaching Newcomers
- Intervention strategies for Long Term English Learners
- Cycle of Inquiry: Data analysis and evaluation; planning and implementing
- Guidelines and Instruments for progress monitoring of English Learners
- Parent engagement and outreach

## PROGRAM EFFECTIVENESS

English Learner assessment and monitoring data, as well as subgroup performance on the California School Dashboard, is analyzed by OUSD's Cabinet, the Core Management Team and site Leadership Teams. Successes, growth areas, and suggested program modifications are then shared with stakeholders, including DELAC.

The performance of English Learners is revisited, analyzed and discussed during Federal Program Monitoring visits as well as accreditation visits by the Western Association of Schools and Colleges.

## ACCOUNTABILITY

Below are sample indicators that might require tiered supports at a site:

- A school is in the red band on English Learner Progress on the California School Dashboard.
- A school spends two or more years in the orange band on English Learner Progress on the California School Dashboard.
- A school is in the red band on English Language Arts for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on English Language Arts for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

## FUNDING

Orcutt Union School District is committed to allocating sufficient funds to fully implement this Master Plan for English Language Learners. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Title III and Local Control Funding Formula (LCFF) Supplemental Funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund.

## PLANNING AND BUDGETING

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board approves the district Strategic Plan. This is a plan to meet the needs of all students.

2. The district, in association with the development of its Local Control Accountability Plan (LCAP), seeks input from all stakeholders, including students and families in the English Learner subgroup, as it assesses progress toward LCAP goals and plans future actions.
3. The school principals coordinate development of the Single Plan for Student Achievement (SPSA) and prioritization of needs based on data. The principals align the SPSA to the district LCAP. The SPSA is reviewed with the ELAC and approved by the School Site Council.
4. Site and District Advisory Committees take the following roles:
  - The School Site Council develops, reviews, updates and approves the SPSA.
  - ELAC members may advise and provide input on the SPSA.
  - DELAC provides input on the LCAP.

The Master Plan for English Language Learners is aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels. These documents may include, but are not limited to:

1. Orcutt Union School District Board Policies
2. District Strategic Plan
3. Local Educational Agency (LEA) Plan
4. Local Control Accountability Plan (LCAP)
5. Title III Corrective Action Plans
6. Single Plans for Student Achievement (SPSA)
7. Federal Program Monitoring (FPM) items
8. Other relevant federal, state and local directives

## GENERAL FUND

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, English Language Development and Mathematics offer effective strategies to provide differentiated ELD by proficiency level. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to



improve English language proficiency as well as academic achievement. For grades TK-8, the ELA core curriculum includes integrated and designated ELD. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries and other district services. Funding is also used for multi-tiered, data-based instruction and monitoring and intervention programs to improve and evaluate the base program.

**SUPPLEMENTAL FUNDING**

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and Local Control Funding Formula (LCFF) funds allocated exclusively to benefit English Learners. The funding for English Learners is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the Single Plan for Student Achievement (SPSA).

Funding Sources	Description
Title I, Part A	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards and narrow the achievement gap.
Title III	A federal program providing funding to enhance the education of ELs. This funding is directly associated with the state goals to ensure that ELs make annual progress toward English language proficiency, achieve and maintain English proficiency, and make yearly progress in English Language Arts and Mathematics.
LCFF	A state program requiring increased or improved services for English Learners.

## APPENDIX

- A. Home Language Survey
- B. Student Oral Language Observation Matrix and OPTEL
- C. Process for Reclassification of English Learners
- D. Reclassification Form
- E. Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient (SELPA Form)
- F. Process for Monitoring of English Learners
- G. EL/LTEL Progress Monitoring Form
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# Home Language Survey

Surname/Family Name of Student: \_\_\_\_\_

First Given Name of Student: \_\_\_\_\_

Second Given Name of Student: \_\_\_\_\_

Age of Student: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

### Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? \_\_\_\_\_

2. Which language does your child most frequently speak at home? \_\_\_\_\_

3. Which language do you (the parents and guardians most frequently use when speaking with your child? \_\_\_\_\_

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) \_\_\_\_\_

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

**Student Oral Language Observation Matrix (SOLOM)\*  
Teacher Observation**

Student's Name:			Grade:		Date:	
School:			Administered By:			
POINTS	1	2	3	4	5	Score
<b>A. COMPREHENSION</b>	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said in everyday conversation and classroom discussion at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.	
<b>B. FLUENCY</b>	Speech so halting and fragmentary as to make conversation impossible or virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.	
<b>C. VOCABULARY</b>	Vocabulary limitations so extreme as to make conversation impossible or virtually impossible.	Misuse of words and very limited vocabulary makes comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.	
<b>D. PRONUNCIATION</b>	Pronunciation problems so severe as to make speech unintelligible or virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally leads to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.	
<b>E. GRAMMAR</b>	Errors in grammar and word order so severe as to make speech unintelligible or virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict self to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscures meaning and leads to misunderstanding.	Occasionally makes grammatical and/or word order errors which do not obscure meaning or lead to misunderstanding.	Grammar and word order approximate that of a native speaker.	

*\*BASED ON YOUR OBSERVATIONS OF THE STUDENT, INDICATE WITH AN X ACROSS THE SQUARE IN EACH CATEGORY WHICH BEST DESCRIBES THE STUDENT'S ABILITIES*

## Observation Protocol for Teachers of English Learners (OPTEL) Teacher Observation

<b>Teacher Name</b>		<b>Due Date</b>	
<b>Teacher Subject</b>		<b>Submitted Date</b>	

This student is being considered for reclassification from English Learner (EL) to Fluent English Proficient (RFEP). As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide details on how this student is performing academically.

### Student Information

<b>First Name</b>		<b>Last Name</b>		<b>Local ID</b>	
<b>Student #</b>		<b>Grade Level</b>		<b>School</b>	
<b>Exited Monitoring Status</b>					

### Monitoring Questions

1. Description of Receptive Skills: Listening and Reading Comprehension	
Aligned ELD Standards: PI.A1-4; PI.B5-8; PII.A 1-2; PII.B3-5; PII.C6-7	
	Level 1 (Emerging: Grade appropriate with substantial linguistic support needed). The student RARELY exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.
	Level 2 (Early- Mid Expanding: Grade appropriate with moderate linguistic support needed.) The student SOMETIMES exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.
	Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed). The student OFTEN exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade appropriate text at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.
	Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed). The student CONSISTENTLY exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

## Observation Protocol for Teachers of English Learners (OPTEL) Teacher Observation

2. Description of Expressive Skills: Speaking and Writing (select one descriptor from the choices below) Aligned ELD Standards: PI.A 1-4; PI.C 9-12; PII.A 1-2; PII.B 3-5; PII.C 6-7	
	Level 1 (Emerging: Grade appropriate with substantial linguistic support needed). The student RARELY expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.
	Level 2 (Early- Mid Expanding: Grade appropriate with moderate linguistic support needed.) The student SOMETIMES expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistics supports to express ideas effectively in oral and written English.
	Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed). The student OFTEN expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade appropriate content-based and proper grammar at a level parity with English proficient grade level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.
	Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed). The student CONSISTENTLY expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar, but not yet at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with emerging grade- appropriate vocabulary, and relies on linguistics supports to express ideas effectively in oral and written English.

### 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 can confirm the student routinely demonstrates fluent English Proficiency.

Select one	
	<b>Agree</b> - student routinely demonstrates fluent English Proficiency.
	<b>Disagree</b> - student does not routinely demonstrate fluent English Proficiency.

### Signatures



Orcutt Union School District  
Process for Reclassification of English Learners

Appendix C

Time Frame	Task	Department/Person Responsible
September	Teachers provided a list of English Learners and their current Proficiency Level.	Educational Services/EL Department (Information also available in Student Information System)
October - November	A list of English Learners who have achieved an Overall 4 on ELPAC and have met Criteria 4 (grade level proficiency) will be compiled. Teacher input form (SOLOM/OPTTEL-Appendix B) and sent to teacher.  Reclassification Meeting is conducted (Appendix C) Parent input and consultation obtained.	Educational Services/EL Department     Community Liaisons
December	The names of students meeting all reclassification criteria will be given to the district data specialist department and the status of those students changed to RFEP in Aeries and CALPADS.	Educational Services/EL Department
January	All RFEP forms along with test scores and report card will be filed in the student EL folder and cum folder.	Educational Services/EL Department

**\*Note:**

For English Learners with IEPs an alternate pathway is available as outlined on page 11 of the Master Plan for English Language Learners. (Appendix E)

**MEETING NAME**

⋮ Reclassification Meeting

+ Add Meeting Type

**Attendee Types**

Set the attendee roles for meetings for your entire district.

**ATTENDEE ROLE** ▲

EL Lead
EL Specialist
Parent/Guardian
Site Administrator
Teacher

**Exit Criteria**

Please confirm that all of the requirements have been reviewed and the student meets the exit criteria. Data can be viewed by clicking the 'View Test Results' link at the top of the page.:

- ELPAC
- SBAC/NWEA
- Grades

**Parent/Guardian Recommendation**

**✖ You must select one option.**

- Approved - Parent/Guardian approved the student's reclassification to RFEP status during a meeting
- Approved - Parent/Guardian approved the student's reclassification to RFEP status during a phone call
- Not Approved - Parent/Guardian did not approve the student's reclassification to RFEP status
- Contact with Parent Could Not be Made (Attempts Listed Below)

[\[Clear selection\]](#)



### Reclassification Recommendation

This student has met the criteria to be reclassified from EL to RFEP:

**\* You must select one option.**

Yes

No

[\[Clear selection\]](#)

### Parent Contact

Please list who spoke with the parents and date/time of contact.:

### Meeting Notes

[+ New Note](#)

**There are no notes for this meeting**

Use the "New Note" button to add a note to this meeting.

[Finalize](#)

*Optional Process for Reclassification of Special Education English Language Learners* The reclassification team meets, reviews the data, and completes the English Learners with Special Needs Reclassification Worksheet and may recommend reclassification.

**\*District Office Staff will be responsible for attaching appropriate documents  
Place in Student's Cumulative Record**

# WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION

Santa Barbara County SELPA

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

Orcutt Union

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# _____	Date _____
School _____	Grade _____	Case Manager _____	

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  VCCALPS  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: Level 4-Well Developed on ELPAC. (CDE 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  VCCALPS  Other: \_\_\_\_\_

Overall Score/Level: \_\_\_\_\_ Oral Language/Level: \_\_\_\_\_ Written Language/Level: \_\_\_\_\_

Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_

Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

**Current School Year Primary Language Data** Date: \_\_\_\_\_ Assessment Name:  VCCALPS  Other: \_\_\_\_\_

Overall Score/Level: \_\_\_\_\_ Listening Score/Level: \_\_\_\_\_ Speaking Score/Level: \_\_\_\_\_

Reading Score/Level: \_\_\_\_\_ Writing Score/Level: \_\_\_\_\_

Yes  No  N/A The student did not meet the LEA assessment threshold criteria for reclassification, but has an overall performance on ELPAC in the upper end of Level 3-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; VCCALPS scores indicate overall proficiency level of Bridging.)

(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.)**

# WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION

## 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:  SBAC  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.



Orcutt Union School District  
 Process for Monitoring of English Learners

Time Frame	Task	Department/Person Responsible
By September 1	Teachers provided a list of English Learners (EL) and Reclassified English Learners (RFEP) and their current Proficiency Level	Educational Services/EL Department  (Information also available in Student Information System)
<b>January-February</b>	EL/LTEL Monitoring Form (Appendix G) and RFEP Monitoring Form (Appendix H) are completed.  Form is sent to teacher and completed.	Educational Services/EL Department  Classroom Teacher
<b>March</b>	EL/LTEL Monitoring Form (Appendix G) and RFEP Monitoring Form (Appendix H) are reviewed by Educational Services Department. Any concerns about student progress are brought to the attention of the principal and the District EL Designee.	Educational Services/EL Department

# OUSD EL/LTEL PROGRESS MONITORING FORM

This student is subject to monitoring their academic and English Language Development progress monitoring. 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 Demographic Information

First Name	Rafael	Middle Initial	D
Last Name	Abuassaf	Student #	987654321
Date of Birth	8/1/2006	Grade Level	6
School	Bethel Jr High	IEP	No
Entered EL	9/1/2006	Native Language	Spanish
Home Language	Spanish	LTEL	
At Risk of LTEL		TK	

## Test Scores

STANDARDIZED TEST	DATE TAKEN	SCORE	STANDARDIZED TEST 2	DATE TAKEN	PROFICIENCY
Reading	Level - 200	Sample Data	Overall	78	Proficiency Level
Writing	Level - 200	Sample Data	Listening	48	Proficiency Level

## Course Grades

2015/2016 - SEMESTER 2			2015/2016 - SEMESTER 1		
COURSE SUBJECT	COURSE NAME	GRADE RECEIVED	COURSE SUBJECT	COURSE NAME	GRADE RECEIVED
Math	Math	93.6	English	ELA	89.6
Reading	Reading 1	93.6	Science	Biology	85.5

## Designated Supports

Please check off all designated supports that this student receives

- Enrolled in an ELD Course
- Small Group Designated ELD Instruction in Core Class
- Other (comment below)

If you selected "Other" above, please specify the designated ELD course, and/or support

---

# OUSD EL/LTEL PROGRESS MONITORING FORM

Rate the student's performance in each of the following areas:

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
Completes assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively with teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates effectively in class projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates effectively in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends class regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays effort and enthusiasm in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires additional assistance with assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows evidence of difficulty with language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline problems interfere with the student's academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is the student making adequate growth in class?

- Yes
- No, I will complete the Targeted Intervention and Strategies section below

Targeted Language Intervention: Area of Concern

Targeted Language Strategies: What specific and measurable interventions will be implemented to support the language intervention area of concern?

### 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 can confirm the student is making adequate growth towards language English Proficiency.

- Adequate Growth - Student is making adequate growth towards language proficiency. No language proficiency interventions are needed at this time.
- Interventions Needed - Student is not making adequate language proficiency growth and the areas of concern/interventions have been identified above.

Comments

# OUSD RFEP STUDENT MONITORING FORM

**Intro**

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program.

**Student Demographic Information**

First Name	Rafael	Last Name	Abuassaf
Local ID	12345	Student #	987654321
Grade Level	6	School	Bethel Jr High
Exited Monitoring Status	Monitored Year 1		

**Test Scores**

STANDARDIZED TEST	DATE TAKEN	SCORE	STANDARDIZED TEST 2	DATE TAKEN	RAW	PROFICIENCY
Reading		Level - 200	Overall		78	Proficiency Level
Writing		Level - 200	Listening		48	Proficiency Level

**Course Grades**

2015/2016 - SEMESTER 2			2015/2016 - SEMESTER 1		
COURSE SUBJECT	COURSE NAME	GRADE RECEIVED	COURSE SUBJECT	COURSE NAME	GRADE RECEIVED
Math	Math	93.6	English	ELA	89.6
Reading	Reading 1	93.6	Science	Biology	85.5

**::: List any special services student is receiving (or write "none")**

**Recommendation**

The academic performance has been monitored. Based on this data, the recommendation is (check option below):

Adequate Progress - student shows adequate progress in the classroom

Needs Intervention - student is recommended for intervention

**Comments**



## Responsibilities of English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)

From CDE Website <https://www.cde.ca.gov/ta/cr/elac.asp>

The **ELAC** shall be responsible for the following tasks:

- 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 school wide 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). Districts with 31 or more ELACs may use a system of proportional or regional representation.

The **DELAC** shall advise the school district governing board on at least the following tasks:

- 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 of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, 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).