



ENGLISH LEARNER MASTER PLAN

IRVINE UNIFIED SCHOOL DISTRICT

August 2024 IUSD Board Adopted

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CALIFORNIA EL ROADMAP

Four principles support the vision and provide the foundation of the CA EL Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for the state’s English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learner’s linguistic and academic capacities is a **shared responsibility of all educators**.



1

ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

2

INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

3

SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4

ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college-and-career readiness and participation in a global, diverse, multilingual, twenty-first century world.



The **English Learner Master Plan** provides critical information related to the linguistic and educational needs of EL students, as well as the legal requirements for serving these students. Recognizing that ELs bring a wealth of knowledge and talent that benefit our Irvine community, this plan serves as a guide for the implementation of instructional best practices, and drives systemic changes required to ensure the academic success of linguistically diverse learners.

The Irvine Unified School District (IUSD) understands that **servicing our English learners is the responsibility of every staff member**. Located in Orange County, California, IUSD comprises a diverse population of more than **38,000 PK-12 students** in one early childhood learning center, 24 elementary schools, five K-8 schools, six middle schools, five high schools, one alternative high school and two virtual academies. Through a partnership with talented and caring teachers, engaged students, involved parents, and supportive business and community leaders, student and district performance continually exceeds state and national standards.

SUPERINTENDENT'S MESSAGE

On behalf of IUSD, I want to express our unwavering commitment to supporting English learners and the successful implementation of our English Learner Master Plan. We are dedicated to providing the highest quality educational experience we can envision for our students, which includes comprehensive support for English learners across the district.

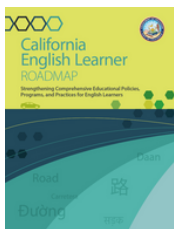
As the fastest-growing school district in California, IUSD's focus on English learners is driven by a deep commitment to equity and inclusivity, ensuring that every student has the opportunity to achieve academic success regardless of their language background.

The implementation of our English Learner Master Plan aligns closely with federal, state, and district initiatives, ensuring that our practices are rooted in best-practice methodologies and current educational research. We prioritize creating safe, inclusive environments where English learners can thrive. By addressing barriers such as language differences and cultural divides, we aim to elevate the educational experience for all English learners, fostering their academic achievement and long-term success.



TERRY L. WALKER
Superintendent
Irvine Unified School District

Chapter 1 - Commitment and Purpose of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



- Principle 1:** Assets-Oriented and Needs-Responsive Schools
- Principle 2:** Intellectual Quality of Instruction and Meaningful Access
- Principle 3:** System Conditions that Support Effectiveness
- Principle 4:** Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



There is a stated intent to adhere to federal and state legal requirements across Federal Program Monitoring Items.

**Irvine Unified School District
Continuous Improvement Efforts 2024-2025
Ensuring Success for Each Student**



Irvine's Vision Statement: The commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

I

INVEST IN "US"D

Our Continuous Improvement Efforts illustrate our core mission to develop essential capacities within our students and our staff, and to evaluate, each day, the impact of our teaching on student learning.

U

UTILIZE ESSENTIAL CAPACITIES

Knowledge

- Access and navigate large quantities of information and evaluate the validity and relevancy of this information
- Make broad connections between topics and identify relationships across disciplines
- Operate safely within the cyberspace community and demonstrate digital citizenship
- Engage in meta-cognition to understand and improve capacity for learning
- Reflect to anchor learning and to gain self-knowledge

Communication

- Communicate effectively when both speaking and writing
- Articulate a position persuasively and support it with evidence
- Present a message with a compelling voice and demonstrate effective presentation skills
- Collaborate effectively in diverse groups and communicate appropriately with an audience

Problem Solving

- Demonstrate flexibility and resiliency
- Apply acquired skills and strategies
- Think critically and creatively
- Take intellectual risks
- Recognize and utilize mistakes as key learning opportunities
- Ask questions to promote understanding

Relationship/Interpersonal Skills

- Accept responsibility
- Collaborate effectively and work in a team productively
- Cultivate meaningful relationships and demonstrate respect and empathy for others
- Demonstrate a passion for learning and a desire to excel
- Demonstrate ethical behavior
- Model the IUSD core values of integrity, trust, collaboration, empowerment, and learning

S

STUDY TEACHING AND LEARNING

As educators, we should consider our teaching primarily in terms of its impact on student learning. In seeking to understand our effect, we must see learning through the eyes of our students and shape our instruction to meet their needs.

D

DRIVE CONTINUOUS IMPROVEMENT

Learning Communities are our primary vehicle for improving teaching and learning. Within our learning communities, educators are gathering evidence, engaging in collaborative discussions about this evidence, and continuously evaluating the effect that we have on student learning.



IUSD welcomes English learners and their families with clearly articulated and consistent practices for initial assessment and program placement, including considerations for [English learners with Disabilities](#). These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness. Please see **Appendix B** for a description of the district's diverse **EL typologies** and their definitions.

The **English Language Proficiency Assessments for California (ELPAC)** is the required state test (aligned with the [2012 CA ELD Standards](#)) for English Language Proficiency (ELP) that must be administered to students through grade twelve whose primary language is other than English. The ELPAC consists of four ELP assessments:

- The [Initial ELPAC](#) for the identification of students as English learner (EL) or Initial Fluent English Proficient (IFEP)
- The [Initial Alternate ELPAC](#) for the identification of students with the most significant cognitive disabilities as English learner (EL) or Initial Fluent English Proficient (IFEP).
- The [Summative ELPAC](#), an annual assessment to measure a student's progress toward English proficiency and to help determine if a student is ready for reclassification.
- The [Alternate Summative ELPAC](#), an annual assessment to measure the ELP level and progress of students with the most significant cognitive disabilities, as noted in their Individualized Education Program (IEP).

Initial Identification Assessment Criteria

A parent or guardian will complete the Home Language Survey (HLS) when a student enrolls for the first time in a California school. Upon receipt of the HLS, staff determines that a student is eligible for the Initial ELPAC based on the following:

- HLS identifies a language other than English.
- Student was not previously tested with the ELPAC.

The rationale for initial identification is responsive to an aspirational vision for diverse ELs and grounded in legal requirements.

Initial ELPAC Assessment

The Initial ELPAC is a computer-based test administered in grade spans: K, 1, 2, 3-5, 6-8, and 9-12.

- It measures ELP in the four domains of listening, speaking, reading, and writing. In K-2 all domains are administered individually. In grades 3-12, the test may be administered in groups exclusive of speaking, which is assessed one-on-one.
- The administration window is July 1-June 30 and must be administered within 30 calendar days of a student's enrollment.
- It is administered only once during a student's time in the CA public school system, and the following definitions apply:

Initial Fluent English Proficient

Students at this level have well developed 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.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral and written skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs, to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral and written 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 support to communicate on less familiar tasks and topics.

Initial ELPAC Assessment Process

If the HLS indicates a language other than English, school site staff will notify the parent/guardian in writing that the initial ELPAC will be administered and an appointment is made at the IUSD Testing Center. The process continues as follows:

- The Initial ELPAC is administered by LDP staff.
- LDP staff submit a classification of English learner (EL) or Initial Fluent English Proficient (IFEP) into CALPADS and upload the student's score into Aeries.
- An Initial Parent Notification ([English Learner](#), [Initial Fluent English Proficient](#)) is sent to parents and a copy is placed in the student's cumulative folder.

If a student is classified as IFEP, no further ELPAC testing will take place. If the student is identified as EL, the Summative ELPAC must be administered every year until the student is reclassified as fluent English proficient (RFEP). An EL student may not opt out of ELPAC testing.

Summative ELPAC Assessment

The [Summative ELPAC](#) is administered to students ages 4-21 who have been identified as ELs. These students take the assessment every year until they are reclassified as fluent English proficient.

- It is an untimed test and estimated testing times vary depending upon the grade level, domain, and individual student.
- Students with significant cognitive disabilities will take the Alternate ELPAC, as noted in their IEP.
- The Summative ELPAC administration window is February 1st through May 31st.
- [ELPAC Performance Level Descriptors](#)

Alternate ELPAC Assessment

The Alternate ELPAC assessment is intended for English learners and potential English learners who have been identified as having the most significant cognitive disabilities. It measures the ELP of any student ages 4-21 **whose IEP team has identified it as the appropriate assessment**. The purpose of the alternate ELPAC is twofold:

- The Initial Alternate ELPAC provides information to determine a student's initial classification as an EL or as IFEP.
- The Summative Alternate ELPAC provides information on annual student progress toward ELP and supports decisions on reclassification of students to fluent English proficient.

Students are tested one-on-one by a test examiner with whom they are familiar, typically the student's classroom teacher. The test is untimed and administered over one or more testing sessions as needed. It assesses a student's Receptive (Reading and Listening) and Expressive (Speaking and Writing) skills and does so in an integrated manner. A single task type assesses multiple domains via a student's preferred mode of communication to ensure that ELs with the most significant cognitive disabilities can fully access and participate in the assessment.

Parent Notification

The [Annual Alternate ELPAC Notification](#) is sent to parents and a copy is filed in the EL folder in the student's cumulative file.

Reclassification Criteria

Set forth is CA Education Code (EC) Section 313 and Title 5 CA Code of Regulations (5 CCR) Section 11303, the district uses the following four criteria to establish reclassification policies and procedures:

- Assessment of ELP, using an objective assessment instrument including, but not limited to the ELPAC
- Teacher evaluation, including, but not limited to a review of the student's mastery of grade level standards
- Parent consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age

Please see **Appendix D** for the district's **Reclassification Criteria**.

Considerations for Diverse Learners, including Dually-identified Students

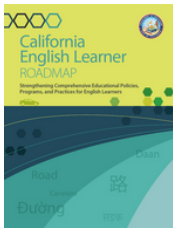
The CDE states that students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. Refer to the [California Practitioners' Guide for Educating English Learners with Disabilities](#) for a comprehensive guide. Use of the alternate reclassification process may be appropriate when the IEP team determines that an English learner with an IEP would benefit from reclassification, but the student's disability prevents them from meeting the standard reclassification criteria.

When considering the alternate reclassification process, the IEP team may use measures of ELP (ELPAC or Alternate ELPAC) and basic skills assessments administered to English proficient peers with similar disabilities. If the IEP team determines that the primary reason the student doesn't meet standard reclassification criteria is due to the disability rather than limited English proficiency, and that the student's English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified through the alternate process.

The Education Specialist, in collaboration with the site EL Lead, is responsible for recommending use of Alternate reclassification to the IEP team. **The decision to use the alternate process for reclassification must be made (and the paperwork signed) within a regularly scheduled IEP meeting, or an addendum meeting, with all relevant team members present and in agreement.**

Please see **Appendix E** for the district's **Alternate Reclassification Form**.

Chapter 2 - Responding to Diverse Learners of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



Principle 1: Assets-Oriented and Needs-Responsive Schools
Principle 2: Intellectual Quality of Instruction and Meaningful Access
Principle 4: Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



II. Governance and Administration
EL 03: EL Identification and Assessment (3.0-3.6)
IV. Standards, Assessment, and Accountability
EL 10: Reclassification (10.0-10.3)



In IUSD, we provide welcoming and affirming research-based program options for students and their parents, recognizing that varied typologies of students have diverse needs. We believe appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of the EL Master Plan.

Instructional Program Options

Structured English Immersion (SEI)

This is the default program for all English learners. Students placed in an SEI classroom receive instruction that includes Integrated and Designated ELD. The teacher has CLAD/BCLAD certification.

Instructional Program Progress Expectations for ELs

Clear expectations for EL progress require that individuals, sites, and other stakeholders in the district hold themselves accountable for the quality of instruction for ELs in IUSD. The graphic below details the minimum progress expectation for ELs at each ELPAC level. No matter the English proficiency level of a student when they enroll, reclassification is expected to occur by the time they reach the far right column of the table.

	ELPAC 1	ELPAC 2	ELPAC 3	Low ELPAC 4	Mid/High ELPAC 4 & Reclassification
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3 or 4			Student A	Student B	Student C
End of Year 4 or 5				Student A	Student B
End of Year 5 or 6					Student A

Staffing for English Learner Programs

In addition to properly credentialed classroom teachers, Language Development Programs is committed to collaborating with school sites in support of English learners. Sites are assigned an EL Lead to act as the liaison between the school site and district staff. Some of the responsibilities of **Site EL Leads** include:

- o attending and participating in EL Leads meetings
- o providing site-based support for ELD instruction
- o working collaboratively with site teams to ensure ELs are placed in programs/classes appropriate to their specific academic and language proficiency needs
- o supporting school site staff in following the procedures for reclassification of ELs and progress monitoring of RFEP students
- o supporting the school site in establishing a site ELAC and facilitating ELAC meetings

Student Transfers

When students transfer **out of the district**, relevant data regarding the student including current ELP scores, student placement, academic progress, and interventions are sent when requested to the receiving school. For students **new to the district**, relevant assessment, academic progress, and placement information is entered into the student information system. Additionally, site-based staff review records to determine services received in the former school or program.

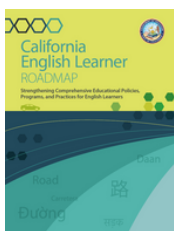
Parent Notifications and Program Choice

Parents of English learners have a right to decline/opt their children out of the school district's language acquisition program, or opt out of a particular English learner service within a language acquisition program. The district remains obligated to provide the student with meaningful instruction 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. Parents/Guardians may choose a language acquisition program that best suits their child, and are encouraged to provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Schools in which the parents/guardians of 30 or more students (or 20 or more in a grade level) request a language acquisition program designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents receive an [annual notification](#) of their child's placement in the SEI program along with Summative ELPAC results.

IUSD Administrative Regulation [6174](#) | California Education Code [305, 306 & 310](#)

Chapter 3 - Program Options and Staffing of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



- Principle 1:** Assets-Oriented and Needs-Responsive Schools
- Principle 2:** Intellectual Quality of Instruction and Meaningful Access
- Principle 3:** System Conditions that Support Effectiveness
- Principle 4:** Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



- V. Staffing and Professional Development**
EL 11: Teacher EL Authorization (11.0)
- VI. Opportunity and Equal Educational Access**
EL 13: Language Acquisition Program Options and Parent Choice (13.1-13.5)



The Irvine Unified School District welcomes and values the cultural and linguistic diversity of IUSD students and families. We are committed to ensuring that English learners have full and meaningful access to educational programs that result in the attainment of high levels of English proficiency, mastery of grade level standards, and opportunities to participate in all academic and extracurricular activities. Students learning English as an additional language are provided with appropriate English language development instruction and differentiated levels of support in all content areas.

Purpose of English Language Development (ELD)

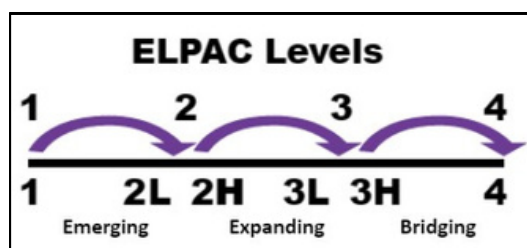
As students progress through the continuum of ELD, all ELs have full access to the high quality instruction and curriculum called for by the State Board of Education (SBE) adopted standards in all disciplines including English Language Arts (ELA), Mathematics, Science, History/Social Studies, and other subjects, as well as access to Honors/Advanced Placement (AP), CTE Pathways, and Dual Enrollment courses.

IUSD’s ELD program provides high levels of learning for ELs in all content areas with appropriate English language development support in both Integrated and Designated ELD.

Students receive ELD instruction and services regularly based upon their ELPAC Assessment results. While the Summative ELPAC measures English proficiency in four levels, the California ELD Standards (2012) designate three proficiency level descriptors: Emerging, Expanding and Bridging.

	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

Understanding the performance and proficiency level of ELs shall guide teachers in determining the



best level of support, which may vary between the four language domains of listening, speaking, reading, and writing. Ellevation (IUSD’s EL platform) provides the most current ELPAC scores of students, and this data as well as classroom formative assessments is used to support ELs in accessing content in all areas.

Designated ELD

D-ELD is provided as protected time during the regular school day for all EL students. Teachers use the CA ELD Standards (2012) as the focal standards in ways that build into and from content instruction to develop the critical language that ELs need for content learning in English. Schools are provided guidance in the appropriate placement of students for ELD instruction at the elementary and secondary levels.

Essential Elements of D-ELD

- Is aligned to the CA ELD Standards, provided during the school day, and English Only (EO) students are not included
- Instruction is provided by the classroom teacher using district-adopted core and supplemental materials to support instruction that is connected to grade level content or topics
- Student groupings are based on ELPAC test results and additional student data based on language proficiency
- Does not exclude EL students from other core content instruction, appropriate interventions, or enrichment opportunities provided during the school day

Secondary D-ELD Course Placement & Curriculum

	ELPAC Level 1	ELPAC Level 2	ELPAC Levels 3 or 4
ELD Course	ELD 1(Designated ELD)	ELD 2 (Designated ELD)	ELD 3 (Designated ELD)
ELD Course Curriculum	Get Ready!* English 3D Language Launch Vol. 1	English 3D Grades 6-8: Level B (Vol. 1) Grades 9-12: Level C (Units 1-4) English 3D Language Launch Vol. 2	English 3D Grades 6-8: Level B (Vol. 2) Grades 9-12: Level C (Units 5-8)
ELA Course	Sheltered English (A-G credit for one year only)	Grade level English (Cluster of 6-8 EL students)	Grade level English (Cluster of 6-8 EL students for those with Overall 2)

**Get Ready! 6-8 is for middle school. Get Ready! 9-12 is for high school. It is appropriate for students who have been in U.S. schools for one year or less with an ELPAC score of 1.*





Guidance:

- [Glossary](#) of Terms for English Learners
- ELD classes can be mixed grade levels and should include EL students only (not IFEP, RFEP or EO).
- Occasionally, sites may encounter an LTEL student with a continued score of 1. This student should not be placed in ELD 1 or 2 or repeat these classes and specific intervention is recommended.
- Students should be placed in the least restrictive environment and given access to grade level content and peers as language models.
- Clusters of 6-8 students in content areas should consist of students of a similar proficiency level (ex. 6 students with an ELPAC score of 1).
 - If Sheltered English is offered, best practice is to place only students with ELPAC Overall Level 1 or very low level 2 (according to scale score). Students should not repeat a Sheltered English course.
- Upon reclassification, students should be taken out of ELD 2/3, not at the end of the school year.
- Students should not be tracked through ELD 1, ELD 2, and ELD 3. Instead they should be thoughtfully placed each year.
- Dually identified ELs should have language goals written into their IEPs. The IEP team determines the most appropriate placement for designated ELD instruction.

EL Students Who Enter the District in 11th or 12th Grade

In the event that a newly enrolled (ELD 1 or 2) level student (first U.S. school) entering 11th or 12th grade will not fulfill graduation requirements by the end of the 12th grade year, [CA Ed Code AB 2121](#) provides for an additional year of instruction for high school enrollment. This option is available to those students who can realistically meet IUSD graduation requirements with the additional year of study, however, all IUSD graduation requirements must be fulfilled within the 5th year. In the event these newly enrolled EL students entering 11th or 12th grade will not meet graduation requirements by the end of the 5th year of study, they will instead be referred to the community college system after 12th grade, which has a high school graduation program for students over the age of 18.

Elementary Designated ELD Materials

Instructional Materials	Students at Level 1 (NC)	Students at Levels 2-4
K	Journeys	
1		
2		
3		
4		
5		
6		
		Study Sync

*NC = Newcomer

English Learners in MTSS

Tier I

All English Learners

ELs receive access to a broad and comprehensive curriculum and high quality Integrated and Designated ELD. **ELD is core curriculum, not an intervention.**

Integrated ELD: Instruction in all content areas includes scaffolded supports.

Designated ELD: Small group instruction to develop critical English skills. Focus: ELD standards.

Tier II

Tier III

ELs must receive appropriate Tier I instruction prior to referral to interventions.

- Interventions focus on content rather than language development.

ELs in Tier II and Tier III interventions are provided scaffolds (Integrated ELD) in order to access content.

- Substantial, moderate, or light scaffolds are determined based on students' language proficiency.

Integrated ELD

Content area teachers provide Integrated ELD (I-ELD) to ELs throughout the school day and across all subjects, since it is required to access the core curriculum. The CA ELD Standards are used in tandem with content area standards so that students increase their English proficiency as they simultaneously learn content. In implementing I-ELD, teachers are cognizant of the linguistic demands of their content area and utilize instructional strategies and scaffolds such as graphic organizers, collaborative conversations, response frames, academic vocabulary focus, scaffolding, modeling, and/or differentiated prompts and learning tasks to support EL access and participation.

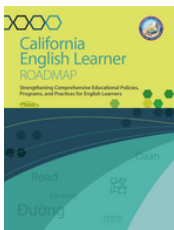
Essential Elements of I-ELD:

- Clear articulation, instruction, and assessment of content and language objectives
- Instruction that provides students with appropriate language scaffolds based on individual proficiency level
- Instruction that provides students with rigorous tasks that incorporate oral and written production of the language
- Delivered by classroom or content area teacher

The CA ELA/ELD Framework provides guidance for teachers in the instructional design of I-ELD to ensure that emphasis is given to the support needed by ELs in their development of academic language. **See Appendix F (Figure 1).**

Additionally, the CA ELD Standards assert that scaffolding shall be tailored to the student's proficiency level and must take into account the cognitive and linguistic demands of specific learning tasks. **See Appendix F (Figure 2).**

Chapter 4 - English Language Development of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



Principle 1: Assets-Oriented and Needs-Responsive Schools
Principle 2: Intellectual Quality of Instruction and Meaningful Access
Principle 4: Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



VII. Teaching and Learning
EL 14: ELD (14.0-14.3)
EL 15: Access to Standard Instructional Program (15.0-15.2)



Professional learning is essential for educators, not only for the reasons other professionals engage in building capacities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes, engaged in practices that will lead to equity for English learners. IUSD provides a variety of professional learning opportunities to district staff (aligned with our district strategic initiatives and continuous improvement efforts) in providing appropriate instructional services to English learners.

Highly Qualified Staff

IUSD ensures that all staff whose assignment includes English learners also hold appropriate credentials, temporary permits or waivers, as well as additional authorization to provide necessary instructional services including ELD and primary language support (e.g. CLAD, BCLAD, or equivalent) as appropriate.

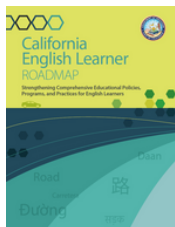
Teacher hiring and placement decisions are based on student and program need, including EL student enrollment data, and other relevant factors. IUSD’s collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require Bilingual or EL Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

Description of Ongoing Professional Learning

All administrators, teachers, and classified employees that oversee/provide/support student instruction are provided opportunities to engage in professional learning opportunities on research-based best practices for English learners. Professional development is aligned to state adopted standards, the CA ELA/ELD framework, the California Preschool Learning Foundations, and the 2017 CA English Learner Roadmap Policy. Ongoing training opportunities include, but are not limited to:

- Effective instructional strategies
- ELD standards and ELA/ELD Framework
- Dually-identified students
- Translation and Interpretation
- Effective use of technology, including our district EL Data System (Ellevation)
- Monitoring and reclassification processes

Chapter 5 - Professional Learning of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



Principle 3: System Conditions that Support Effectiveness
Principle 4: Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



V. Staffing and Professional Development

EL 12: Professional Development Specific to English learners
 (12.0-12.1)



IUSD recognizes the crucial role that parents, guardians, and families play in supporting the education of their children. Substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing achievement gaps among students of different racial and ethnic backgrounds and family income levels.” Our commitment to the role of families as partners and assets in the education and success of English learners is evidenced in the regular communication and services provided to EL families, ensuring equity for their children.

Family and Community Engagement

In alignment with [IUSD's core values](#), structures and practices to support EL family and community participation in IUSD should:

- be clearly defined at both the site and district level
- be welcoming and culturally and linguistically responsive
- provide a space for parents and families to both learn and contribute to
 - the specific needs of ELs including all EL subgroups
 - the educational needs of all IUSD students and subgroups
- engage parents representing all EL subgroups in site-level and district-level governance structures, particularly within the School Site Council (SSC) and ELAC
- be supported by community liaisons and resources at the site, network, and district level

Parent Communication

District and site-based community liaisons provide interpretation, translation and resources to IUSD's EL parents/guardians. Support includes:

- effective communication with EL families in their primary language as available, appropriate, and required by California state law
- districtwide communication is translated into the district's top languages
- cultural panels during which site staff members are provided the opportunity to better understand the cultures of families they serve
- resources provided on webpages specific to the languages they represent
- Irvine Parent Education Program (IPEP) events that provide EL families with critical information about district programs, services, etc.
- staffing at the district's Parent Center Mondays - Fridays

Translation and Interpretation

California state law (ED. Code Section 48985) defines the requirement for districts and/or sites to provide translation and interpretation services when 15% or more of the student population speaks a language other than English. Although not required, IUSD's Language Development Programs (LDP) may facilitate communication for other languages that do not meet this population threshold based on necessity as well as availability of an interpreter/translator.

Interpretation and translation services must be offered and made available for the following meetings:

- Parent conferences
- Communications related to student discipline, including suspension and expulsion, and disciplinary hearings
- Communications related to student progress, including phone calls and meetings between parents/guardians and site staff
- All SST, IEP and Section 504 meetings
- District Governing Board Meetings
- ELAC, DELAC, and PTA meetings
- District and site-based parent information meetings and activities

Supporting EL Family Participation

In addition to interpretation and translation services, much can be done by school sites to encourage and support parents/guardians in actively participating in their child's education. Below are some ideas for sites to increase parent engagement:

- Create a welcoming environment by posting school signs in languages that represent EL families
- Raise cultural and linguistic awareness of staff by providing regular training on how to best support EL families
- Enlist the support of community liaisons
- Host a "tour" of the school or a "Multilingual Families" back-to-school night
- Create a family buddy system by assembling a group of former and current EL parents to support new EL families
- Hold informational meetings to explain the instructional programs and school/teacher expectations
- Explain college & career graduation requirements, and when appropriate, promote opportunities for EL parents to volunteer at the school
- Hold parent workshops to help parents navigate the district/school website, AERIES, teacher webpages
- Provide support for the interpretation of report cards and test results in primary languages to the extent possible
- Bridge a partnership between PTA and ELAC
- Involve EL parents in school governance by inviting them to become members of School Site Council, ELAC, and various Parent Advisory Committees

WHAT DO SCHOOL SITES NEED TO DO?

1. Work with IUSD LDP staff to ensure parents/guardians are afforded the translation services needed to understand important communications and participate in meetings and events at the site.
2. Ensure the formation and authentic function of a site ELAC.
3. Ensure parent participation in school governance through EL parent/guardian participation in SSC and ELAC/DELAC.
4. Ensure that the site is a safe and welcoming place for EL students and families, and help them navigate school procedures as well as contribute to the school culture so they can fully support their child's academic success.
5. Work with district staff to support EL student and family engagement and knowledge building at the site.

EL Parent Committees

District Advisory Committee (DELAC)

The responsibilities of the DELAC include:

- Review of the district's EL Master Plan for education programs and services for ELs.
- Reviewing goals and objectives regarding programs and services for English learners.
- Review and provide feedback on the school district reclassification procedures.
- Review and provide feedback on the written notifications required to be sent to parents and guardians.

English Learner Advisory Committee (ELAC)

Each California public school with 21 or more ELs must form an ELAC. Parents or guardians of ELs shall constitute at least the same percentage of the ELAC membership as their children represent of the student body.

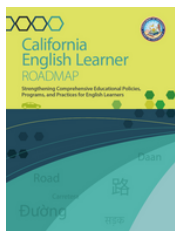
- The site responsibilities of the ELAC include:
 - Advising the principal and staff regarding EL programs at their site.
 - Assisting in the development of a schoolwide needs assessment.
 - Reviewing goals and objectives regarding programs and services for English learners.
 - Ways to make parents/guardians aware of the importance of regular school attendance.
 - Elect at least one parent member to be the DELAC representative for their school site.

Trainings

The district and site EL Lead teachers will provide ELAC and DELAC members with appropriate materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References: California Education Code Sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a) California Code of Regulations Title 5, Section 11308 and 15495(b)

Chapter 6 - Family-School Partnerships of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



Principle 1: Assets-Oriented and Needs-Responsive Schools
Principle 3: System Conditions that Support Effectiveness
Principle 4: Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



I. Involvement

- EL 01: English Learner Advisory (1.0-1.2)
- EL 02: District English Learner Advisory Committee (2.0-2.3)



As a district, we hold ourselves responsible in contributing to the implementation and delivery of effective instructional services to support the language, academic, and social emotional development of English learners. The success of our ELs hinges on our collective commitments as a professional learning community.

This chapter provides guidance and tools to determine the effectiveness of ELD programs in IUSD, with commitments at each level of leadership and implementation are outlined below.

Student Evaluation and Monitoring

In addition to expectations of progress established for all students (highlighted in Ch. 3), specific success indicators for ELs allow us to be accountable for the quality instruction for ELs in IUSD. Ellevation is our district's EL data management program and can be utilized as one of the tools to consistently and systematically evaluate the progress of ELs. We hold the following minimum progress expectations for our students:

- ELs will make yearly progress towards English language proficiency and reclassify within 7 years of entering the EL program.
- ELs, including RFEP students, will make comparable progress on the same achievement standards held for EO students. Benchmark indicators may include (but are not limited to) state, district, and grade level/subject area assessments.
- Secondary students will attain comparable passing rates in all content areas.
- ELs will participate in advanced courses and classes such as Advanced Placement (AP), Alternative Program for Academically Advanced Students (AAPAS), and Gifted and Talented Education (GATE).

RFEP Progress Monitoring

Reclassified Fluent English Proficient (RFEP) students are monitored twice annually for up to four years after reclassification. RFEP monitoring forms are completed annually in Ellevation by the student's classroom teacher at the elementary level, and by the student's ELA teacher at the secondary level.

Staff Accountability

Teachers:

- Implement Designated ELD with fidelity using curriculum, instruction, and other guidelines outlined in the EL Master Plan as well as any other initiatives promoted by the district regarding ELD instruction.
- Implement Integrated ELD with fidelity using research-based strategies in both content and language instruction to ensure ELs are able to access high levels of instruction while developing their English language proficiency.
- Participate and engage in ELD professional learning opportunities.
- Work with site and department/grade level teams to monitor EL progress toward language proficiency as well as other achievement benchmarks established by the district.
- Maintain accurate student records for progress monitoring and for communicating with parents.

Site/District Administrators:

- Ensure all ELs receive consistent D-ELD instruction until they reclassify.
- Utilize knowledge of ELD standards and the district's ELD program goals to conduct regular classroom walkthroughs in support of teachers' effective implementation of D-ELD & I-ELD.
- Provide leadership to promote continued growth of ELs toward the academic benchmarks established for all students.
- Provide ongoing and sustained professional learning that builds the skills and capacity of ALL teachers, across all grade levels and content areas, to deliver high-quality and standards-based instruction.

Resource Allocation

IUSD must fully comply with guidelines for compliant spending of Title III funds as well as supplemental funds from the California Local Control Funding Formula (LCFF). Title III and LCFF supplemental funds must supplement, not supplant EL programs and services and improve student achievement for ELs.

Private School Participation

As a school district in the state of California, IUSD provides equitable services to ELs enrolled in private schools within its geographical jurisdiction in an effort to ensure that students with limited English proficiency develop high levels of English proficiency, and meet the same challenging State academic content and academic achievement standards that all children are expected to meet. Private schools must use procedures parallel to those used by public schools to identify EL students including a home language survey (HLS) completed by parents or guardians.

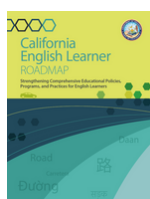
Since private schools do not have access to the ELPAC, they may use alternative assessments of English language proficiency to assess students' oral and written language skills. When appropriate, the district can provide assistance in the language assessment of private school students.

EL Annual Program Evaluation

The purpose of an English learner program evaluation is to determine the effectiveness of the ELD program and to determine areas for improvement based on various metrics of EL student achievement. This evaluation is presented to district leaders on an annual basis and inform the goals established by Language Development Programs in support of ELs' continuous cycle of improvement as they pertain to:

1. Progress of ELs towards proficiency in English
2. The number and percentage of ELs reclassified as Fluent English Proficient
3. The number and percentage of ELs who are at risk of being classified as long-term English learners in accordance with [Education Code 313.1](#)
4. The achievement of English learners on standard-based tests in core curricular areas
5. Progress toward any other goals for ELs identified in the district's LCAP
6. A comparison of current data with data from at least the previous year in regard to items #1-5 above

Chapter 7 - Monitoring and Evaluation of the EL Master Plan is aligned with the following principles of the [CA EL Roadmap](#). See **Appendix A** for alignment to EL Roadmap elements.



Principle 3: System Conditions that Support Effectiveness
Principle 4: Alignment and Articulation within and Across Systems

The following [Federal Program Monitoring](#) items are addressed:



II. Governance and Administration

EL 05: EL Program Inclusion in the SPSA (5.0-5.2)

III. Funding

EL 07: Supplement, Not Supplant with Title III (7.0-7.1)

IV. Standards Assessments and Accountability

EL 09: Evaluation of Title III-Funded Services and Programs (9.0-9.1)

VII. Teaching and Learning

EL 15: Access to Standard Instructional Program (15.2)

APPENDIX A

EL MASTER PLAN & CA EL ROADMAP

POLICY ALIGNMENT WITH PRINCIPLES AND ELEMENTS



Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Ch. 1 Commitment and Purpose	Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency
Ch. 2 Responding to Diverse Learners	Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choices 4A. Alignment and Articulation
Ch. 3 Program Options and Staffing	Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2E. Use of Students' Home Language 2G. Programmatic Choices 3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency
Ch. 4 English Language Development	Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated & Designated ELD 2B. Intellectually Rich, Standards-Based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency
Ch. 5 Professional Learning	Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency
Ch. 6 Family-School Partnerships	Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency
Ch. 7 Monitoring and Evaluation	Principle 3: System Conditions that Support Effectiveness Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency



APPENDIX B

EL TYPOLOGIES & DEFINITIONS

As with any student, there is no one-size-fits-all strategy when recommending a program to meet a specific student’s needs. This is particularly true of English language learners, who are a heterogeneous population possessing various profiles depending on the type of schooling students received prior to entering the U.S. school system, proficiency of their first language, socioeconomic status of the families, and the individual learner’s ability to acquire language and literacy skills.

Creating effective lessons/units in which English learners fully participate and thrive begins with knowing your English learner population, who they are and what they need. The EL Typology chart below, identifies a set of factors, in addition to English language proficiency, that impact English learner participation and achievement. Identifying your EL’s typologies is useful for instructional planning to address the unique needs of this multifaceted group of students.

Typology	Key Characteristics	Considerations
<p>Newcomer</p>	<ul style="list-style-type: none"> • Recent immigrant to the U.S. who has little or no English proficiency • Student that is in their first 12 months of school in the U.S. • Little or no English language proficiency on arrival • Some well-prepared in native language, on grade level, others are below • Some arrive with many transferable credits, others with no transcript records • Facing cultural transition 	<ul style="list-style-type: none"> • Option to attend Newcomer class (based on availability) • High quality literacy-focused ELD curriculum • Deliberate instruction within context of content to learn How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
<p>LTEL Long-term English Learner</p>	<ul style="list-style-type: none"> • Been enrolled in U.S. schools for six or more years (grades 6-12) • Remain at same language proficiency level for 2 or more consecutive prior years, or has regressed to a lower English language proficiency level • Student in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year CAASPP-ELA • Usually orally fluent in English • Reading/writing below level of native English peers • Bi-modal academically; some doing well, others not • Some have literacy in primary language, others not • Mismatch between student’s own perception of academic achievement (high) and actual grades or test scores (low) 	<ul style="list-style-type: none"> • Motivation and Engagement • Academic Language & Rigor • Study Skills and Goal Setting • Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers • ELPAC Bootcamp • Deliberate instruction within context of content to learn How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

(Continued on next page)

Typology	Key Characteristics	Considerations
<p style="text-align: center;">At-Risk LTEL</p>	<ul style="list-style-type: none"> • Enrolled in U.S. schools for four or five years • Score at Overall Level 1 or 2 on Summative ELPAC • Student in grades 4 to 9, inclusive, scored in the fourth or fifth year at the “Standard Not Met” level on the prior year CAASPP-ELA 	<ul style="list-style-type: none"> • Motivation and Engagement • Academic Language & Rigor • Study Skills and Goal Setting • ELPAC Bootcamp • Deliberate instruction within context of content to learn How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
<p style="text-align: center;">RFEP, but struggling academically</p>	<ul style="list-style-type: none"> • Re-designated from limited English proficiency to fully proficient • Receiving at least one D or F in core academic classes • Following re-designation, decline in grades and achievement 	<ul style="list-style-type: none"> • Focus on Reading Fluency through academic vocabulary • Regular participation in Academic Talk/Conversations • Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
<p style="text-align: center;">SIFE/SLIFE</p> <p style="text-align: center;">Students with Interrupted/ Limited Formal Education</p>	<ul style="list-style-type: none"> • These students typically arrive in 2nd to 12th grades with little or no education experiences in their previous countries. • Their language, literacy, and content knowledge may also be limited in their primary languages. 	<ul style="list-style-type: none"> • Will likely need basic decoding skills and emergent writing skills, along with robust vocabulary instruction. • See Appendix G, Figure 1 for Language and Literacy in First Languages Continuum.

**Adapted from English Learner Toolkit of Strategies (CCSESA) & California Newcomer Network*



APPENDIX C

ACRONYMNS

AERIES	Student Information System used by IUSD
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CDE	California Department of Education
DELAC	District English Learner Advisory Committee
EL	English Learner
ELAC	English Learner Advisory Committee
ELAS	English Language Acquisition Status
ELD	English Language Development
ELP	English Language Proficiency
ELPAC	English Language Proficiency Assessments for California
EO	English Only
ESEA	Elementary and Secondary Education Act
HLS	Home Language Survey
IEP	Individualized Education Plan
IFEP	Initial Fluent English Proficient
IUSD	Irvine Unified School District
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner
OPTEL	Observation Protocol for Teachers of English Learners
RFEP	Reclassified Fluent English Proficient
SBAC	Smarter Balanced Assessment Consortium
SIFE/SLIFE	Students with Limited/Interrupted Formal Education
SPSA	School Plan for Student Achievement

APPENDIX D

RECLASSIFICATION CRITERIA



IUSD RECLASSIFICATION CRITERIA 2024-2025

GRADE LEVEL	CRITERIA 1 Proficiency on ELPAC	CRITERIA 2 Teacher Evaluation	CRITERIA 3 Parent Consultation	CRITERIA 4 Basic Skills
K-2	Overall Level 4	2 or better in Reading Foundational Skills	Opportunities provided for parent input	LPA Met Benchmark: Guided Reading
3	Overall Level 4	2 or better in Reading Literature/ Informational	Opportunities provided for parent input	Summer: SBAC ELA Mid Nearly Met Fall: LPA Met Benchmark
4-5	Overall Level 4	C or better in Reading	Opportunities provided for parent input	SBAC ELA Mid Nearly Met
6-9	Overall Level 4	C or better in Reading/English	Opportunities provided for parent input	SBAC ELA Mid Nearly Met 9th grade only: SBAC or PSAT Reading & Writing (430+)
10	Overall Level 4	C or better in English course and A-GPA of 2.0+	Opportunities provided for parent input	Pre-ACT Reading (18+) or ELA Progress Check (Proficient)
11	Overall Level 4	C or better in English course and A-GPA of 2.0+	Opportunities provided for parent input	SBAC ELA Mid Nearly Met or PSAT Reading and Writing (430+) or ELA Progress Check (Proficient)
12	Overall Level 4	C or better in English course and A-GPA of 2.0+	Opportunity provided for parent input	SBAC ELA Mid Nearly Met or ELA Progress Check (Proficient)

SBAC: Nearly Met Scale Scores

Grade Assessed	Current Grade	Scale Score Range	Mid-Nearly Met Benchmark
3	4	2367-2431	2399
4	5	2416-2472	2444
5	6	2442-2501	2472
6	7	2457-2530	2494
7	8	2479-2551	2515
8	9	2487-2566	2527
11	12	2493-2582	2538



APPENDIX E

IUSD ALTERNATE RECLASSIFICATION FORM FOR DUALY IDENTIFIED STUDENTS



IRVINE UNIFIED SCHOOL DISTRICT ALTERNATE RECLASSIFICATION FOR DUALY IDENTIFIED STUDENTS

STUDENT NAME:

STUDENT PERMANENT ID#:

GRADE LEVEL:

SCHOOL:

DISTRICT ENTRY DATE:

CASE CARRIER/ED. SPECIALIST:

It is the goal of IUSD that English learners with disabilities receive the appropriate instructional support and English language development and are able to reclassify to Fluent English Proficient through the standard reclassification process.

The Alternate Reclassification process may be appropriate when the IEP team determines that an English learner student with an IEP is unable to meet the standard reclassification criteria due to factors related to disability rather than English Language proficiency.

ALTERNATE RECLASSIFICATION CRITERIA:

Criteria is aligned with the IUSD Reclassification Criteria

- 1) English Language Proficiency:
 - a) Overall Performance of Level 3 on the Summative Alternate ELPAC **OR**
 - b) Comparable to a non-English learner student with a similar disability
- 2) Teacher Evaluation: Student demonstrates progress toward meeting linguistically appropriate goals
- 3) Parent Consultation: Parent understands and is in full agreement with the decision to reclassify the student to Fluent English Proficient
- 4) Student's performance:
 - a) A valid and reliable measure of cognitive and academic achievement **OR**
 - b) Adequate level of achievement on ELA portion of the CAA – California Alternate Assessment

ASSESSMENT OF LANGUAGE PROFICIENCY (Most recent ELPAC or Alternate ELPAC)

ELPAC Test Date	Overall Performance Level	Oral Language	Written Language

TEACHER EVALUATION (Examples: summative or formative assessments, grades, narrative)

BASIC SKILLS ASSESSMENT (Objective assessment normed for all students)

Name of Assessment	Date	Results

RECLASSIFICATION DECISION (Select all that apply)

- The student has been provided 4 or more years of support toward achieving language proficiency.
- The IEP team has determined the student exhibits reasonable English proficiency and basic skills performance commensurate to peers with similar disabilities and **meets the criteria** for reclassification to Fluent English Proficient.
- The IEP team has determined that this student **does not meet the criteria** for reclassification to Fluent English Proficient.

Please sign and date below to verify agreement with the decision above. All signatures must be completed.

	Date		Date
Case Carrier/Ed. Specialist		Gen. Ed. Teacher	
	Date		Date
Parent (Signature indicates consultation)		Site Administrator	

APPENDIX F

INTEGRATED ELD (I-ELD)

FIGURE 1

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?



ADAPTED FROM CA ELA/ELD FRAMEWORK CH.2, FIGURE 2.16 "FRAMING QUESTIONS FOR LESSON PLANNING"

FIGURE 2

Scaffolding Strategy Options for Teachers of English Learners K-12

	Emerging	Expanding	Bridging
Listening	<ul style="list-style-type: none"> -Use physical gestures to accompany oral directives -Label visuals and objects with target vocabulary -Introduce cognates to aid comprehension -Model academic language and vocabulary -Ask for Total Physical Responses from students -Restate/Rephrase and use oral language routines -Use wait time -Use visuals to accompany printed text whenever possible 	<ul style="list-style-type: none"> -Give two step contextualized directions -Provide graphics or objects to sequence steps in a process -Check comprehension of all students frequently -Use wait time -Use cognates to aid comprehension -Model academic language and vocabulary 	<ul style="list-style-type: none"> -Confirm students' prior knowledge of content topics -Extend content vocabulary with multiple examples and non-examples -Model academic language and vocabulary
Speaking	<ul style="list-style-type: none"> -Provide wall charts with illustrated academic vocabulary -Ask simple who, what, when, where, yes/no, or either/or questions -Elicit choral responses -Encourage participation in group chants, poems and songs -Assign roles in group work -Provide sentence frames for pair interactions 	<ul style="list-style-type: none"> -Provide graphic organizers or notes to scaffold oral retelling -Prompt for academic language output -Repeat and expand student responses in a collaborative dialogue -Require full sentence responses by asking open ended questions -Use varied presentation formats such as role plays -Scaffold oral reports with note cards and provide time for prior practice 	<ul style="list-style-type: none"> -Structure conversations requiring various points of view with graphic organizers -Require the use of academic language -Require full sentence responses by asking open ended questions -Require oral reporting for summarizing group work -Include oral presentations in the content classroom
Reading	<ul style="list-style-type: none"> -Preview the text content with pictures, videos, demos, charts, or experiences -Pair students to read one text together -Preview text with a picture walk -Use choral reading or shared reading -Provide additional multi-level texts matched to reading level -Use teacher read alouds or audio texts -Provide a list of important concepts on a graphic organizer -Provide bilingual dictionaries -Highlight key points in a text 	<ul style="list-style-type: none"> -Provide a content vocabulary word bank with non-linguistic representations -Use guided reading -Teach skimming for specific information -Use jigsaw reading to scaffold independent reading -Use note-taking guides 	<ul style="list-style-type: none"> -Ask students to analyze text structure and select an appropriate graphic organizer for summarizing -Use Reciprocal Teaching to scaffold independent reading -Use Cornell Notes -Use focused questions to guide reading
Writing	<ul style="list-style-type: none"> -Require students to label visuals -Require vocabulary notebooks with non-linguistic representations or L1 translations -Provide sentence frames with word and picture banks -Teach note taking on a graphic organizer -Use Interactive Journals -Provide cloze sentences with a word bank 	<ul style="list-style-type: none"> -Teach signal words (comparison, chronology, cause-effect, listing) for academic writing -Require learning logs for summaries of learning -Provide cloze paragraphs with a word bank -Provide rubrics and exemplars to scaffold writing assignments -Teach and utilize the writing process -Provide writing frames 	<ul style="list-style-type: none"> -Require academic writing and the use of target academic vocabulary -Hold frequent writing conferences with teacher and peers

Adapted from Levine, L.N., Lukens, L. & Smallwood, B.A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools funded by the US Department of Education, PR Number T195N070316

APPENDIX G

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION



FIGURE 1

← No Schooling in First Language (L1) ————— Literate in L1 →

Students with Limited or Interrupted Formal Education				Highly Schooled EL
Unschooling SLIFE	SIFE	Schooled SLIFE		
No schooling	Missing 2+ years of elementary or secondary level	Missing 1–2 years of elementary level	Missing 1–2 years of secondary level	Significant schooling
New to print	Some L1 literacy	Elementary level L1 literacy	Some L1 reading skills but limited writing	Grade level L1 reading and writing skills
Need alphabet, phonics, sound to letter concepts, concept of word, basal beginning word/vocabulary study, reading and orthographic/writing skills	Need advanced phonics, long/short vowels, syllables and affixes, concept of words in text, grammar and mechanics, vocabulary, basic reading and writing	Need elementary word/vocabulary study, reading comprehension skills, and text-based writing	Need secondary advanced content words, more vocabulary study, multiple genre reading comprehension skills, and text-based writing	Need vocabulary labels for known concepts, reading comprehension, and text-based writing skills
Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community

SOURCE: CA NEWCOMER NETWORK FIGURE 1.2
2ND TO 12TH GRADE NEWCOMERS: LANGUAGE AND LITERACY IN FIRST LANGUAGES