

Orcutt Union School District

# Master Plan for English Language Learners



District English Learner Advisory Committee (DELAC)  
reviewed and commented on 03/31/2021

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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 (redesignation) 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 redesignated (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 (redesignation) 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                        | 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. (We will be transitioning to the Observation Protocol for Teachers of English Learners [OPTTEL] when it is in final form.)<br><br>Mastery of ELA Standards as evidenced on the report card may be considered. |
| 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  |
| Parental Opinion and Consultation         | Parent Signature on Redesignation 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 (redesignation) criteria.

- Step One: A list will be compiled of all special education students who have not met overall classification criteria.

- Step Two: The Redesignation 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 Redesignation 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 Redesignation 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.  |

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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 \_\_\_\_\_

California Department of Education Form HLS, Revised July 2020

**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.*



Orcutt Union School District  
 Process for Reclassification of English Learners

| Time Frame | Task   | Department/Person Responsible  |
|------------|--|--|
| September  | Teachers provided a list of English Learners and their current Proficiency Level.  | Educational Services/EL Department<br>(Information also available in Student Information System) |
| October    | 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, Appendix B) and Redesignation Form (Appendix C) sent to teacher. | Educational Services/EL Department   |
| November   | Parent input and consultation obtained.  | Community Liaisons   |
| December   | The names of students meeting all redesignation 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 in their 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.

## ORCUTT UNION SCHOOL DISTRICT REDESIGNATION: English Learner (EL) to Fluent English Proficient (RFEP) 6174 E

Student' Name \_\_\_\_\_ Date Initiated \_\_\_\_\_ I.D. # \_\_\_\_\_  
 School \_\_\_\_\_ Language Arts Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Student's Primary Language \_\_\_\_\_

| Required Criteria  | OUSD Criteria  |
|--|--|
| English Language Proficiency Assessment  | Overall ELPAC Level 4<br>Score/Level _____ Date of Test _____  |
| Teacher Evaluation   | Levels 4 or 5 on SOLOM (Student Oral Language Observation Matrix) for Comprehension, Fluency, Vocabulary, and Grammar (Level 3 or above for Pronunciation)<br><br><b>Attach Report Card*</b>   |
| Comparison of Performance in Basic Skills  | Scores aligned with having met grade level standards in English-Language Arts (ELA) on either Smarter Balanced Assessment Consortium (SBAC) or Northwestern Evaluation Association (NWEA) MAP test. <u>Note:</u> Acadience Reading and/or PSAT may be used for students without SBAC or NWEA scores.<br><br><b>Attach Test Scores*</b> |
| <i>Optional Process for Redesignation of Special Education English Language Learners</i> | <i>The reclassification team meets, reviews the data, and completes the English Learners with Special Needs Reclassification Worksheet (SELPA78) and may recommend reclassification.</i>   |

The criteria specified in the table above have been met, and the undersigned agree that \_\_\_\_\_ meets Orcutt Union School District's criteria for redesignation as a Fluent English Proficient (RFEP) student.

|   |            |
|---|------------|
| Language Arts Teacher _____             | Date _____ |
| Site Administrator _____                | Date _____ |
| Parent _____                            | Date _____ |
| Special Ed Dept. (if appropriate) _____ | Date _____ |

\*District Office Staff will be responsible for attaching appropriate documents

Santa Barbara County  
Special Education Local Plan Area..... A Joint Powers Agency

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Student Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_

Summary of English language development services received: \_\_\_\_\_

1. Assessment Results of Language Proficiency

(Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC if appropriate)

Language Proficiency Assessment Taken:  ELPAC or  Alternate Assessment

If alternate assessment, name of assessment: \_\_\_\_\_

Current School Year Data Date: \_\_\_\_\_

ELPAC: Overall Score: \_\_\_\_\_ Overall Performance Level \_\_\_\_\_ Oral Language Level: \_\_\_\_\_

Written Language Level: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Alternate Assessment: Name: \_\_\_\_\_

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

Previous School Year Data or Other Test Scores (optional) Date: \_\_\_\_\_

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

Language Score/Level: \_\_\_\_\_ Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Alternate Assessment: Name: \_\_\_\_\_

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

Student met language proficiency level criteria?  Yes  No

If student's overall proficiency level was below level 4, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English?  Yes  No

**If student took alternate assessment(s), answer the following questions:**

If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference?  Yes  No

*Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.*

Comments: \_\_\_\_\_

Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning?  Yes  No

**2. Teacher Evaluation**

*Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.*

Evaluation was based on:  Classroom performance  District-wide assessments  
 IEP Goal Progress  Other: \_\_\_\_\_

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

Yes  No

Comments: \_\_\_\_\_

**3. Parent Opinion and Consultations** was solicited through:  Letter to Parent  Parent Conference  Other: \_\_\_\_\_

Does the Reclassification Team feel parent input/evaluation indicate the student is proficient in English?

Yes  No

Comments: \_\_\_\_\_

**4. Comparison of Performance in Basic Skills**

*Note: "Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment, the team may use other empirical data to determine if the student has acquired English based on their ability level.*

Assessment Data Utilized:  CAASP ELA (Opt.)  Statewide Alternate Assessment

Other (name): \_\_\_\_\_ Date: \_\_\_\_\_

English Language Arts (ELA) assessment results: \_\_\_\_\_

Do objective assessment measures ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in a mainstream class (note that a "mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers)?  Yes  No



If performance in basic skills in ELA on objective assessment measures **was not** at a range that allows student to compete with English-speaking peers, answer the following questions to help determine if “factors other than English language proficiency are responsible for limited achievement in ELA”?

Student’s basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student manifests language proficiency in all other areas.

Does the Reclassification Team feel the student’s performance in ELA warrants reclassification?

Yes     No

**Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above?  Yes     No**

### **Reclassification Team**

**Teacher (Print Name):** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**SpEd Teacher (Print Name):** \_\_\_\_\_

**SpEd Teacher Signature:** \_\_\_\_\_

**Administrator (Print Name):** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

**EL Dept. Representative (Print Name):** \_\_\_\_\_

**EL Dept. Representative Signature:** \_\_\_\_\_

**Parent (Print Name-if applicable):** \_\_\_\_\_

**Parent Signature (if applicable):** \_\_\_\_\_



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 and Redesignated English Learners and their current Proficiency Level  | Educational Services/EL Department<br>(Information also available in Student Information System) |
| November       | Page 1 of EL/LTEL Monitoring Form (Appendix G) and RFEP Monitoring Form (Appendix H) are completed.<br>Form is sent to teacher.   | Educational Services/EL Department   |
| Winter Break   | Teachers will complete page 2 of EL/LTEL form and last section of the RFEP form. Original is put in EL Folder in cum and digital copy is sent to Educational Services Department. Any concerns about student progress are brought to the attention of the principal and the District EL Designee. | Classroom Teacher  |



# EL/LTEL Progress Monitoring Form

(Page 1 completed by Ed. Services)

Appendix G

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Years in Program: \_\_\_\_

Qualifies as LTEL? Yes No At Risk of LTEL? Yes No

ELA Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_ School: \_\_\_\_\_

---

### ELPAC Scores 1

Test Date: \_\_\_\_\_

Overall: \_\_\_\_\_

Oral: \_\_\_\_\_

Written: \_\_\_\_\_

### ELPAC Scores 2

Test Date: \_\_\_\_\_

Overall: \_\_\_\_\_

Oral: \_\_\_\_\_

Written: \_\_\_\_\_

---

### NWEA Scores

Spr: \_\_\_\_\_

Reading: \_\_\_\_\_

Math: \_\_\_\_\_

Fall: \_\_\_\_\_

Reading: \_\_\_\_\_

Math: \_\_\_\_\_

Wtr: \_\_\_\_\_

Reading: \_\_\_\_\_

Math: \_\_\_\_\_

---

### SBAC Scores/Levels

Date: 0519

ELA: 2

Math: 3

### Report Card Grades

T1/Q1 Reading/ELA: \_\_\_\_\_ Math: \_\_\_\_\_ Soc. Studies: \_\_\_\_\_ Science: \_\_\_\_\_

T2/Q2 Reading/ELA: \_\_\_\_\_ Math: \_\_\_\_\_ Soc. Studies: \_\_\_\_\_ Science: \_\_\_\_\_

T3/Q3 Reading/ELA: \_\_\_\_\_ Math: \_\_\_\_\_ Soc. Studies: \_\_\_\_\_ Science: \_\_\_\_\_

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# EL/LTEL Progress Monitoring Form

(Page 2 completed by teacher)

Appendix G

Student Name: \_\_\_\_\_

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

| Rate the student's performance in each of the following areas:<br>1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always |        |  |        |
|---|--------|--|--------|
|   | Rating |  | Rating |
| 1. Completes assignments on-time  |        | 6. Attends class regularly                                       |        |
| 2. Communicates effectively with teacher  |        | 7. Displays effort and enthusiasm in class                       |        |
| 3. Participates effectively in class projects   |        | 8. Requires additional assistance with assignments               |        |
| 4. Participates effectively in class discussions  |        | 9. Shows evidence of difficulty with language                    |        |
| 5. Able to work independently   |        | 10. Discipline problems interfere with his/her academic progress |        |

Please circle correct answer below:

Chronic Truancy (> 10%): Yes/No

Counseling Services: Yes/No

Please describe what ELD instruction student is receiving (i.e. curriculum, instruction schedule):

---

---

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

---

---

Additional notes: \_\_\_\_\_

---

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Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



## Reclassified Fluent English Proficient (RFEP) Progress Monitoring Form

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Grade: (when reclassified): \_\_\_\_\_

Reclassification Date: \_\_\_\_\_

Monitoring Year: 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_

### Exiting ELPAC Scores

Overall: \_\_\_ Speaking \_\_\_ Listening \_\_\_ Reading \_\_\_ Writing \_\_\_

### NWEA Scores (Spring)

Year 1      Reading: \_\_\_\_\_      Language (if available): \_\_\_\_\_

Year 2:      Reading: \_\_\_\_\_      Language (if available): \_\_\_\_\_

Year 3:      Reading: \_\_\_\_\_      Language (if available)

### Report Card Grades

Year 1      Reading: \_\_\_\_\_      Math: \_\_\_\_\_      Soc Studies: \_\_\_\_\_      Science: \_\_\_\_\_

Year 2:      Reading: \_\_\_\_\_      Math: \_\_\_\_\_      Soc Studies: \_\_\_\_\_      Science: \_\_\_\_\_

Year 3:      Reading: \_\_\_\_\_      Math: \_\_\_\_\_      Soc Studies: \_\_\_\_\_      Science: \_\_\_\_\_

Year 4:      Reading: \_\_\_\_\_      Math: \_\_\_\_\_      Soc Studies: \_\_\_\_\_      Science: \_\_\_\_\_

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

Year 1:

Year 2:

Year 3:

Year 4:

Notes:



## 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).