
ENGLISH LEARNER MASTER PLAN 2021-2022



REIMAGINING COMMUNITY. RESHAPING EDUCATION.

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Master Plan for Services to English Learners

2021-2022

Cottonwood Charter School aims for outstanding programs for all our students. English Learners have enormous challenges and can develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

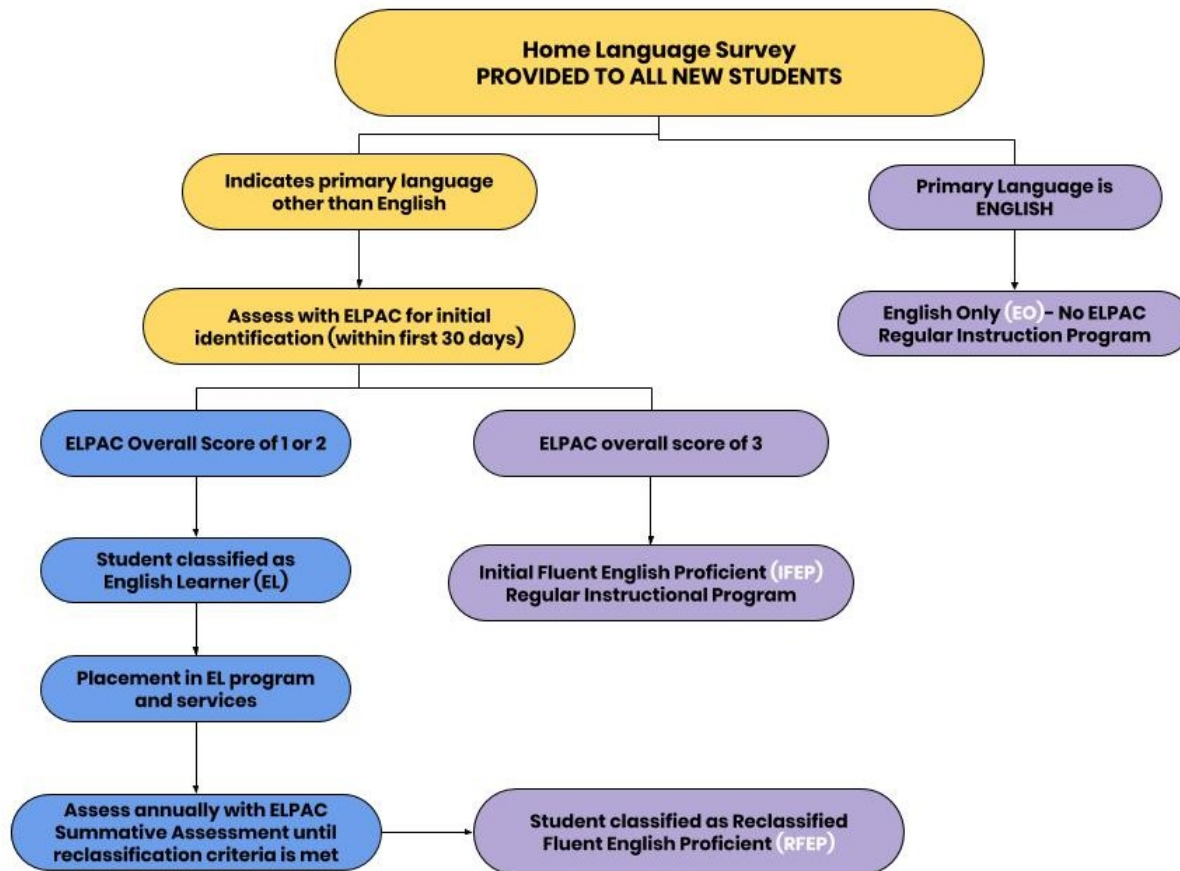
To ensure we reach optimal results for English Learners, we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve, and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth six goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
6. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing the academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school plans, such as WASC self-study and LCAP.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders



Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in The Cottonwood School. The results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English," the child is classified as English Only or EO. The parent is notified of the result and explains the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent’s response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student’s home language. If there is evidence of significant non-English exposure, the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student’s official language classification. Suppose the parent amends the HLS prior to initial ELPAC administration. In that case, the school must honor the changes made while continuing to consider reasonable doubt, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed later. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment		
Initial ELPAC	Within 30 days of enrollment:	July 1-May 30
Initial ELPAC score report and Notification Letter will be mailed after testing. See Appendix 1		
Summative ELPAC	Given to current EL students	Feb 1- May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student’s English language proficiency level must be assessed and given the results (pending any extension from the state) within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test taken (Listening, Speaking, Reading, and Writing) and an overall score. The score types include scale scores and proficiency levels.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

Effective November 2020, the initial ELPAC will be a computer-based assessment. The official score report is generated by the Test Operations Management System (TOMS) and is readily available once the student has completed all sections of the test. The official results are sent to the parent within 30 days of receipt by the school, along with the Initial ELPAC Notification Letter (see Appendix). ELPAC results are then also maintained in the school's student information system for future use to monitor student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given the Alternate ELPAC Assessment.

The School will annually assess the ELP and academic progress of each English learner. The School shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations in accordance with the student's individualized education plan (IEP) or Section 504 plan. When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student.

When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the student shall be assessed as specified in the student's IEP.

Based on the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

Level	Description
Initial Fluent English Proficient [IFEP]	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 appropriate to different tasks, purposes, and audiences in various 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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) 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. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support required may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed 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 2012 <i>ELD Standards</i> .

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.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students - the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive an official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the following:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services to recoup any academic deficits that may have been incurred in other areas of the core curriculum due to language barriers.
- **Core Instruction in English**
- **Daily Leveled ELD** for 30 – 60 minutes based on the student need and level independently at home through BrainPop ELL program with teacher monitoring progress.

- **SDAIE** strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or during online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate programs regularly.
- **Designated ELD Direct Instruction Classes**—via a virtual online platform.
- **BrainPop ELL**- brings English language learning to life in the classroom. Students explore this rich collection of support resources to help make the most of this product, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more—proficiency-based English language learning programs appropriate for all ages at no cost to students.
- In addition, any other school-provided online programs.

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the ELPAC Scoring Guide. They include:

1. The student’s *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

The default placement is the mainstream English program if the child is reasonably fluent in English by these criteria. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may consist of one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in a variety of settings based on student need

AT RISK EL STUDENTS & LTEL’s (Long Term English Learners)

Cottonwood will annually run a list of the at-risk ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:

* Automatic access to BrainPop ELL

*Virtual Reading Comprehension virtual classes offered by qualified instructors

*Reading Horizons option

*ELD Support Class option

* School's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

STAFFING

Per state and federal law, all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion, passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Cottonwood will:

- Ensure appropriate assignments of teachers for English Learners
- Recruit qualified EL certified teachers through position postings
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide opportunities for teachers who do not hold appropriate certification to enroll in training

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Cottonwood Charter School is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and school procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places particular emphasis on sensitivity to parents, including how to make parents feel welcome and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

The professional development offered will be designed to improve the instruction and assessment of ELs; designed to enhance the ability of teachers, principals, and other school

leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs; effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge and teaching skills as demonstrated through classroom observation.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student classified as an English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the Initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. The ELD Team will reach out to the HST and/or family to complete the ELAS Correction Request for Initial ELPAC
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, the EL Coordinator.

RECLASSIFICATION

Cottonwood Charter School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using English language proficiency assessment criteria using the ELPAC, Smarter Balanced Assessment Consortium (SBAC), or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments, and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

In conjunction with teacher input, The Cottonwood School's EL Coordinator will specifically evaluate students who are potentially qualified for reclassification. This will occur upon the release of ELPAC scores by the state.

Per the California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score - Students must have an Overall Performance Level score of 4.
- 2) Teacher Evaluation - Student progress as observed by the teacher and student's grades and progress on AWRs in math and English. A grade of C or higher in both courses. For grades TK-8 students, their progress toward standard mastery must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and/or SBAC scores. The cut score requirements/criteria are indicated in the chart below.

Criterion 4			
Grade	SBA (ELA) Performance Level	Star Reading (Star Enterprise-Scale Score)	Star Early Literacy (Star Enterprise-Scale Score)
TK/K	n/a	730/ <u>OR</u>	730
1	n/a	789/ <u>OR</u>	789
2	n/a	917	N/A
3	Standard nearly met/ <u>OR</u>	969	N/A
4	Standard nearly met/ <u>OR</u>	1005	N/A
5	Standard nearly met/ <u>OR</u>	1040	N/A
6	Standard nearly met/ <u>OR</u>	1070	N/A
7	Standard nearly met/ <u>OR</u>	1088	N/A
8	Standard nearly met/ <u>OR</u>	1103	N/A
9	n/a	1125	N/A
10	n/a	1131	N/A
11	Standard nearly met/ <u>OR</u>	1139	N/A
12	n/a	1148	N/A

Process

1. The ELD coordinator will complete the Reclassification Form for students who meet the first criteria. (Appendix 2).
2. The form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the Director of ELD and/or teacher and their child. See Appendix 3
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process are the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the Director of ELD to consider the alternative reclassification criteria and form. The IEP team, including the parent and the Director of ELD, will discuss and complete the form. If the student is found to meet these criteria, he/she will then be reclassified to RFEP, and four-year monitoring will commence, as with all other RFEP students. See Appendix 4

RFEP Monitoring

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the Summative ELPAC, but there is a requirement for four years of continuous monitoring of that student.

Cottonwood Charter School will monitor RFEP's curriculum, interventions, and assessments quarterly. RFEPs will also have a formal yearly monitoring check over the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

Annual RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years	Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place to ensure that the student is receiving as much support as possible toward maintaining English language proficiency and academic growth. See Appendix 5

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as a <Calculated_ELAS> student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note that this does not change your student's homeschool teacher.

Exit (Reclassification) 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. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria Cottonwood Charter School EL Master Plan
English Language Proficiency Assessment	Overall Performance Level score of 4 (the statewide standardized ELP criterion) with no more than one subscore of 2 in the domains of reading, writing, listening and speaking.
Teacher Evaluation	Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. The grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Cottonwood Charter School offers MTSS and other programs to help your student with their English fluency and academic achievement goals through a multi-tiered system of supports (MTSS).

Response to Instruction and Intervention through the Multi-Tiered System of Supports (MTSS)

The school will provide intervention for all students TK-12. The following descriptors provide an overview of specific interventions to support ELs. Intervention for Long Term ELs is the responsibility of the Home School Teachers and the entire intervention team.

Tier 1 intervention: Provided until proficiency goal is reached

- The general education teacher begins and/or provides Tier 1 level supports on a class/roster-wide basis. Additionally, the teacher ensures that the students are working in an evidence-based curriculum. To complement the evidence-based curriculum, parents and students have access to high-quality, the school created direct instruction video libraries. The video libraries meet the needs of academic intervention and success. Video libraries are also offered for speech production, stuttering (fluency), and spoken language. These video libraries educate the parents/learning coach on developmental milestones. They also guide the parent/learning coach or HST specifically on how to support the student within the general education program with strategies they can start using immediately.

Tier 2 Intervention: Provided for students who have not yet reached proficiency through Tier 1 interventions

- Tier 1 plus online Interventions, as well as video libraries and direct instruction offered through Tier 2.
- Long Term ELs will continue to receive intensive intervention during direct virtual English Language Development instruction.
- Students receive direct virtual instruction.

Tier 3 Interventions: Provided for students who have not reached proficiency through Tier 2 strategies

- Tiers 1 and 2 Interventions, plus
- Direct Individual virtual instruction and intervention program
- Long Term ELs receive additional small group direct virtual or one-on-one assistance during the virtual intervention instruction.
- Long Term ELs receive additional intervention through an online program

Tier 4 Intervention: Provided for students who have not reached proficiency through previously administered intervention strategies

- Students who do not show progress after a designated time will be recommended to a Student Study Team with a possible recommendation for Special Education testing.

Additional Online Programs:

1. **BrainPop**—BrainPOP ELL brings English language learning to life in the classroom. To help make the most of this, ELL is organized in three levels, corresponding to the beginning, intermediate, and advanced. Each level consists of six units, and each unit includes five movies with associated features. It is recommended that absolute beginners start with the first Level 1,

Unit 1 movie and explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more.

2. **Curriculum supplemental support**—check with the student’s chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **DreamBox**—It is a comprehensive online mathematics program. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes, and measurement topics. This program can be used for intervention in math. This eligibility is independent of their STAR360 scores.
4. **Reading Horizons**--When a student is more than 2-grade levels behind in ELA. This is also great support for EL students
5. **Learning Ally**—this program is an audiobook program that reads books to students so that they can hear what it should sound like, as an English fluent person reads it.
6. **Reading Eggs**--instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

HST Name: _____

Student Name: _____

SSID: _____ **Scope:** _____

List of evidence attached:

Reading	Writing
Listening	Speaking

Additional teacher comments and observations:

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator: _____

Date: _____

Complete all information below and email it along with evidence documentation to the EL Designee.

English Language Learner Reclassification Form

Student Name:	Grade:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Mathematics
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		STAR360 Scores		
Speaking		Other		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:

EI Coordinator:

Parent Signature:

Official RFP Date:

Parent Notification Letter of Reclassification

Date:

Dear Parent/Guardian of _____

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been administered the ELPAC for this year, and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher; your child's English proficiency as measured by the SBAC and/or Star 360, assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as reclassified fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your HST, or your questions can also be directed to me.

Sincerely,

Jaimie Chapman
jaimie.chapman@cottonwoodk12.org
The Cottonwood School
EL Coordinator
Ph. (530) 285-2003

English Language Learner RFEP Monitoring Form

Student Name:	Grade:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	Mathematics
Classroom Grades		
SBAC Scores		
STAR 360 Scores		
Other		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Target Intervention (if required)		
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):

Additional Comments/Information
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Teacher Signature

Date

Parent Signature

Date

EL Coordinator or Designee

Date

Reclassification Form For English Learners with Disabilities

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability	

1. Indicate which assessment the student took: ELPAC _____ Alternate Version _____

2. ELPAC Scores

3. English Language Proficiency/ Academic Performance

Overall Score			Comparison Data	English	Mathematic
Subscores: Reading			Grades/Progress Indicators		
Writing			SBAC Scores		
Listening			STAR360 Scores		
Speaking			Other		

4. Has the student met language proficiency criteria as assessed by ELPAC? Yes ___ No ___

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ___ No ___

6. If so, in which domains? Reading _____ Writing _____ Listening _____ Speaking _____

Provide an explanation below by using the following criteria to help determine if factors other than English Language Proficiency are responsible for limited achievement on the ELPAC and/or ELA:

_____ Student's performance is commensurate with the student's ability due to the student's learning disability.

_____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.

_____ Student's errors are indicative of the student's disability versus a language barrier.

_____ Other/also:

7. Was an English proficiency goal written into the student's IEP?

Yes _____ No _____

8. Did the student meet the English proficiency goal?

Yes _____ No _____

9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?

Yes _____ No _____

10. Teacher Evaluation

11. Parent Opinion

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Final Outcome: Student will be reclassified: Yes ___ No ___

Teacher Signature:	EL Coordinator
Parent Signature:	Official RFEP Date:
Case Carrier:	IEP Team Member:
IEP Team Member:	IEP Team Member:

District English Learner Advisory Committee (ELAC) Bylaws

Article I: Name of Committee

The name of the committee shall be Cottonwood District English Learner Advisory Committee (DELAC)

Article II: Purpose and Responsibilities

The purpose of the DELAC is to:

- advise the School Board, principal, and Director of ELD, on issues pertaining to English Learners (ELs)
- foster a better involvement of EL parents, thereby increasing academic achievement of the EL population
- assist in the development of the school's needs assessment and Language Census Report
- provide input on formal school plans, such as WASC self study and LCAP.

Article III: Membership

- members are elected by parents or guardians of English Learners
- each member may serve for a one-year term and is entitled to one vote, when matters are voted upon
- composition of the DELAC will constitute no less than 51% parents of EL students
- Site ELAC members will vote to select at least one member to serve on the District English Learner Advisory Committee (DELAC)

Article IV: Officers

1. Nominations for the two officer positions will be solicited at the first DELPAC meeting of the school year.
2. All Nominees will be added to a ballot, which will be voted on by members of the DELPAC. As such, officers are elected by EL parents
3. The Role of President shall:
 - Consult with parents and DELAC members to solicit feedback for topics of interest or need at future meetings
 - Collaborate with principal or Director of ELD to plan meeting agendas
 - Opens meetings and welcomes members
 - Adjourns meetings and reminds committee of the date of next meeting
 - Hold the position for two years
4. The Role of Vice-President shall:
 - Fill in for the president, in his/her absence
 - Read for approval of minutes from previous meeting
 - Hold the position for two years
5. A member's membership in the DELAC ceases once they no longer have an EL student at the school, due to reclassification, graduation, or withdrawal.
6. In case of officer vacancies, re-elections will be held.

Article V: Meetings and Quorum

- Meetings will occur a minimum of five times per school year, to be held every other month.



- Meeting agendas will be posted on the school's website and are open to the public
- DELAC members will receive an email invite and reminder of the meeting, in addition to the posting.
- Meetings will still take place with less than 51%, a quorum, of the members present, but no official action or vote will be considered valid unless a quorum is met.

Article VI: Ratification and Amendments of Bylaws

Bylaws will be ratified and adopted every two years when a quorum of the committee votes to adopt. In the event that an amendment is required, it too will be brought to the vote of the committee members and passed with a quorum, 51% vote.