Instruction

Education for English Language Learners

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

No high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

   However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

3. Other courses that meet the “a-g” course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student’s classification as an English learner

   (cf. 0415 - Equity)
   (cf. 6141.5 - Advanced Placement)

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)
Education for English Language Learners (Cont.)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students’ English language development.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131, 4231, 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners’ academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)
Education for English Language Learners (Cont.)

(cf. 6162.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

   (cf. 6142.2 - World Language Instruction)

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)
At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.
Legal Reference:
EDUCATION CODE
300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60640 California Assessment of Student Performance and Progress
60811-60812 Assessment of English language development
62002.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
854.9 CASSPP and unlisted resources for students with disabilities
11300-11316 English learner education
11517.6-11519.5 English Language Proficiency Assessments for California
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
ATTORNEY GENERAL OPINIONS
Management Resources:
CSBA PUBLICATIONS
English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California’s English Learners, Governance Brief, rev. September 2016
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English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Practitioners’ Guide for Educating English Learners with Disabilities, 2019
California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018
Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017
Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
THE EDUCATION TRUST- WEST PUBLICATIONS
Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education: http://www.cde.ca.gov/sp/el
National Clearinghouse for English Language Acquisition: http://www.ncela.us
The Education Trust-West: http://west.edtrust.org

Adopted:  2/19/97
Amended:  10/21/98, 5/15/02, 8/6/03, 1/21/04, 3/3/04, 5/5/04, 3/20/13, 9/19/18, 12/18/19
Instruction

Education for English Language Learners

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)
Education for English Language Learners (Cont.)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
   a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
   b. The manner in which the program will meet the educational strengths and needs of the student
   c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
   d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
   e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request.

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available.

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered.

**Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
   
   a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.

   b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.
c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school

7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers
English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian involvement, including:
   a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
   b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether any additional academic support is needed.

**Advisory Committee**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis
Education for English Language Learners (Cont.)

3. Establishment of a district program, goals, and objectives for programs and services for English learners

4. Development of a plan to ensure compliance with applicable teacher or aide requirements

5. Administration of the annual language census

6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

**LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

Approved: 2/19/97
Amended: 10/21/98, 5/15/02, 8/6/03, 1/21/04, 3/3/04, 5/5/04, 3/20/13, 8/6/14, 9/19/18, 12/18/19
Oroville Union High School District
RECLASSIFICATION Form
Grades 9-12

Student ID # ___________________ Birthdate: ___________________ Today’s Date: ___________________
Student’s Name: ___________________ Primary Language: ___________________
School: ___________________ Form Completed By: ___________________

CRITERIA FOR RECLASSIFICATION

1. English Language Proficiency Assessment:
   ELPAC Overall Proficiency Level: ___________________ Are Composite Domain scores Level 3 or above? circle Yes No (must be Level 4)
   Date of ELPAC Assessment: ________ / ______ / ______

2. Teacher Evaluation:
   Classroom-based performance from teacher(s) supports reclassification? circle Yes No (Attach Teacher Input Form.)

3. Parental Opinion and Consultation:
   Parental response to RFEP recommendation letter: circle yes no parent response parent approves parent desires conference
   * If no parent communication within 10 days, district will proceed with reclassification. Indicate communication method used:
     phone: ________ letter: ________ e-mail: ________ meeting: ________
     (enter date) (enter date) (enter date) (enter date)

4. Comparison of Performance in Basic Skills:
   Writing Sample minimum score of 15 on a 4-Point Argumentative Writing Rubric: ________ Date: ________ / ______ / ______
   Any individual scores below 3? circle Yes No (If YES, area not met.)
   AND
   MAP Reading 6+ score: ________ (Minimum score of 215 required.) Date: ________ / ______ / ______
   Special Circumstances considered? circle Yes No IEP or 504 Plan? circle Yes No

Student Meets Reclassification Criteria? circle Yes No
This student is eligible for reclassification from English Language Learner to Fluent English Proficient. Following reclassification, the student will be mainstreamed into the regular instructional program. A follow-up analysis will be conducted for two years and until ELA Benchmark scores are a “3” or above for three years to ensure the student's successful transition. Final decision regarding reclassification can be made by Superintendent when eligibility is questionable.

EL Program Representative __________ Date __________
Principal Signature __________ Date __________
Director of Education __________ Date __________

☐ RFEP status in AERIES changed by D.O.
☐ Form to be placed in cumulative folder
Oroville Union High School District
SPECIAL CIRCUMSTANCE
RECLASSIFICATION Form
Grades 9-12

State Student ID # ________________ Birthdate: ________________ Today’s Date: ________________

Student’s Name: ___________________ Primary Language ________________

School __________________________ Form Completed By __________________

CRITERIA FOR RECLASSIFICATION

1. English Language Proficiency Assessment:
   ELPAC Overall Proficiency Level ____________________ Are Composite Domain scores Level 3 or above? circle Yes No
   (must be Level 4) Date of ELPAC Assessment ____________/________/

2. Teacher Evaluation:
   Having incurred deficits in motivation and academic success unrelated to English Language Proficiency
   (i.e., disability) do not preclude a student from reclassification.
   Classroom-based performance from teacher(s) supports reclassification? circle Yes No (Attach Teacher Input Form.)

3. Parental Opinion and Consultation:
   Parental response to RFEP recommendation letter: circle no parent response parent approves parent desires conference
   * If no parent communication within 10 days, district will proceed with reclassification. Indicate communication method used:
   phone __________ letter __________ e-mail __________ meeting __________
   (enter date) (enter date) (enter date) (enter date)

4. Comparison of Performance in Basic Skills:
   A. Writing Sample minimum score of 15 on a 4-Point Argumentative Writing Rubric: __________ Date ________/_______
   Any individual scores below 3? circle Yes No (If YES, area not met.)
   AND
   B. MAP Reading 6+ score __________ (Minimum score of 215 required.) Date ________/_______

C. If basic skills are not within the above levels, indicate the most appropriate response to help determine if factors other
   than English language proficiency are responsible for limited achievement in ELA:
   a. Student’s basic skills in ELA appear to be commensurate with his/her intellectual ability due to a disability versus a
      language difference. Primary language assessments indicate similar levels of academic performance. circle Yes No
   b. Error patterns mirror the patterns of errors made by students with a similar disability versus peers with language
      differences. circle Yes No

Student Meets Reclassification Criteria? circle Yes No
This student is eligible for reclassification from English Language Learner to Fluent English Proficient. Following reclassification, the student will be mainstreamed
into the regular instructional program. A follow-up analysis will be conducted for two years and until ELA Benchmark scores are a “3” or above for three years to
ensure the student’s successful transition. Final decision regarding reclassification can be made by Superintendent when eligibility is questionable.

EL Program Representative ___________________ Date __________________

Principal Signature ___________________ Date __________________

Director of Education ___________________ Date __________________

☐ RFEP status in AERIES changed by D.O.

☐ Form to be placed in cumulative folder
Oroville Union High School District
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:  
School:  
Date:  
State Student ID #:  
Date of Birth:  
Grade:  
Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California Education Code (EC) Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i][vi]).

Language Assessment Results  
(20 U.S.C. Section 6312[e][3][A][iii])

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessments for California (ELPAC)</th>
<th>ELPAC Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>[insert overall scale score]</td>
<td>[insert overall performance level]</td>
</tr>
<tr>
<td>Oral Language</td>
<td>[insert oral language scale score]</td>
<td>[insert oral language performance level]</td>
</tr>
<tr>
<td>Written Language</td>
<td>[insert written language scale score]</td>
<td>[insert written language performance level]</td>
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</tbody>
</table>

Domain | ELPAC Performance Level
--- | ---
Listening | [insert listening performance level]
Speaking | [insert speaking performance level]
Reading | [insert reading performance level]
Writing | [insert writing performance level]

Your child is participating in an Individualized Education Program (IEP), which is on file: [Yes or No]

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

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

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Oroville Union High School District exit (reclassification) criteria are listed below.

<table>
<thead>
<tr>
<th>Required Criteria (EC Section 313[f])</th>
<th>OUHSD Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td>ELPAC Overall Performance Level 4 and no Composite Domain scores below Level 3</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>English class grade &quot;C&quot; or better on most recent report card or ELA/ELD Teacher Recommendation</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parental response to RFEP recommendation letter via phone contact, letter, email or meeting</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>MAP Reading 6+ minimum score of 215 required, and...</td>
</tr>
</tbody>
</table>
### Academic Achievement Results

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

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Smarter Balanced Assessment Consortium (SBAC) or Local Measures</th>
<th>Other Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>CAASP:</td>
<td>MAP Reading 6+ score:</td>
</tr>
</tbody>
</table>

### Graduation Rate for English Learners

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

The expected rate of graduation for students in this program is [insert the rate] percent. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

### Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii][v]); EC Section 306(c)).

### Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]).

### Structured English Immersion Program:

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

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310(a)).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact OUHSD Director of Education, Mr. Kevin Simas, at (530) 538-2300, extension 1104, to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school’s EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school’s EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Sincerely,

---

Kevin Simas, OUHSD Director of Education
Oroville Union High School District
Daim Ntawv Ceeb Toom Rau Niam Txiv Txhua Xyoo
Tsoom Fwv Txoj Cai Tshooj I los sis Tshooj III thiab Lub Xeev Cov Cai

Txog rau tus (cprv) niam txiv/tus (cprv) siab xyuas ntawm: [Insert student first and last name]

Tsev Kawm Ntawv: [Insert school name]

Hnub Tim: [Insert date]

Tus Nab Npawb (ID) Qhia Txog Tub Ntxhais Kawm Ntawv Hauv Xeev #: [Insert state student ID #]

Hnub Yug: [Insert date of birth]

Qib Kawm: [Insert grade]

Thawj Hom Lus Hais: [Insert primary language]

Nyob Zoo Tsoog Niam Txiv los sis Tus (Cprv) Neeg Saib Xyuas: Pom tau tias koj tus me nyuam tseem yuav tau ua tus kawm ntawv As Kiv txuhs mius ntxiv. Txhua xyoo, peb yuav tshiuat ntsuan txog koj tus me nyuam thiab ceeb toom rau koj txog ntawm koj tus me nyuam qib kev txawj ntawv As Kiv. Peb yuav tsum ceeb toom rau koj txog ntawm kev xaih hom tus yuav xaih kev kawm dauj. Los ntawm cov hauv kev xaih no, koj yuav xaih tau ib qhow uas pliin koj tus me nyuam tshaj plawws (California Tsab Cai Kev Kawm Ntawv (EC) Nqe 310). Daim ntaww no muaj txog cai uas tus tub ntxhais kawm ntaww yuav tau ua kom kawm dhau qhow uas tus kawm Lus As Kiv (EL) (20 Teb Chaws Mes Kas Tsab Cai [U.S.C.] Nqe 6312[e][3][A][i],[vi]).

### Cov Kev Tshuaj Ntsuam Lus Tau Los
(20 U.S.C. Nqe 6312[e][3][A][ii])

<table>
<thead>
<tr>
<th>Cov Yam Kawm Uas Muaj</th>
<th>Cov Kev Ntsuam Xyuas Kev Paub Ntaww As Kiv rau California (ELPAC)</th>
<th>ELPAC Qib Kev Ua Tau Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xam Thoob Plaws</td>
<td>[Insert overall scale score]</td>
<td>[Insert overall performance level]</td>
</tr>
<tr>
<td>Lus Hais Ntawm Ncauj</td>
<td>[Insert oral language scale score]</td>
<td>[Insert oral language performance level]</td>
</tr>
<tr>
<td>Lus Hais Sau Ua Ntawv</td>
<td>[Insert written language scale score]</td>
<td>[Insert written language performance level]</td>
</tr>
</tbody>
</table>

Koj tus me nyuam tab tom koom nrog Txoj Kev Kawm Ntaww As Kiv Ntiag Tug (IEP), qhow uas muaj sau cia lawm [Yes or No]

Piav qhia txog txoj hauv kev uas koj tus me nyuam txoj kev kawm muaj kev hloov pauv uas yuav pab txhawb tau lub rooj sib than cov hom phiaj ntxawm IEP uas tau muab los nrog no (20 U.S.C. Nqe 6312[e][3][A][vii]).

### Tsox Cai Kawm Dhua (Roy Teeb Dua Tshiaib)
(20 U.S.C. Nqe 6312[e][3][A][vi])

Lub hom phiaj ntxawm cov kev kawm yog rau cov tub ntxhais kawm ntaww EL kom paub ntaaw As Kiv zoo ceev li ceev tau thiab ua kom tau raws lub xeev txoj cai kev kawm tau ntaww. Qhov Oroville Union High School District txoj cai kawm dhau (roy teeb dua tshiaib) li tau teev npe hauv qab no.

### Tsox Cai Yuav Tau Ua (EC Nqe 313[f])

| Cov Kev Ntsuam Xyuas Kev Paub Ntaww As Kiv | ELPAC Zuaq qhia tag nrho Qib 4 thiab tsis muaj Cov Ntawv Sib Sau Cov qhab nia qis dua Qib 3 |

| OuHSD Tsox Cai |
|----------------|----------------|
| ELPAC Zuaq qhia tag nrho Qib 4 thiab tsis muaj Cov Ntawv Sib Sau Cov qhab nia qis dua Qib 3 |
Cov Txiaj Ntsig Ntawm Kev Kawm Ntawv Tau Zoo
(20 U.S.C. Nqe 6312[e][3][A][iii])

Cheeb Tsam Qhov Txawj  
Paub Ntaus Ngj Txog Qhov Xwm Yeem Yam Tshaj Lij (SBAC) los sis Kev Ntsuam Xyuas Hauv Cheeb Tsam 

Fab Kawm Ntawv As Kiv  
CAASP: 

Lwm Yam Kev Ntsuam Xyuas  
MAP Reading 6+ score:

Cov Kawm Ntawv As Kiv Qib Kev Kawm Tiav
(20 U.S.C. Nqe 6312[e][3][A][vii])

Qib tau vam tseng ntawm cov tub nkhsais kawm ntawv kev kawm tiav nyob rau hauv txoj kev kawm no 93.8% feem pua. Lub chaw qhia ntawv hauv zos (LEA) qib kev kawm tiav tau muab tso rau hauv daim ntawv tshaj tawm Ntaub Ntawv Kawm Tiav, qhov muaj nyob rau ntawm California Fab Hauj Lwm Saib Xyuas Kev Kawm DataQuest lub vev xaih ntawm http://dq.edc.ca.gov/dataquest/.

Kev Xaivi Tsoj Kev Kawm Hais Lus

Tej zaum cov niamb txiv los sis cov saib xyuas uyaw xaih ib txoj kev kawm lus uas phim lawv tus me nyyum tshaj plaws (EC Nqe 310). Cov kev kawm lus yog cov kev kawm ntawv uas tau tsim los ua kom muaj kev kawm tau lus As Kiv soi thiab kawm tau zoo li qhov ua tau. Lawv muaj lus qhia rau cov kawm ntawv As Kiv saib raws lub xeev tus qauv kev kawm tau ntawv, suav nrog rau kev tsim kha kev paub ntawv As Kiv (ELD) cov qauv cai (20 U.S.C. Nqe 6312[e][3][A][iii],[v]; EC Nqe 306[c]).

Tau Muab Cov Kev Kawm Hais Lus

Yuav kom peb muab, qhov qib tsawg kawg, hauv kev xaih tus Qauv Qhia Ntawv As Kiv (SEI) (EC Nqe 305[a][2]).

Tus Qauv Tsoj Kev Kawm Ntawv As Kiv: Txoj kev kawm lus As Kiv rau cov tub nkhsais kawm uas uyaw luang txhua lub chaw kawm muaj qhia un lus As Kiv, tab sis yam kawm thiab tej ntau ntawv coj los qhia yog teeb tseng rau cov tub nkhsais kawm ntawv uas tab tom kawm ntawv As Kiv. Qib qis kawg, cov tub nkhsais kawm ntawv uyaw tau txais kev tshaj qhia txog Yam Kawm ELD thiab ua kom mus saib tau cov ntsiab lus txog yam kawm nrog rau muab ELD Sib Sau Ua Ke.

Tej zaum cov niamb txiv los sis cov saib xyuas uyaw xaih ib txoj kev kawm lus uas phim lawv tus me nyyum tshaj plaws. Cov tsig kawm ntawv los cov niamb txiv los sis cov saib xyuas ntawm 30 tus lub nkhsais kawm ntawv los sis coob duu nyob rau ib lub tsig kawm ntawv los sis cov niamb thiab txiv los sis cov saib xyuas rau 20 tus lub nkhsais kawm ntawv los sis coob duu nyob rau qib kawm uas thov kawm lus tau teeb los muab ua lus qhia uyaw tau muab txoj kev kawm no rau los ua kom tau raws lii (20 U.S.C. Nqe 6312[e][3][A][viii][III]; EC Nqe 306[a]).

Tej zaum cov niamb txiv los sis cov saib xyuas uyaw muab tsawv yim hais tiexg cov kev kawm lus neua sij hawm kev txhym kho Lub Phiaj Xwm Qhov Muaj Peev Xwm Kawm thiab Kev Kav Tswj Hauv Cheeb Tsam (EC Nqe 52062). Yog tias nymiam lwm txoj kev kawm dhuu li ntuaw qhov piav los sauq toj no, thov txuas lus nrog OUHSD Director of Education, Mr. Kevin Simas, at (550) 538-2300, extension 104, lus nrog txog ntawm qhov kev lis hauv lwm.

Txawm tias cov tsev kawm ntawv uyaw muaj lub luag hauj lwm los pal rau txhua cov tub ntxais kawm EL, niamb thiab txiv los sis cov saib xyuas ntawm cov kawm ntawv As Kiv muaj cai los sis kom los sis xaih tau lawv cov me nyyum tawm ntawm lub tsev kawm ntawv txoj kev kawm EL los sis tawm ntawm cov kev pal cuam EL lii lub txawm nrog rau txoj kev kawm EL. Yog tias cov niamb txiv los sis cov saib xyus uyaw xaih muab lawv tus me nyyum tawm ntawm tsev kawm ntawv txoj kev kawm EL los sis qhov kev pal cuam tshiaw xeeb EL, cov me nyyum tseem tau txais qib ua cov kawm ntawv As Kiv. Tsev kawm ntawv tseem uyaw
Sincerely,

Kevin Simas, OUHSD Director of Education
Oroville Union High School District

**Student Information**

- **Name**: [Insert student first and last name]
- **School**: [Insert school name]
- **Grade**: [Insert grade]
- **Language**: [Insert primary language]
- **State ID**: [Insert state student ID #]
- **Date of Birth**: [Insert date of birth]

**ELPAC Test Information**

- **Overall Scale Score**: [Insert overall scale score]
- **Overall Performance Level**: [Insert overall performance level]
- **Oral Language Scale Score**: [Insert oral language scale score]
- **Oral Language Performance Level**: [Insert oral language performance level]
- **Written Language Scale Score**: [Insert written language scale score]
- **Written Language Performance Level**: [Insert written language performance level]

**IEP Information**

- **Listening Performance Level**: [Insert listening performance level]
- **Speaking Performance Level**: [Insert speaking performance level]
- **Reading Performance Level**: [Insert reading performance level]
- **Writing Performance Level**: [Insert writing performance level]

**IEP Decisions**

- **Yes**: [Insert IEP decisions]
- **No**: [Insert IEP decisions]

**LEA Information**

- **Name**: [Insert LEA name]

**OUHS District**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Program (EC 313 [i])</td>
<td>ELPAC provides additional support for students who are identified as English language learners</td>
</tr>
<tr>
<td>OUHS Program</td>
<td>4-part intervention for students who are identified as English language learners</td>
</tr>
</tbody>
</table>

**Special Education Services**

- **Preferential Language**: [Insert preferred language]
- **Special Education Services**: [Insert special education services provided]
Oroville Union High School District
NOTIFICACIÓN ANUAL PARA LOS PADRES
Requisitos federales del Título I o Título III y del estado

A los padres/tutores de:

Escuela: Fecha:
#ID Estatal del Estudiante: Fecha de nacimiento:
Grado:
Lengua materna:

Estimados padres o tutores: Su hijo sigue clasificado como aprendiz de inglés. Cada año, estamos obligados a evaluar el nivel del dominio de inglés de su hijo y notificarle a usted de los resultados. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (Código de Educación de California [EC* Sección 310). Este aviso también contiene el criterio para la salida del programa para aprendices de inglés (20 Código de los Estados Unidos [U.S.C.*] Sección 6312[e][3][A][ii][vii]).

Resultados de la evaluación del idioma
(20 U.S.C. Sección 6312[e][3][A][ii])

<table>
<thead>
<tr>
<th>Ámbitos Compuestos</th>
<th>Pruebas del dominio de inglés de California (ELPAC*)</th>
<th>ELPAC Nivel de rendimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>[insert overall scale score]</td>
<td>[insert overall performance level]</td>
</tr>
<tr>
<td>Lenguaje Oral (Habilidades de comprensión y expresión oral)</td>
<td>[insert oral language scale score]</td>
<td>[insert oral language performance level]</td>
</tr>
<tr>
<td>Lenguaje Escrito (Lectura y escritura)</td>
<td>[insert written language scale score]</td>
<td>[insert written language performance level]</td>
</tr>
</tbody>
</table>

Existe un Programa de Educación Individualizado (IEP*) en el cual su hijo está participando: [Insert Yes or No]

Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP actual (20 U.S.C. Sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa para aprendices de inglés)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. El criterio para la reclasificación en [insert LEA name] es el siguiente.

<table>
<thead>
<tr>
<th>Criterio general (EC Sección 313[f])</th>
<th>Criterio de OUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluación del dominio del inglés</td>
<td>Nivel de rendimiento general de ELPAC 4 y ninguna puntuación de dominio compuesto por debajo del nivel 3</td>
</tr>
<tr>
<td>Evaluación del maestro</td>
<td>Grado de inglés (&quot;C&quot; o mejor en la calificaciones más reciente) o recomendación de maestro de ELPAC/ELD</td>
</tr>
<tr>
<td>Consulta y opinión de los padres</td>
<td>Respuesta de los padres a la carta de recomendación de RFEP por teléfono, carta, correo electrónico o reunión</td>
</tr>
</tbody>
</table>
Resultados de los logros académicos
(20 U.S.C. Sección 6312[e][3][A][vi])

<table>
<thead>
<tr>
<th>Área de habilidad</th>
<th>Evaluación Smarter Balanced Assessment Consortium (SBAC)* o medidas locales</th>
<th>Otra medida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artes del lenguaje inglés</td>
<td>CAASP;</td>
<td>MAP Reading 6+ Score:</td>
</tr>
</tbody>
</table>

La anticipada tasa de graduación para estudiantes en este programa es 86.6% por ciento. Se muestra la tasa de graduación en el reporte Graduation Rate disponible en la página web (DataQuest) en [http://www.cde.ca.gov/dataquest/](http://www.cde.ca.gov/dataquest/) mantenido por el Departamento de Educación de California.

**Escoger un programa de adquisición de idiomas**

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC Sección 310). Los programas de adquisición de idiomas son programas educativos diseñados para asegurar que la adquisición de inglés se logre tan rápida y eficazmente como sea posible. Estos proporcionan instrucción para aprendices de inglés basados en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. Sección 6312[e][3][A][iii],[v]; EC Sección 306[c]).

**Programas de adquisición de idiomas ofrecidos**

Estamos obligados a ofrecer, al mínimo, la opción del programa de Inmersión Estructurada en Inglés (SEI*) (EC Sección 305[a][2]). También ofrecemos el/los siguiente/s programa(s) de adquisición de idiomas:

**Programa de Inmersión Estructurada en Inglés**: Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes reciben ELD designado y acceso a la disciplina académica apropiada para su nivel de grado usando instrucción de ELD integrado.

Los padres o tutores pueden solicitar el mejor programa de adquisición de idiomas para su hijo. Se requiere que la escuela responda cuando 30 o más padres o tutores de alumnos, o 20 o más padres o tutores de alumnos en cualquier grado soliciten un programa de adquisición de idiomas. Si es posible, se ofrecerá un programa de adquisición de idiomas (20 U.S.C. Sección 6312[e][3][A][viii][iii]; EC Sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (EC Sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con OUHSD Director of Education, Mr. Kevin Simas, at (530) 538-2300, extension 104, para preguntar acerca del proceso.

Aunque las escuelas tienen la obligación de servir a todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho de rechazar u optar que su hijo no participe en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participarán en un programa o servicio específico para aprendices de inglés, los estudiantes mantienen su clasificación como aprendiz de inglés y la escuela sigue obligada a tomar pasos afirmativos requeridos por el Título VI de la Ley de Derechos Civiles de 1964 a tomar acciones apropiadas requeridas por la Ley de Igualdad de Oportunidad Educativa de 1974 para proveer acceso a programas educativos para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

Sincerely,

Kevin Simas, OUHSD Director of Education
Oroville Union High School District

Taunang Liham ng Abiso sa Magulang

Title I o Title III ng Pederal at mga Kinakailangan ng Estado

Sa (mga) magulang/(mga) tagapagalaga ni:

Paaralan: 

Petsa: 

Baitang:

ID ng Estudyante sa Estado #: 

Pangunahing Wika: 

Mahal na (mga) Magulang o (mga) Tagapagalaga: Patuloy na tinutukoy ang inyong anak bilang isang mag-aaral ng Ingles. Sa bawat taon, inaatasan kaming pasahin ang inyong anak at abisuhan kayo ng tungkol sa antas ng kahusayan ng inyong anak sa Ingles. Dapat naming ipalabas sa inyo ang mga programang opsyong mayroon para sa pag-aaral ng wika. Mula sa mga opsyong ito, maaring ninyong piliin ang isang pinakamahusay na inyong anak (Kodigo ng Edukasyon (Education Code [EC]) ng California Seksyon 310). Nagigilingan din ang liham na ito ng mga pamanhing para makaalinsa ang estudyante sa katayuan mag-aaral ng Ingles (English Learner [EL]) (20 Kodigo ng Estados Unidos (United States Code [U.S.C.]) Seksyon 6312[e][3][A][l][vi]).

Mga Resulta ng Pagtatasa sa Wika 
(20 U.S.C. Seksyon 6312[e][3][A][l])

<table>
<thead>
<tr>
<th>Pinagsama-samang Larangan</th>
<th>Mga Pagtataasa sa Kahusayan sa Ingles para sa California (English Language Proficiency Assessments for California (ELPAC))</th>
<th>Antas ng Pagganap sa ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pangkalahatan</td>
<td>[insert overall scale score]</td>
<td>[insert overall performance level]</td>
</tr>
<tr>
<td>Pasalitang Wika</td>
<td>[insert oral language scale score]</td>
<td>[insert oral language performance level]</td>
</tr>
<tr>
<td>Nasusulat na Wika</td>
<td>[insert written language scale score]</td>
<td>[insert written language performance level]</td>
</tr>
</tbody>
</table>

Larangan

<table>
<thead>
<tr>
<th>Larangan</th>
<th>Antas ng Pagganap sa ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakiking</td>
<td>[insert listening performance level]</td>
</tr>
<tr>
<td>Pagsasalita</td>
<td>[insert speaking performance level]</td>
</tr>
<tr>
<td>Pagbabasa</td>
<td>[insert reading performance level]</td>
</tr>
<tr>
<td>Pagsusulat</td>
<td>[insert writing performance level]</td>
</tr>
</tbody>
</table>

Nakikibahagi ang inyong anak sa isang Programa sa Pang-individwal na Edukasyon (Individualized Education Program [IEP]), na nakatala: [Yes or No]

Nakapalabas sa kasalukuyang IEP ang isang paglalarawan sa kung paano makakatulong ang pagkakatalaga ng inyong anak sa programa sa pagtugon sa mga layunin ng IEP. (20 U.S.C. Seksyon 6312[e][3][A][ivi]).

Pamantayan sa (Muling Pagklasipika) Paglisan: 
(20 U.S.C. Seksyon 6312[e][3][A][ivi])
Ang layunin ng mga programa sa pag-aaral ng wika ay upang maging mahusay sa Ingles ang mga estudyanteng EL sa mabilis na paraan hangga't maaari at upang matugunan ang mga hakbang ng estado sa pang-akademikong pagtatamo. Ang paglisan (muling pagklasipika) sa mga pamantayang [insert LEA name] ay nakalista sa ibaba.

<table>
<thead>
<tr>
<th>Mga Kinakailangang Pamantayan (EC Sekson 313[II])</th>
<th>Pamantayang OUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pagtatasa sa Kahusayan sa Wikang Ingles</td>
<td>Pangkalahatang Antas ng Pagganap ng ELPAC 4 at walang mga marka ng Composite Domain sa ibaba Antas 3</td>
</tr>
<tr>
<td>Pagsusuri ng Guro</td>
<td>Ang grade sa klase sa English na &quot;C&quot; o mas mahusay sa pinakahuling ulat ng card o ELA / ELD Teacher Rekendasyon</td>
</tr>
<tr>
<td>Opinyon at Pagsangguni ng Magulang</td>
<td>Ang lugon ng magulang sa liham na rekomendasyon ng RFEP sa pamamagitan ng contact sa telepono, sulat, email o papupulong</td>
</tr>
<tr>
<td>Paghahambing ng Pagganap sa mga Pangunahing Kasanayan</td>
<td>MAP Pagbasa ng 6+ minimum na marka ng 215 kinakailangan, at…</td>
</tr>
<tr>
<td></td>
<td>Pagsulat ng Halimbawang minimum na marka ng 15 sa isang 4-Point Argumentative Rubric at walang mga indibidwal na marka sa ibaba ng isang &quot;3&quot;</td>
</tr>
</tbody>
</table>

Mga Resulta ng Pang-akademikong Natamo
(20 U.S.C. Sekson 6312[e][3][A][ii])

<table>
<thead>
<tr>
<th>Larangan ng Kasanayan</th>
<th>Mas Matalinong Balanseng Konsorsyum ng Pagtatasa (Smarter Balanced Assessment Consortium [SBAC])</th>
<th>Iba pang Hakbang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mga Sining ng Wikang Ingles</td>
<td>CAASP:</td>
<td>MAP Reading 6+ score:</td>
</tr>
</tbody>
</table>

Nagtatapos na mga Nag-aaral ng Ingles
(20 U.S.C. Sekson 6312[e][3][A][vi])
Ang inaasahang dami ng nagtatapos na mga mag-aaral sa programang ito ay not applicable porsyento. Ipinapakita ang dami ng nagtatapos ng lokal na ahensya ng edukasyon (local educational agency [LEA]) sa ulat ng Datos ng Nagtatapos na makikita sa web page ng DataQuest ng Kagawaran ng Edukasyon ng California sa http://dq.ctie.ca.gov/dataquest/.

Pagpili ng Programa sa Pag-aaral ng Wika
Maaaring pumili ang mga magulang o tagagap-alaga ng isang programa sa pag-aaral ng wika na pinakasamaangkop sa kanilang anak (EC Sekson 310). Ang mga programa sa pag-aaral ng wika ay mag programang pang-edukasyong dinisenyo upang masigurong naisasagawa ang pag-aaral ng Ingles nang mabilis at mabisa hangga’t maaari. Nagbibigay ang mga ito ng pagtuturo sa mga mag-aaral ng Ingles batay sa mga pamantayang ng pang-akademikong nilalaman na pinagtibay ng estado, kabilang ang mga pamantayang ng kaunlaran ng wikang Ingles (English language development [ELD]) (20 U.S.C. Sekson 6312[e][3][A][ii][v]; EC Sekson 306[c]).

Mga Inaalok na Programa sa Pag-aaral ng Wika
Kami ay inaatasang mag-alo, sa pinakamaliit na paraan, ng isang programang opsyon na Naka-istrukturang Tuon sa Wikang Ingles (Structured English Immersion [SEI]) (EC Sekson 305[a][2]). Inaalok din namin ang mga sumusunod na programa sa pag-aaral ng wika:
Programang Naka-istrakturang Nakatuon sa Wikang Ingles: Isang programa sa pag-aaral ng wika para sa mga mag-aaral ng Ingles kung saan halos lahat ng pagtuturo sa klase ay ibinigay sa Ingles, ngunit may kurikulum at presentasyong dinisenyo para sa mga mag-aaral na nag-aaral ng Ingles. Sa pinakamababa, inaalok ang mga mag-aaral ng Ithalaan ELD at binigyan ng access sa nilalaman ng pang-akademikong paksang naaayon sa baihang na may Pinagsamang ELD.

Maaaring pumili ang mga magulang o tagapag-alaga ng isang programa sa pag-aaral ng wika na pinakaaangkop sa kanilang anak. Ang mga paaralan kung saan ang mga magulang o tagapag-alaga ng 30 estudyante o higit pa kada paaralan o mga magulang o tagapag-alaga ng 20 estudyante o higit pa sa anumang baihang ay humihiling ng isang programa sa pag-aaral ng wikang dinisenyo upang magbigay ng pagtuturo sa wika ay aatasang mag-alok ng naturang programa hangga't maaari (20 U.S.C. Seksyon 6312[e][3][A][viii][III]); EC Seksyon 310[a]).

Maaaring magbigay ang mga magulang o tagapag-alaga ng saloobin tungkol sa mga programa sa pag-aaral ng wika sa panahon ng pagbuo ng Plano ng Lokal na Pagkontrol at Pananagutan (Local Control and Accountability Plan) (EC Seksyon 52062). Kung interesado kayo sa ibang programang bukod sa nakalista sa itaas, mangyaring makipag-ugnay sa/kay OUHSD Director of Education, Mr. Kevin Simas, at (530) 538-2300, extension 1104, upang magtanong ng tungkol sa proseso.

Bagaman may obligasyon ang mga paaralan paglingkuran ang lahat ng mag-aaral ng EL, ang mga magulang o tagapag-alaga ng mga nag-aaral ng Ingles ay may karapatan tanggihan o pilin ang programang EL sa labas ng paaralan o sa labas ng mga partikular na serbisyon EL sa loob ng isang programang EL. Kung pilipilin ng mga magulang o tagapag-alaga ang programang EL ng kanilang anak sa labas ng paaralan o mga espesipikong serbisyon EL, pananatilihin ng mga bata ang kanilang katayuan bilang mga nag-aaral ng Ingles. Nananatiling may obligasyon ang paaralan na gawin ang mga sumusportang hakbang na iniiatas ng Title VI ng Batas sa mga Karapatan Sibil ng 1964 (Civil Rights Act of 1964) at ang mga naaangkop na pagkilos na iniiatas ng Batas sa Pantay-pantay na Oportunidad na Pang-edukasyon ng 1974 (Equal Educational Opportunity Act of 1974) upang bigyan ang mga mag-aaral ng EL ng access sa mga programang pang-edukasyon nito (20 U.S.C. mga seksyon 1703[f], 6312[e][3][A][viii]).

Sincerely,

[Signature]

Kevin Simas, OUHSD Director of Education
Oroville Union High School District
Process for Language Reclassification

Each of the following four criteria is required to reclassify an LEP student to FEP; the only exception to this is English Learners in special education programs. Please refer to California Code of Regulations (http://bit.ly/2cHz72l), Title 5 (5 CCR), sections 11517.6 through 11519.5 of the ELPAC regulations, or visit cde.ca.gov.

<table>
<thead>
<tr>
<th>Required Criteria</th>
<th>Method</th>
<th>OUHSD Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. English Language Proficiency Assessment</td>
<td>ELPAC</td>
<td>ELPAC Overall Performance Level 4 and no Composite Domain scores below Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*ELPAC scores recorded in Aeries.</td>
</tr>
<tr>
<td>#2. Teacher Evaluation</td>
<td>Academic Achievement / Teacher Recommendation</td>
<td>English class grade “C” or better on most recent report card or ELA/ELD Teacher Recommendation</td>
</tr>
<tr>
<td></td>
<td>*Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.</td>
<td></td>
</tr>
<tr>
<td>#3. Parental Opinion and Consultation</td>
<td>Parent Contact: parental response to RFEP recommendation letter via phone contact, letter, email or meeting</td>
<td>Parental response to RFEP recommendation letter via phone contact, letter, email or meeting. *Brief written recommendation required with reclassification paperwork.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Copy of letter or record of phone, email or meeting required with reclassification paperwork.</td>
</tr>
<tr>
<td>#4. Comparison of Performance in Basic Skills</td>
<td>MAP Reading 6+ AND Writing Sample</td>
<td>MAP Reading 6+: minimum score of 215 required *MAP score recorded in Aeries. AND Writing Sample: minimum Score of 15 on a 4-Point Argumentative Writing Rubric AND no individual scores below a “3” *Copy of scored Writing Sample required with reclassification paperwork.</td>
</tr>
</tbody>
</table>
Accessibility Resources and Their Recommended Use in Operational Assessments

ETS experts in English language proficiency and accessibility have reviewed the existing resources for appropriateness for the computer-based ELPAC and Alternate ELPAC. Recommendations for resources were the result of a detailed synthesis of allowable resources in the field, and across existing CAASPP assessments. The goal of the range of resources recommended for the ELPAC is to ensure that students have multiple means of access to the test to demonstrate their language skills and to ensure their performance is a measure of their language skills and not a result of their technology skills or disability status.

*Table 1, Table 2, and Table 3* list the embedded and non-embedded universal tools, designated supports, and accommodations, respectively, their recommended use for the ELPAC, and applicability to paper-pencil or computer-based format. ETS will continue to conduct research and collaborate with experts to inform further refinements for the available resources annually, as student needs and abilities change over time. In some instances, a student’s needs may require the use of combined resources (i.e., paper- and computer-based resources). Test examiners should plan ahead in these rare instances.

LEAs are instructed to contact the CDE to request approval for the use of specific unlisted resources.
Universal Tools

Universal tools are accessibility resources for the assessment that are available to all students based on student preference and selection (Smarter Balanced, 2018, p. 6). Table 1 lists recommended universal tools for the computer-based ELPAC and Alternate ELPAC.

The following notations are used in Table 1:

1. Breaks on the ELPAC are domain-specific (unlike the CAASPP, which is item-based).
2. Specific examples are provided for computer- or paper-based administrations.
3. This new role meets the needs of ELPAC technology novices and young test takers.

Table 1. ELPAC Accessibility Resources—Universal Tools

<table>
<thead>
<tr>
<th>Universal Tool</th>
<th>Delivery Mode</th>
<th>Embedded</th>
<th>Non-embedded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks [1]</td>
<td>Paper and computer</td>
<td>Yes</td>
<td>Yes</td>
<td>Breaks, including testing over more than one day, between the domain sections, are permitted. The use of this universal tool may require students needing more overall time to complete the assessment.</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
<td>This tool is used for making notes about an item. The digital notepad is item-specific and available through the end of the test segment.</td>
</tr>
<tr>
<td>Expandable items</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
<td>Each item can be expanded so that it takes up a larger portion of the screen.</td>
</tr>
<tr>
<td>Feature</td>
<td>Type</td>
<td>Computer</td>
<td>Paper and computer</td>
<td>Yes/No</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>--------------------</td>
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</tr>
<tr>
<td>Expandable passages</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Highlighter [2]</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Keyboard navigation</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Line reader [2] (grades 3–12)</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>
| Mark for review [2] (grades 2–12) | Paper and computer | Yes | Yes | **Paper**: Students may mark in their test books, including noting items for review (highlighters) for grades two through twelve, and (nonhighlighters) for grades three through twelve.  
**Computer**: Allows students to flag items for future review during the assessment. |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Oral clarification of test directions by the test examiner in English</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>The test examiner provides clarification of test directions to students in English.</td>
</tr>
<tr>
<td>Scratch paper</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Scratch paper to make notes or record responses is allowable. Only plain or lined paper is appropriate. Assistive technology devices are permitted to make notes.</td>
</tr>
</tbody>
</table>
| Strikethrough [2] (Grades 3–12) | Paper and computer | Yes | Yes | **Paper**: Students may use pencils in their test books to strike through images or options.  
**Computer**: Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. |
| Test navigation assistant [3] | Computer | No | Yes | New arrivals, students who are unfamiliar with the test delivery device or are technology novices and do not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner help with mouse point-and-click and scroll bar assistance, onscreen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding assistance necessary for starting the test session. The test examiner is allowed to assist only with the technology as indicated by the student. Test navigation assistant can be used during one-on-one or group administrations. The use of keyboarding assistance in the test is not permitted.

Test navigation assistant must follow approved guidelines. |
<p>| Writing tools (grades 3–12) | Computer | Yes | No | Selected writing tools (i.e., bold, italic, bullets, undo, and redo) are available for all student-generated responses. |</p>
<table>
<thead>
<tr>
<th>Zoom (in or out)</th>
<th>Computer</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The default font size for all tests is 14 point. The student can make text and graphics larger by selecting the [Zoom In] button. The student can select the [Zoom Out] button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen.
Designated Supports

Designated supports are accessibility resources that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent or guardian and student input as appropriate) (Smarter Balanced, 2018, p. 10), and are regularly used in the classroom. Descriptions for some computer-delivered designated supports and accommodations are available in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf).

Although an IEP or Section 504 plan is not required for use, a student’s IEP or Section 504 plan may indicate the need for a designated support. Table 2 lists recommended designated supports for the computer-based ELPAC.

The following notation is used in Table 2:

4. This new role meets the needs of ELPAC technology novices and young test takers.

Table 2. ELPAC Accessibility Resources—Designated Supports

<table>
<thead>
<tr>
<th>Designated Support</th>
<th>Delivery Mode</th>
<th>Embedded</th>
<th>Non-embedded</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplification</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.</td>
</tr>
<tr>
<td>American Sign Language or Manually Coded English</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who are deaf or hard of hearing and who typically use Manually Coded English can have the test directions signed to them.</td>
</tr>
<tr>
<td>Color contrast</td>
<td>Computer</td>
<td>Yes</td>
<td>Yes</td>
<td>Students with attention difficulties may need this resource for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student’s needs.</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Color overlay</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students with attention difficulties may need this resource to view test content. This resource may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.</td>
</tr>
<tr>
<td>Designated interface assistant (DIA) [4]</td>
<td>Computer</td>
<td>No</td>
<td>Yes</td>
<td>This designated support is available to students who are technology novices and have limited keyboarding skills that prevent them from responding. The DIA is available to help the student interact with, or type, their hand-written responses on the test platform. The DIA support should only be used during one-on-one administration.</td>
</tr>
<tr>
<td>Magnification</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students with visual impairments or other print disabilities may use this designated support to adjust the size of specific areas of the screen or test book (e.g., text, formulas, tables, graphics, and navigation buttons) with an assistive technology device. Magnification allows increasing the size to a level that meets the student's visual needs. The use of this resource may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Masking</td>
<td>Paper and computer</td>
<td>Yes</td>
<td>Yes</td>
<td>Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This resource also may be needed by students with print disabilities (including learning disabilities) or visual impairments.</td>
</tr>
<tr>
<td>Medical supports (e.g. glucose monitor)</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test examiner must closely monitor the use of the medical support to maintain test security. Use of electronic medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.</td>
</tr>
<tr>
<td>Mouse pointer (size and color)</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to more readily find their mouse pointer on the screen will benefit from the mouse pointer resource. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (refer to designated support, magnification), the enlarged mouse pointer is built into magnification programs and the mouse pointer may not be needed.
<table>
<thead>
<tr>
<th>Noise buffers</th>
<th>Paper and computer</th>
<th>No</th>
<th>Yes</th>
<th>Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless they are tested individually in a separate setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pause or replay audio—Listening domain</strong></td>
<td>Paper and Computer</td>
<td>Yes</td>
<td>Yes</td>
<td>Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Listening domain be paused or replayed during the administration of the test questions.</td>
</tr>
<tr>
<td><strong>Pause or replay audio—Speaking domain</strong></td>
<td>Paper and Computer</td>
<td>Yes</td>
<td>Yes</td>
<td>Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.</td>
</tr>
<tr>
<td>Procedure</td>
<td>Medium</td>
<td>Available</td>
<td>Access Required</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
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<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Print on demand</td>
<td>Computer</td>
<td>No</td>
<td>Yes</td>
<td>Some students with disabilities, newcomers, or students with limited or no experience viewing text on a computer screen may need paper copies of either passages and stimuli or items. A very small percentage of students should need this designated support. The use of this designated support may result in the student needing additional time to complete the assessment.</td>
</tr>
<tr>
<td>Read aloud for items (Writing domain)</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud or, the test examiner may allow the student to read aloud. This resource also may be needed by students with reading-related disabilities. The use of this resource may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Separate setting (e.g., most beneficial time, special lighting or acoustics, adaptive furniture)</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment.</td>
</tr>
<tr>
<td>Simplified test directions</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who need oral clarification of the test directions in English may benefit from this resource. Students who need this resource may benefit from testing in a separate setting to avoid distracting other test takers.</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Streamline</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
<td>Streamline may benefit a small number of students who have specific learning or reading disabilities or a visual impairment that have been identified through an IEP. In streamline, the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamline format.</td>
</tr>
<tr>
<td>Translated test directions</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who have limited English language skills (whether or not designated as English learners [ELs] or ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this resource may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Turn off any universal tool(s)</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.
Accommodations

Accommodations are available to students who have a documented need for the accommodations via an IEP or Section 504 plan (Smarter Balanced, 2018, p. 18). Table 3 lists recommended accommodations for the computer-based ELPAC.

The following notation is used in Table 3:

1. Not available with the Alternate ELPAC as an embedded resource. Note the special considerations for ASL or Manually Coded English administrations due to the addition of the Speaking and Listening domains.

Table 3. ELPAC Accessibility Resources—Accommodations

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Delivery Mode</th>
<th>Embedded</th>
<th>Non-embedded</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate response options</td>
<td>Computer</td>
<td>No</td>
<td>Yes</td>
<td>Students who have some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and compatible with the assessment delivery platform.</td>
</tr>
<tr>
<td>Alternate response options (i.e., adapted keyboards, large keyboards, Sticky Keys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.)</td>
<td>Paper</td>
<td>No</td>
<td>Yes</td>
<td>Use of an assistive device that does not interfere with the independent work of the student. Student responses must be transcribed into the Answer Book by the test examiner or scribe.</td>
</tr>
<tr>
<td>American Sign Language (ASL) or Manually Coded English [4]</td>
<td>Paper and computer</td>
<td>Yes</td>
<td>Yes</td>
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<td>----------------------------------------------------------</td>
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</tbody>
</table>

Some students who are deaf or hard of hearing (DHH) and who typically use ASL or Manually Coded English may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are DHH, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

In the current ELPAC regulations, ASL or Manually Coded English, is approved for use as an accommodation on the Listening, Speaking, and Writing domains, for both the presentation of and students’ responses to the test questions. Special administrative considerations may be needed for the Initial and Summative ELPAC administrations for students in kindergarten through grade two and new arrivals at any grade level. Note that if a student using an embedded ASL accommodation responds
<table>
<thead>
<tr>
<th>Audio transcript (includes braille transcript)</th>
<th>Paper and computer</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>using ASL, an ASL interpreter would need to be appropriately scribed and recorded into the test delivery system.</td>
<td></td>
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<tr>
<td>Some students who are DHH may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and DHH, AND who use braille may have access to braille transcripts. These students must be registered in the Test Operations Management System, for both braille and closed captioning. In addition, this includes the use of written scripts by a test examiner for students who streamed audio is not available. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille (embossed and refreshable) [4]</td>
<td>Computer</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<tr>
<td>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this resource may result in the student needing additional overall time to complete the assessment. If a student’s language or presentation are set to braille, there are no additional settings that need to be provided in order for embossing to be available.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Braille [4]</th>
<th>Paper</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Students with visual impairments and whose IEP or Section 504 plan require the use of paper versions or if they cannot access the assistive technology for refreshable braille presentation and embossers needed to print test content on demand that are needed for the administration of the computer-based ELPAC will have paper-pencil tests available.</td>
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</tr>
<tr>
<td>Breaks</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-----</td>
</tr>
<tr>
<td>Closed captioning [4]</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Large-print special form (as requested)</td>
<td>Paper</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Scribe</td>
<td>Paper and computer</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Speech-to-text</td>
<td>Computer</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Text-to-speech (Listening, Speaking, Writing) [4]</td>
<td>Computer</td>
<td>Yes</td>
<td>No</td>
</tr>
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<td>---</td>
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<tr>
<td>Word processor (Writing domain) (grades 3–12)</td>
<td>Paper</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>