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## **Delta Charter High School English Learners and English Language Instruction**

### **Identification**

Delta identifies a student's language proficiency during informational enrollment meetings, through the Home Language Survey (HLS) required for enrollment, the student's English designation in the student information system, and information contained in the student's cumulative file.

1. If the HLS indicates all English: a copy of the HLS shall be placed in the student's cumulative folder and the student is placed in the mainstream English program.
2. If the HLS indicates at least one response other than English on questions #1-3: the student is designated as having a primary language other than English and the English language proficiency testing process will begin. The original HLS is placed in the student's cumulative folder. The student's name shall be placed on the school's demographic sheet maintained by the EL site coordinator.
3. If the HLS indicates a language other than English on question #4 only: Office staff is notified that notifications are to be sent home in the correct language and all teachers are informed that a language other than English is spoken at home. A copy of the HLS shall be placed in the student's cumulative folder and the student is placed in the mainstream English program. The need for testing will be determined by the site coordinator.

### **Assessment**

Once identified, all English Learners are monitored for progress toward proficiency in English and in other content areas. As part of this monitoring, local educational agencies (LEAs) are required to administer the English Language Proficiency Assessments for California (ELPAC) to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The ELPAC is comprised of two assessments:

1. Initial ELPAC—an initial identification of students as English learners

2. Summative ELPAC—an annual assessment to measure an English learner’s progress in learning English and identify the student’s English language proficiency level

### ELPAC Basics

- Paper-pencil assessment
- Two separate assessments: Initial ELPAC and Summative ELPAC
- Initial ELPAC shorter than the Summative ELPAC
- Seven grades/grade spans: kindergarten (K), 1, 2, 3–5, 6–8, 9–10 and 11–12
- One-on-one administration for students in K and grade 1
- Four domains: Listening, Speaking, Reading, and Writing
- Group administration for Listening, Reading and Writing at grades two through twelve (2–12)
- Read-aloud by Test Examiner in the Listening domain at K and grades 1 and recorded audio in the Listening domain at grades 3–12
- One-on-one administration of Speaking items to all students; real-time scoring of Speaking items by a trained Test Examiner
- All constructed-response items in the Writing domain (no multiple-choice items)

### ELPAC Scoring

Students are given an overall score of 1 - 4:

**Score of 4:** English learners at this level have **well-developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

**Score of 3:** English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

**Score of 2:** English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet

immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

**Score of 1:** English learners 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 CA ELD Standards.

### **Adhering to Accommodations in Student Individual Education Plans**

- When administering an initial or summative ELPAC assessment to a pupil with a disability, Delta shall provide designated supports or accommodations, in accordance with the pupil’s individualized education program (IEP) or Section 504 plan.
- When a pupil’s IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.
- When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil’s IEP.

Using the assessment information and program placement recommendations, the site principal and staff consult with the student and parents and place the student in the most appropriate instructional setting. Written descriptions of program options are reviewed with parents. The site principal or designee meets with the parent(s)/legal guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations.

### **Placement and Support**

In addition to a student's scores on the initial or subsequent ELPAC assessments, family and teacher input are considered to ensure the student is placed at the appropriate level of ELD instruction.

If an English Learner requires additional support, the school may provide extra tutorial support paired with an online English language development program. Parents have the right to provide input on the program the school uses to support the student.

### **Progress Monitoring**

The progress of English Language Learner students will be measured by means of the following assessments:

1. The ELPAC will be administered annually to assess the progress of English Learners in acquiring listening, speaking, reading, and writing skills in English until they are reclassified to Fluent English Proficient.
2. Teacher Evaluation using the OPTEL, course completion, grades, and student work sample evaluation.
3. Consultation with student, family,
4. Student scores on our local assessments.

### **Reclassification Process**

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.

 [Delta Reclassification Form](#)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to the ELPAC.
2. Input from the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.

 [opteltool.pdf](#)

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 student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record.

All English Learners are evaluated for reclassification based on the agreed-upon state and district reclassification criteria. However, to ensure that students are served on an individual basis addressing their particular educational plan, an exception to local reclassification criteria may be considered for students who are identified as having special needs and have an individual education plan (IEPs) or 504 Accommodation Plan. The EL Coordinators' Team must make a reclassification determination decision in collaboration with the student's individual education plan team (IEP team) or 504 Coordinator.

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed.

### **Staff Training**

The Delta staff are CLAD/BCLAD certified and are equipped to support students with language development. Training to support English Learners is consistent and ongoing.

*Updated on July 10, 2024*