

# Lakeport Unified School District



**LAKEPORT**  
UNIFIED SCHOOL DISTRICT  
*Building successful futures*

## ***MASTER PLAN FOR ENGLISH LEARNERS***



**District English Language Development Committee Approval: October 12, 2022**

**Lura Anderson, LUSD EL Director**

**Megan Buffalo, LES Site EL Coordinator**

**Allison Clouse, CLHS Site EL Coordinator**

**Angelica Sanchez, LES EL Paraprofessional**

**Lorena Lopez, TMS EL Paraprofessional**

**Esmeralda Marquez, TMS EL Paraprofessional**

**Stacy Holland, TMS Academic Coach**

**DELAC Committee Approval:**

**Andre Cook, President**

**Edna Garcia, Co-president**

**LUSD School Board Approval: November 9, 2022**

## Lakeport Unified School District MASTER PLAN FOR ENGLISH LEARNERS

	English Only (EO)	Initial English Fluent (IFEP)	English Learners (EL)	Redesignated English Learners (RFEP)	Long Term English Learners 6+ years (LTEL)	TOTAL Enrollment
2018-2019	1,195	19	122	133	28	1,472
2019-2020	1,162	27	132	123	22	1,444
2020-2021	1,113	19	144	111	46	1,388
2021-2022	1,118	17	150	95	59	1,386

Numbers from CDE Data Quest. <https://dq.cde.ca.gov/dataquest>

Lakeport Unified School District programs have diverse student populations. The primary language spoken at home for most of these students was Spanish.

### Lakeport Unified School District VISION STATEMENT

The vision of Lakeport Unified School District is to enhance the quality of life through education.

**Lakeport Unified School District English Learner Vision Statement:** English Learners fully and meaningfully access and participate in a twenty-first-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

### Lakeport Unified School District MISSION STATEMENT

The mission of the Lakeport Unified School District is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies, and the community.

**Lakeport Unified School District Mission Statement for English Learners:** The Lakeport Unified School District affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to preparing graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

## **POSITION STATEMENT**

The purpose of Lakeport Unified School District English Learner (EL) program for students enrolled in the Lakeport Unified School District Division is to:

1. Develop the listening, speaking, reading, writing, and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools.
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The Lakeport Unified School District EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners, as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

## **GOAL**

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English, make progress based upon their individual needs through academic instruction, and experience success. The program's fundamental goal is that students will function successfully in the English language and be college and career ready – equipped with 21st-century skills.

## **PART I: IDENTIFICATION OF ENGLISH PROFICIENCY**

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law require districts to administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and identify the student's level of ELP.

### **Initial ELPAC Assessment**

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If applicable, Lakeport Unified School District counseling staff collects the HLS and assessment information from the student's previous program. If Lakeport Unified School District school is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
  - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
  - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
  - c. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades K–12, whose primary language is not English, to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org> or the CDE Initial Assessment Fact Sheet at <https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system, and locally scored results are students' official scores. The following definitions apply:

### **Initial Fluent English Proficient (IFEP)**

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

### **Intermediate English Learner**

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

### **Novice English Learner**

At this level, students 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.

## **Lakeport Unified School District Initial ELPAC Assessment Process**

Upon a student's first enrollment in the Lakeport Unified School District Division of Lakeport Unified School District, staff will:

1. Administer a home language survey (HLS) if this is the students' first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO), and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into PowerSchool, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of the results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

## **Lakeport Unified School District Summative ELPAC Assessment Process**

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system to determine students' English language proficiency, whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a computer-based assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information, visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

### **Summative ELPAC Level Descriptions**

#### **Level 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 2012 ELD Standards.

#### **Level 2**

At this level, English learners have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often cannot 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 less familiar tasks and topics. This test performance level corresponds to the mid-to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

### Level 3

At this level, English learners 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 less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

### Level 4

At this level, English learners 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 less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors (Included in Appendix):  
[https://www.scoe.org/blog\\_files/ELPAC%20ELD.pdf](https://www.scoe.org/blog_files/ELPAC%20ELD.pdf)

### ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level 3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing, and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

## **EL Student Folders**

A blue EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The folder's purpose is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification form will also be in each student folder.

## **PART II: PLACEMENT OF STUDENTS**

All Lakeport Unified School District EL students will have full access to the types of high-quality curriculum and instruction called for by the California State Standards for ELA/Literacy, and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

All Lakeport Unified School District Division students are placed in either a full independent study or in person learning.

### **Designated ELD**

Designated English Language Development (ELD) will be provided as protected time for all EL students during the regular school day. Designated ELD is when teachers offer lessons to English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific California State Content Standards for each of their particular topics. (See Part III of this document for additional information)

### **Integrated ELD**

All Lakeport Unified School District EL students will receive Integrated ELD instruction, focusing on their specific California State Content Standards and support from the California ELD Standards. (See Part III of this document for additional information)

### **Transfer of Students**

When students transfer in or out of Lakeport Unified School District Programs:

- All relevant data regarding the student's English Learner assessment history, including current scores, current student placement, academic progress, and interventions, are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the counseling staff or site principal to check for any

relevant data pertaining to English Learner status and/or services provided in the former program.

**Parent Notification**

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

## **PART III: INSTRUCTIONAL PROGRAMS**

All students enrolled in Lakeport Unified School District programs are served in English mainstream classrooms with required supports, including support in their primary language, as needed.

### **Integrated and Designated ELD**

- English Learners receive integrated ELD instruction in all academic classes and also receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content-area lessons. Integrated ELD's goal is for English Learners to learn the content and academic language used in each lesson.

### **English Language Development (ELD)**

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- An authorized teacher provides ELD.
- ELD classes consist of students at the same level, or "one level plus," according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self-image is provided.
- English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

### **English Language Development Curriculum**

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards, Lakeport Unified School District will provide the current state-adopted curriculum materials in both designated and integrated ELD. Also, schools purchase supplemental materials with other site funds to support standards-based ELD instruction.

Lakeport Unified School District provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English efficiently, rapidly, and effectively.

### **Assisting Students in Recouping Academic Deficits**

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. Lakeport Unified School District utilizes various extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum.

Extended learning opportunities may include one or more of the following: afterschool/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade-level standards.

Edmo is an after school program offered to students enrolled at Lakeport Elementary and Terrace Middle schools. The program is dedicated to providing a safe and positive learning environment after regular school hours and is primarily funded through the California Department of Education.

The elementary program is structured to help 1st-3rd grade students with the language arts curriculum. Enrollment is by invitation based on recommendations from teachers for students who need additional help with reading.

The middle school program is available to students in 4th-8th grade. Students are offered assistance with homework to support learning outside of the classroom, along with enrichment activities. Enrollment will be prioritized based on academic need and socioeconomic factors.

### **Progress Monitoring for English Learners**

Teachers monitor EL students' classroom work in various ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing
- EL Folders (Blue Folders)
- Smarter Balanced formative assessments
- Classroom performance-based assessments
- Grades
- Teacher Observation
- Other measures, including i-Ready and Star 360

## **PART IV: STAFFING AND PROFESSIONAL GROWTH**

### **Staffing**

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

### **Professional Learning**

In addition to providing appropriately certificated teachers, Lakeport Unified School District will provide learning opportunities that further develop the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others will be provided on-going training opportunities

that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Quick Write Strategies (Write to Learn)
- Developing Reading Strategies (Reading for Meaning)
- Student engagement strategies
- Grace Dearborn Conscious Classroom Management
- LETRS - provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Training in Universal Design- a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.
- Getting Reading Right- an explicit systematic phonics program.

## **PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT**

### **Reclassification Criteria**

The reclassification criteria are set forth in the California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) Section 11303. Lakeport Unified School District will use the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. The Lakeport Unified School District Division will use ELPAC Overall Performance Level (PL) 4 for this reclassification criteria.
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; The Lakeport Unified School District Division will use a C or better criteria for the student's current grade.
3. Parent opinion and consultation.
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The Lakeport Unified School District Division will use Level 3 (Proficient) on the California Assessment of Student Performance and Progress (CAASPP) ELA exam *or* grade-level performance on the i-Ready diagnostic tool for this reclassification criteria or STAR 360 data, or Interim Assessments.

The California Department of Education is developing the Alternate English Language Proficiency Assessments for California or Alternate ELPAC. The purpose of the Alternate ELPAC:

- The Summative Alternate ELPAC will provide information on annual student progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP).
- Beginning in 2021-2022, the Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP).

The Alternate ELPAC will be aligned to the English language development connectors and are linked to the 2012 California English Language Development Standards.

The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

- Have IEP teams identify ELs with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test.
- No longer use locally determined alternate ELP assessments for summative purposes.

## **PART VI: ENGLISH LEARNER ADVISORY COMMITTEE**

Lakeport Unified School District will establish a site-level English Learner Advisory Committee (ELAC) for each school site with the district, comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

### **Requirement**

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

### **Responsibilities**

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

### **Composition Requirements**

English learners' parents or guardians shall constitute the majority membership (51 percent or more) of the committee.

### **Trainings**

The Lakeport Unified School District Division for the Lakeport Unified School District will provide ELAC members with appropriate training materials and training, which will help them carry out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the members' attendance at training sessions.

### **Legal References**

- *California Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

## **PART VII: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE**

Lakeport Unified School District will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

### **Responsibilities**

The Lakeport Unified School District DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The Lakeport Unified School District DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2); the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

### **Composition Requirements**

English learners' parents or guardians shall constitute the majority membership (51 percent or more) of the committee.

### **Trainings**

Lakeport Unified School District will provide DELAC members with appropriate training materials and training, which will help them carry out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the members' attendance at training sessions.

### **Legal References**

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- California *Code of Regulations*, Title 5, Section 11308 and 15495(b)

## **PART VIII: SPECIAL NEEDS**

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected.
- Parents may request an assessment in writing.
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made.
- Students should not be referred for special education solely because they do not understand or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs based on their particular disabilities and English proficiency level. ELs with IEPs or 504 Plans must also receive ELD instruction.

# Appendix

## ELPAC Summative Performance Level Descriptors

ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have <b>well-developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <b>This best performance level corresponds to the upper range of the "Bridges" proficiency level, as described in the California English Language Development Standards, Understanding Through Grade 12 (CELFLD Standards).</b>
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <b>This best performance level corresponds to the lower range of the "Bridges" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.</b>
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate to light linguistic support to engage in familiar social and academic contexts; they need substantial to moderate support to communicate on less familiar tasks and topics. <b>This best performance level corresponds to the mid- to low range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.</b>
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial to moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <b>This best performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.</b>

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2	Level 3	Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Expanding - upper Expanding - mid Expanding - low

Summer 2013

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
	Expanding - mid
Level 3	Expanding - upper
	Bridge - low
Level 4	Bridge - upper

2013-14