Ontario-Montclair School District
English Learner Master Plan

Board Approved on July 15, 2021

Acknowledgements

Table of Contents

❏ California Requirements for Teachers of English Learners
❏ Staff English Learner Professional Development

Part 8: English Learner Students with Disabilities
❏ Assessment of EL Students for Special Education
❏ Guidance on Designated and Integrated ELD
❏ Guidelines on Reclassification of English Learners Dual Identified as Special Education Students

Part 9: English Learner Student Progress Monitoring
❏ Identifying Academic Deficits
❏ Multi-Tiered System of Supports: Addressing Academic Deficits
❏ District English Learner Program Evaluation

Part 10: English Learner Reclassification and Monitoring
❏ Reclassification Criteria
❏ Reclassification Procedures
❏ Reclassification Parent Consultation

Part 11: English Learner Parent Notification
❏ Initial and Annual Language Assessment Results

Appendix:
Glossary and Resources List
Sample Annual and Initial Parent Notification Letters
Sample Home Language Survey

Introduction

The Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square mile area that covers most of the city of Ontario, the city of Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third-largest elementary district in California. More than 20,500 Transitional Kindergarten (TK) through eighth grade students attend 26 elementary schools, six middle schools, and alternative programs. Among the 32 schools are magnet and academy programs, each of which is uniquely designed to provide options for students to fully immerse in an enhanced designed course of study. In addition to serving TK through eighth grade students, the District also offers preschool. The total number of preschoolers enrolled in the District is 655 students, increasing the total number of students in PK-8th grade served above.

Our students come from diverse backgrounds and contribute culturally and linguistically to our community with 89% unduplicated high-needs students, 89% Hispanic students, 87% students qualify for free and reduced meals, 37% English learner students, 12% Special Education students,

and 9.5% Gifted And Talented Education students as of the 2020-2021 school year.

Much has happened in California to shape the future of education for all students, including English learners. In 2010, the California State Board of Education adopted the Common Core State Standards for English Language Arts (ELA)/Literacy, the 2012 California English Language Development (ELD) standards. Both sets of standards laid the foundation for the creation of the first curriculum framework in California, and in the nation, where both ELA and ELD standards are woven together. The ELA/ELD framework addresses how both sets of standards work in tandem during English Language Arts and Designated English Language Development instruction. Also, all state frameworks are in revision for all content standards to include Integrated ELD instruction that supports English learners in learning their content areas. On July 12, 2017, the California State Board of Education adopted the English Learner Roadmap as a policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes.

The Four Principles of the California EL Roadmap are:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the social-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable about and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early

childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first-century world.

One of the goals in the Ontario-Montclair School District Five-Year Action Plan is to achieve English Language Arts (ELA)/English Language Development (ELD) proficiency for our students as defined in the California Content Standards for all students by ensuring mastery of reading, writing, speaking, and listening, research, critical thinking, and global awareness in all content areas and promote multilingualism/multiculturalism and the reclassification of English Language Learners (EL). This plan was developed with varied stakeholder input including teachers, classified personnel, parents, community members, and administrators. The Five-Year Action Plan was unanimously adopted by the Board of Trustees on June 17, 2021, and revised every five years. Over the last several years, we have focused our attention on improving the outcomes of English learners in our District. From 2014-2020, our District's reclassification rates have exceeded both county and state rates. Also, the number of Long Term English Learners (ELs in United States schools for six or more years) has dramatically decreased over the last several years.

The following implementation strategies help guide the development of the Ontario-Montclair School District's English Learner Master Plan to provide parents, teachers, and educators guidance for English learner programs designed to remediate any academic gaps while attaining English proficiency as rapidly and effectively as possible. As stated in the OMSD Board Policy, "The Board of Trustees intends to provide English learners with challenging curriculum and instruction to develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the District's regular course of study."

Academic English Proficiency

• Receive daily Designated English Language Development to accelerate English proficiency
• Master the English language in all domains: speaking, reading, writing, and listening
• Attain English proficiency and reclassify within 6 years of enrollment in US schools

Academic Preparedness

• Receive instruction built upon rigorous academic state content standards and expectations
• Participation in advanced programs of study
• Receive daily Integrated English Language Development in order to access state content standards

Monitor Academic Progress

• Provide academic monitoring system to prevent Long Term English Learner status (EL over 6 years in US schools)
• Access to Multi-Tiered System of Supports (MTSS)
• Monitor Reclassified Fluent English Proficient (RFEP) students for four years

Biliteracy

- Promote biliteracy through programs such as Dual Immersion, World Language Coursework in Middle School, Pathway Seal of Biliteracy Award, Newcomer programs, and primary language support

English Learner Parent Engagement

- The academic success of English learners is a responsibility shared by all educators, parents, students, and the community
- Promote parent engagement on school and District English learner parent advisory committees
- Increase participation at the Parent Educational Center, District and site English learner parent workshops, the Annual Parent Leadership Conference, and the Promise Scholar program

Background

Districts have an obligation under state and federal laws to ensure that EL students can participate meaningfully and equally in educational programs and services. California is leading the nation in providing guidance documents for Districts to ensure that best research-based EL programs are implemented and monitored so that ELs have the same advantages in educational access as their English-only speaking peers. The efforts of the State Board of Education, State Superintendent of Public Instruction, and the Governor have built a system in California that promotes equity and access for all of California's student population.

The Ontario-Montclair School District English Learner Master Plan encapsulates the following documents and resources approved by the State Board of Education of California among others found on the California Department of Education website at www.cde.ca.gov .

California English Language Arts/English Language Development Framework
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Common Core State Standards English Language Arts and Literacy in History/Social Science, and Technical Subjects
http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

California English Language Development Standards
http://www.cde.ca.gov/sp/el/er/eldstandards.asp

California English Learner Roadmap
https://www.cde.ca.gov/sp/el/rm/index.asp

California Practitioner's Guide for English Learners Dual Identified as Special Education Student
https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

Part 1: Identification of Potential English Learner Students

Federal law mandates all students upon enrollment in the District, must have a parent or guardian complete a Home Language Survey (HLS). The HLS is used as the primary screener to identify if the student uses a primary language other than English. If applicable, the school staff collects the HLS and assessment information from the student's previous program. If a school in OMSD is the first California school in which a student has enrolled, then the HLS will be administered by the school staff. All enrollment registrations include the Home Language Survey in both English and Spanish. The questions to identify students who may need language assistance are:

> 1. Which language did your child learn when he/she first began to talk?
> 2. Which language does your child most frequently speak at home?
> 3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
> 4. Which language is most often spoken by adults in the home?

If a language other than 'English' is a response to any of the first three questions, the law requires the District to administer the state's initial language assessment to determine the student's level of English language proficiency. The response to Question #4 may or may not prompt assessment based on other evidence that the student communicates in a language other than English. If a HLS response includes only English, the student is classified as English Only (EO) and is usually not assessed on the English Language Proficiency Assessment for California (ELPAC). In most cases, answering 'English' to all questions on the HLS means the student is not a potential English learner. However, answering 'English' to all four HLS questions does not necessarily exempt a student from taking the ELPAC. In cases where parents/guardians answer 'English' to all questions on the HLS, but educators notice the student using another language in the classroom, this student may be assessed on the initial ELPAC so the child's civil right to access education is provided by the school. Parents and school personnel should work collaboratively to identify if the child is or is not an English learner.

Part 2: Assessment of Potential English Learner Students

The English Language Proficiency Assessment 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, as determined by the HLS or classroom observation. State and federal law require districts to administer a state test of English Language Proficiency (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.

All District personnel who administer and/or score the ELPAC participate in state-mandated calibration workshops annually. The District provides workshops to include state-scored responses, justifications, and other materials from the state's Scoring Training of Trainers (STOT) workshops, and personnel are required to pass a calibration quiz before being approved to administer or score these domains items. Some parts of the ELPAC are scored by the trained school staff where other parts are scored at the state level.

The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

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, see the section above. If the HLS indicates a language other than English, the initial ELPAC is administered in grades TK-8 during the student's first 30 days of enrollment. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations in their Individualized Educational Plan (IEP) will take the Alternative ELPAC. The Initial ELPAC is administered individually in kindergarten and first grade for all language domains. In grades 2-8, the test is administered in groups except for the speaking portion of the test. More information for families and staff can be found on the ELPAC website at http://www.elpac.org or the CDE Initial Assessment Fact Sheet at http://www.cde.ca.gov/ta/tg/ca/documents/initialelpactactsheet.pdf

The Initial ELPAC window is from July 1 to June 30 each year. The Initial ELPAC measures the ELP in the four language domains of listening, speaking, reading, and writing, and is used to identify students as beginning either fluent in English (IFEP) or an English Learner (Intermediate or Novice). Results from the initial ELPAC identifies three possible classifications:

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

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

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics.

Initial ELPAC Assessment Process

Upon a student's first enrollment in OMSD, 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. If parent or staff disputes the results of the initial ELPAC, the school and district shall conduct a classification review, if requested. The district will notify the parent/guardian of the results and whether the child will be classified as IFEP or remain as EL.

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.

Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students 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 the Alternative ELPAC, as noted in their Individual Educational Plan (IEP).

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

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 mid-to low-range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.

Level 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 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

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 in 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:
https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

**Comparison between ELPAC Performance Level Descriptors
and ELD Proficiency Levels (see below)**

ELPAC Levels	ELD Standards Levels
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 1. Emerging, 2. Expanding, and 3. Bridging, the Summative ELPAC Assessment measures four levels Level 1, Level 2, Level 3 and Level 4. Students will receive an overall score identifying their English proficiency level once they take the Summative ELPAC Assessment each year between February 1 and May. 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. The three levels: Emerging, Expanding and Bridging, represent the stages of English language development, describing how well students can understand and use English as they continue to build on existing language skills and knowledge. However, ELs at all levels of English language proficiency fully participate in all content areas with varying degrees of scaffolding provided by the teacher so they can be successful. More detailed information on the support that each proficiency level requires is found in Part 4.

1. **Emerging:** Students at this level typically progress quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

2. **Expanding:** Students at this level are challenged to increase their English skills and learn a greater variety of vocabulary and language structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

3. **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alludes to the ongoing transition to full engagement

academic tasks and activities across a variety of content areas without the need for specialized ELD instruction.

Research shows second language acquisition does not necessarily occur in a linear fashion but instead is dynamic. An EL, at any given point along his or her journey of English acquisition, may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. A student may successfully perform a particular skill at a lower proficiency level (such as reading and analyzing an informational text) and at the next higher proficiency level in speaking or listening tasks. Research suggests the speed at which a person learns a second language can depend on multiple factors such as their age, degree of formal schooling in their primary language, primary language literacy skills and access to instructional support.

The District's educational approach considers several factors to support the best instructional setting for an EL student. In addition to the initial and summative ELPAC, the Alternative ELPAC is used for some students with IEPs. Multiple factors are used to determine the language acquisition service and ensure the student receives daily designated and integrated English Language Development (ELD). More detail is provided in Part 4 and Part 10 if the parent chooses an Alternative Language Acquisition program, such as the Dual Immersion program. However, ELD is still provided.

The teacher implements techniques, methodology, and supplemental curriculum designated to teach ELs explicitly about the English language, academic vocabulary and develop their English language proficiency in all four language domains: speaking, listening, reading and writing.

Newcomers are students that are English learners and have been enrolled in a US school for fewer than 12 months. Newcomer instructional support for grades K-6th is provided throughout the day using the District's adopted English Language Development curriculum and supplementary resources. A special Newcomer program is available for English learners in grades 7th through 8th at all middle schools. They also benefit from interaction with their English only speaking peers to build their language and academic proficiency in English. ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate language instructional support.

Part 3: Record Keeping

Each English learner has both physical records and electronic records. Physical records are kept in the student's cumulative (CUM) folder and maintained at the school of attendance. Important EL documents kept in the CUM are the student's Home Language Survey, the results from the initial and summative ELPAC assessments, report cards, academic progress reports, state assessment parent notification letters, primary language assessments (if applicable) and reclassification documents. For English learners' dual identified as Special Education, the Individualized Educational Plan (IEP) is kept in confidential files at the school of attendance. This information is used by educators to plan for instruction, monitor academic progress and determine student's academic and language development needs. The data is used to identify potential English learner

candidates for reclassification. This process is detailed in Part 10. The four-year monitoring documentation of reclassified English learners is maintained by the District. Ongoing communication is provided to schools to inform them of RFEP students who are struggling throughout the monitoring process over the four years. Sites follow-up with appropriate interventions and supports.

The California Longitudinal Pupil Assessment Data (CALPADs) system, which is the state's student database, keeps electronic data for all students in California. Each year, the CALPAD company works with school and District staff to ensure the state's records are consistent with the District's records. Parents and guardians are invited to learn more about their child's electronic record by visiting their school office and setting up an appointment with a member of the school staff. The Dataquest and California Schools Dashboard data results can be found on the California Department of Education webpage at www.cde.gov and while neither provides specific student information, they are great tools to learn more about California school and district level EL data.

Part 4: English Language Development

English Learner Instructional Theory and Program

The District's English Learner Instructional theory and program is grounded in over 30 years of research. Aligned to the 2014 California State ELA/ELD Framework. This framework and research citations can be found at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

The ELA/ELD Framework helps define how the California English Language Arts and English Language Development standards are to be taught and assessed. Both sets of standards represent the skills, knowledge and abilities English learners must possess in order to become 21st Century and College and Career Ready. The District is committed to implementing the ELA/ELD Framework, the California State Standards and English Language Development Standards through its adopted ELA/ELD programs. As stated in the ELA/ELD Framework Executive Summary:

> "The purpose of ELD instruction is to amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. The standards help teachers support EL students to interact in meaningful ways with others and with complex texts, engage in and learn through intellectually challenging tasks across the content areas, develop academic English, and develop awareness about how English works so that they can use it intentionally and purposefully."

Designated English Language Development

The District's language acquisition programs are designed to support the academic success and reclassification of English learners. ELD is principally designed for identified English learners and customized to their level of English proficiency. Our District adopted a state board approved ELA/ELD curriculum for both elementary and middle schools. These core ELA/ELD materials are designed specifically to address the varied cultural and language backgrounds our English

Learners possess including other experiences, such as degree of formal schooling, literacy practices in the home and proficiencies in their primary language(s).

The District follows California's model of ELD instruction. Designated ELD is provided to ELs during a dedicated time in the regular school day. Teachers use the CA ELD standards for each grade level as the focal standards in ways that build into and from content instruction to develop critical language ELs needed for content learning in English. Ideally, students are grouped for designated ELD by their English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student populations (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping that are in the student's best interest. The three levels of language proficiency are not static, but rather represent a continuum of language learning. Teachers use the student's production and interpretation of the English language to choose appropriate learning supports, inform instructional decisions, and keep track of academic progress to help determine when they no longer need language services.

The California ELD standards are organized into three parts. The outline below describes how the ELD standards are arranged to support students:

Part 1: Interacting in Meaningful Ways. English learners participate in meaningful and intellectually challenging tasks in three ways:
- Collaboratively, by communicating with others about social and academic topics
- Interpretively, by understanding written and spoken information
- Productively, by writing or presenting to explain ideas and information

Part II: Learning About How English Works. English learners comprehend and produce academic texts in various content areas.
- English learners use language to create organized texts, expand and enrich ideas, and connect and condense ideas.

Part III: Using Foundational Literacy Skills. This section emphasizes how all teachers play a crucial role in developing the literacy of ELs.
- English learners at all grades require specialized instruction to learn foundational literacy skills, based on their age, previous literacy, and educational experiences.

A student may be identified, based on state assessment results, at a certain overall proficiency level, however, the important decisions on what instruction is appropriate for the student is made by the teacher when day to day assessments of language proficiency are observed. In other words, the ultimate aim is to move an English learner across the English proficiency continuum through responsive, targeted language development instruction. Teaching involves using different strategies and techniques appropriate for the lesson objectives and the English language proficiency needs of their ELs. The following chart helps identify instructional supports that are necessary for each of the ELD Proficiency levels.

California English Language Development Proficiency Levels and Extent of Instructional Supports
Emerging: ELs come to school with a range of knowledge and competencies in their primary language which they draw upon to develop English. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community and school. They possess high levels of thinking and need linguistic support in order to communicate, depending on the difficulty and the context of the task. ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Instructional Support for Emerging: Students at the very beginning level of English require substantial support from the teacher in order to communicate high-level thinking. They also require teachers to use specialized instructional techniques so that the student can engage in the grade-level content while they are mastering the English language. Primary language support also may benefit the student during this stage of language learning. Students in this stage may exhibit higher levels of listening than they are able to communicate orally. They may need substantial support linguistically for difficult or unfamiliar tasks as they become more familiar with understanding and using English in classroom settings. During familiar tasks, the level of support may be light.
Expanding: Students at the level of Expanding English proficiency are using English to meet their communication and learning needs at an increasing level. They move from communicating in English in refashioned learned phrases and sentences towards being able to use the English language in more complex and cognitively demanding situations. As they master their ability to communicate over a range of topics and academic content areas, they build upon their academic English language development.
Instructional Support for Expanding: Students at the level of Expanding benefit from moderate linguistic support in more demanding academic activities. As the level of English increases in complexity in listening, speaking, reading or writing activities in the classroom, the teacher must adjust and use the appropriate level of support to provide the student with assistance so students both continue to develop English while at the same time learn grade-level content material. As the student gains more familiarity with academic English in the classroom, the level of support may shift to light.
Bridging: Students at the level of Bridging are moving along the continuum of English language proficiency and becoming able to communicate in ways that are more appropriate to different tasks, purposes, and audiences, over a variety of social and academic contexts. At this level, they are aware of their English language usage and begin to broaden their competency as they continue on their academic pathways.
Instructional Support for Bridging: Students at the level of Bridging are moving towards becoming lifelong language learners. In other words, as a student at the Bridging level experiences deeper, more complex language tasks and is exposed to higher levels of English, their English language literacy increases significantly over their educational career through advanced degrees. The level of linguistic support gradually decreases and becomes lighter over time. Students develop ease with understanding and using academic and technical English and may not require support, particularly on familiar tasks.

Designated ELD – Elementary School

At each elementary school in the District, every EL participates in designated ELD daily in grades K-6 taught by a certificated teacher with an EL Authorization credential from the California Commission on Teacher Credentialing. The student receives daily designated ELD targeted at their assessed English language proficiency level at a 'protected time' during the school day. The reasonable time where a student must become English proficient is about five years after enrolling in a US school. Each student acquires a second language at a different pace dependent on such factors as the level of literacy in their primary language, the level of literacy in the home, their age and any learning disabilities. Designated ELD at the elementary level can take place during small group instruction in the regular classroom or cluster across the grade levels.

Designated ELD - Middle School

At each middle school in the District, every EL participates in daily designated ELD for a minimum of one instructional stand-alone period or a protected time within a two-period block. Designated ELD is taught by a certificated teacher with an EL authorization from the state of California. Beginning each school year, each middle school uses the placement criteria of the District to determine the most appropriate designated ELD placement for the student. This decision takes into consideration several factors:

- Age and grade of the student
- Years enrolled in US schools
- Time in the EL program
- Level of English language proficiency as measured by the ELPAC or Alternative ELPAC Primary language literacy level
- Achievement results on multiple state and District assessments
- Reading Lexile level of the student
- Teacher input and grades
- Parent input
- Other instructional considerations such as Special Education or 504 Plan

A majority of our English learner students in grades 6th through 8th are identified as Long Term English Learner or LTEL. In California, an LTEL is an English learner who has been in US schools for six or more years. Students who are LTELs have not achieved the District's criteria for reclassification and have plateaued at an intermediate level of English and perform below their grade-level peers. LTELs require specialized instruction designed to accelerate language and reading. These students also require language services that support language and academic development in order to reclassify.

The state of California has adopted recommended programs designed to respond to the needs of ELs at the middle school level in grades 6-8. There are two curricular programs recommended by the state for English learners. The first program that is OMSD Board approved is Houghton Mifflin's Collections ELA/ELD structures daily designated ELD within the curriculum. The second program iLit EL, structures specialized designated ELD within the reading intervention program. Within both

programs, designated ELD is aligned to the English Language Arts course of study and is targeted to meet the needs of English learners who are nearly meeting the District's criteria for reclassification.

Middle School English Language Development Placement Criteria For In-Person Instruction (excerpt from the 2020-2021 Middle School Course Catalogue)		
English Learner Criteria	Designated ELD Program	Course Title and #
ELPAC Summative Level 3 or 4 Written Domain 3 or above **AND** ELs approaching or at Bridging with Lexile At or Above Grade Level $6^{th} \geq 730+$ $7^{th} \geq 770+$ $8^{th} \geq 790+$	ELA/Designated ELD: (Double Block) ELA Curriculum: HMH Collections ELD Curriculum: HMH Language Workshop Students will be monitored for progress	Double Block – ELA Core/SS/ELD (Consecutive Sections) 6th: Course (LA6) or (IBLL6) 7th: Course (LA7) or (IBLL7) 8th: Course (LA8) or (IBLL8)
ELPAC Summative Less than Overall 4 LTELs at Emerging or Expanding with Basic or Below Basic Lexile Lexile Below Grade Level $6^{th} \leq 730$ $7^{th} \leq 770$ $8^{th} \leq 790$ Recommended Exit Lexile $6^{th} > 925$ $7^{th} > 970$ $8^{th} > 1010$	Specialized Designated ELD: (Single Block) Program 5 Curriculum: ILit EL Program Students in program over time to achieve results in reading. At least one full period, or 45 minutes per day.	Single Block - Specialized Designated ELD (SDELD) 6th-8th: Course (SDELD6-8) Recommended to structure classes heterogeneously with lower level and higher level readers if possible.

For English learners enrolled in the Online Learning Program, Designated ELD and Integrated ELD will be provided through small group teacher facilitated instruction

Student Progress Monitoring

At both elementary and middle school, while initial placement is made based on multiple factors, as the year progresses and the teacher evaluates the daily language abilities and skills of the student, instruction is adjusted to move students towards a higher level of English proficiency. The important outcome of designated ELD is for the student to move towards a higher level of English language proficiency over time. When insufficient progress is made, instructional decisions are taken at the

school level by the teacher and instructional team. Additional detail on progress monitoring of English learners is found in Part 9.

Part 5: Instructional Materials and Other Resources

Core ELD Materials

The District participated in a comprehensive adoption process for the English Language Arts/English Language Development Curriculum in 2015-2016. As a result, in 2016 the District's Board of Trustees adopted for the elementary schools: McGraw-Hill's Wonders for Kindergarten through 6th grade and McGraw-Hill's Maravillas for the Spanish Dual Language programs. These two programs have met all state criteria for alignment to both the California Content Standards for English Language Arts and English Language Development. They include 30 minutes of designated ELD material that is designed across the three English language proficiency levels: Emerging, Expanding and Bridging. The recommended requirement of daily designated ELD in the District for all elementary school sites is 30 minutes. However, state requirements do not specify a specific number of minutes but rather a 'protected time' during the school day is dedicated to designated ELD which ensures students are making progress. At the middle schools, the District's adopted ELA/ELD program is Houghton-Mifflin Collections. This program includes designated ELD in the Language Workshop resource. During the double-block ELA/ELD period, teachers use the materials in the Language Workshop to support English learners to build into and from the core ELA program so both language and academic proficiency needs are met. The adopted materials are also aligned to the California ELA/ELD Framework to include materials to meet the rigor of the standards, provide for instructional differentiation, Universal Access and integrated ELD. Some English learners require specialized designated ELD through the iLit EL Program during a dedicated block. Integrated ELD takes place throughout the day across all content areas. Additional information on integrated ELD and how it differs from designated ELD is covered in Part 6.

All three programs: McGraw-Hill Wonders, McGraw-Hill Maravillas and Houghton-Mifflin Collections have extensive assessments to monitor academic and language learning during daily classroom instruction. According to the ELA/ELD Framework, daily progress monitoring which is closest to the point of student learning to provide early intervention is considered best practice. Summative assessments, on the other hand, support progress towards program implementation and comparative student data. The District has consistent guidelines and expectations for all sites to monitor the progress of English learners and Long Term English Learners (LTELs) and provide the District with assessments towards those goals. The District analyzes all assessments administered for English learners to evaluate programs and services. These results are shared with stakeholders to ensure transparency and shared decision making during the Local Control Accountability Plan (LCAP) process and evaluation of Title III programs.

Supplemental EL Materials

The District's Title III fund allocation supplements the core ELD program for English learners and is provided directly to benefit students. In California, the Local Control Funding Formula (LCFF) provides supplemental funding for the core program for students, including English learners, as detailed in the LCAP. However, Title III funds are used to supplement state and local funds. The

LCAP has developed annually with input from multiple stakeholder groups, evaluated yearly, and approved by the County Office of Education. This process is articulated in the District's three-year Local Control Accountability Plan (LCAP) which is published on the District's website. Title III funds supplement the core resources and services provided to English learners in the LCAP. In addition, as required by federal law, the District periodically reviews its Federal LCAP Addendum for Title III programs with EL parent advisory groups and annual needs assessment.

Part 6: Access to Core Content Instruction and Other Programs

Equal Access to Advanced Courses and Programs

In OMSD, English learners access all required courses and have full access to a broad range of opportunities including the Gifted and Talented Program (GATE), Advancement via Individual Determination (AVID), high-school credit, accelerated, magnet, and honors programs. OMSD screens all students for GATE at the end of 2nd grade using the NNAT[2] assessment which is a non-linguistic assessment intended to provide access for our English learners. Additionally, student referrals in third grade and above are assessed using the CogAT assessment which includes multiple domains. Finally, students exhibiting talents in Visual and Performing Arts, including English learners, are identified using the OMSD VAPA GATE Identification tool. All ELs have the opportunity to apply to various magnet programs across the District. OMSD actively recruits under-served students for our AVID program which prepares them for entry into college. English learners have equal access to the AVID program which uses multiple measures to identify candidates for the program.

Part 7: English Learner Authorization and Professional Development

California Requirements for Teachers of English Learners

California statute requires every teacher who provides instructional services to an English learner to be authorized to provide specialized instruction for those learners. Teachers assigned to provide ELD and instruction in subject-matter courses for ELs must be appropriately authorized by the state.

OMSD maintains full compliance with the requirement that all teachers possess their appropriate English learner authorization. The county routinely audits the District to ensure 100% of teachers are appropriately credentialed to serve the needs of English learners.

EL Professional Development

The District provides professional development sufficient to effectively implement the EL core instructional program. Professional development is provided to classroom teachers, principals, school leaders, administrators, and other school or community-based organizational personnel, that is designed to improve the instruction and assessment of ELs. Professional development is built around research and best practice which supports a job-embedded approach and of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the

classroom. Professional development for teachers, principals and other school leaders, administrators, and other school or community-based personnel is ongoing in the following areas:

1. Implementation of the District Adopted ELD Curriculum
2. Specialized ELD for Long Term English Learners
3. Newcomer English Learner Needs
4. Quality Teaching for English Learners (QTEL)
5. Coaching on English Learner Strategies
6. Paraprofessional Instructional Training
7. English Learner Parent Support, Resources and Training
8. New Teacher Induction English Learner Training and Support
9. English Learner Strategies for designated and integrated ELD

Additionally, yearly professional development needs are determined based on qualitative data such as teacher input, parent input, instructional walkthrough data, student language and achievement data, administrative consultation, standards, and curriculum development and funding resources. Training efforts are designed to ensure District resources support English learner programs, initiatives, and services.

Part 8: English Learner Students with Disabilities or Suspected Disabilities

Assessment of EL Students for Special Education

Professionals assessing English learners not only evaluate English interpersonal communication skills but also utilize formal or informal assessments. These measures help educators attribute the cause of low achievement to either a learning disability or lack of academic language proficiency. The District ensures compliance with the legal requirements to assess in the student's native language when feasible while being assessed for Special Education services. IEP teams may decide on the form of the assessment most likely to yield accurate information on what the child knows and can do academically when making determinations about how and when to assess in the primary language. The assessment used to measure proficiency in English is the Alternative ELPAC.

Guidance on Designated and Integrated ELD

All English Learners dually identified as Special Education students are afforded the same educational and linguistic opportunities as their peers in the least restrictive environment. A full continuum of program options is available to ELs in Special Education. Students may receive their daily designated and integrated English Language Development (ELD) in any program option as is determined most appropriate by the IEP team. The District ensures all case carriers identify in the IEP where the student will receive ELD services and who is responsible for providing the services. The IEP should also indicate the "linguistically appropriate" IEP goals as well as who will be responsible for monitoring English-language development.

Guidelines on Reclassification of English Learners Dual Identified as Special Education Students

Reclassification/redesignation is the process used by districts to determine whether or not an EL student has acquired sufficient English skills to successfully access the curriculum being delivered without English language support. When EL students demonstrate they are able to achieve at a commensurate level as their age equivalent English-speaking peers, they are then Reclassified as Fluent English Proficient Speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the State Board of Education (SBE) and is based on California EC Section 313(d). In the case of English learners who are dually identified as special education students, the IEP team may determine appropriate measures of performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of English Language Proficient (EC Section 313[f]. The results from the English Language Proficiency Assessment for California (ELPAC) or the Alternative ELPAC must be overall 4 to be eligible for reclassification. The District's reclassification policies and procedures are based on the four criteria below:

1) Assessment of English language proficiency using the ELPAC or Alternative ELPAC score English proficient of overall 4;

2) Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;

3) Parental opinion and consultation; and

4) Comparison of the performance of the student in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English with a similar disability.

Students who meet the District reclassification criteria enter the reclassification process. Students who meet the ELPAC Overall 4 criteria but do not meet the District's Basic Skills criteria will be considered for reclassification through the IEP team meeting process. Teachers are to work with their site's EL Coordinator to complete the appropriate reclassification process.

Part 9: English Learner Student Progress Monitoring

Identifying Academic Deficits

Limited English proficiency cannot be a determining factor for identifying an English learner eligible for intensive intervention or special education services. When looking at an English learner's performance on English academic tests, educators view these assessments as a possible reflection of second language acquisition and not necessarily a true measurement of the EL's academic skills. When interpreting the levels of achievement on the English tests, factors such as the grade/age when the EL was first exposed to English, the amount, consistency, and type of

formal schooling, parent consultation, and EL services the student has received. Proper documentation in any intervention, referral, and assessment efforts are taken into consideration when eligibility decisions are being made or if an English learner is being considered for special education services.

The District's emphasis is on early intervention as supplementary instructional services are provided early in students' schooling, and are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction. Provision of intervention services for academic achievement, including English language development (ELD) services, maybe what many ELs require to be successful. The following steps are taken when it is determined that an EL student is struggling academically. This process is consistent across all schools as memorialized in an electronic system, P4SS (Partnering for Student Success).

> **Step 1:** The teacher, in collaboration with other teachers or members of the school's instructional and administrative team, determines and responds to the child's needs through instruction and intervention efforts in the classroom.

> **Step 2:** The classroom teacher or other member of the instructional team brings concerns that are present despite classroom interventions to the Coordination of Services Team (COST). The teacher provides documented interventions used, assessment results, and Multi-Tiered System of Supports (MTSS) efforts. Simple remedies such as reading glasses or attendance efforts could be sufficient to remedy academic gaps.

> **Step 3:** If initial classroom interventions and COST referrals do not adequately resolve the concern, the COST may refer the student to the Student Study Team (SST). Parents, teachers, and the student attend the meeting, along with other members of the instructional team. The SST determines the student's strengths and areas of weakness to be addressed via intervention and those interventions are monitored. At a follow-up SST meeting, usually 6-8 weeks after the initial meeting, the team reviews progress monitoring outcomes and the student's response to interventions. Specific information about SSTs is outlined below.

> **Step 4:** If the student has not made any progress from the recommended interventions, the SST may recommend appropriate assessments in the native language and English and other bilingual assessments to rule out language concerns versus possible disability concerns.

Multi-Tiered System of Supports (MTSS)

In California, MTSS refers to an overall system of support and approach to designing school systems that (1) efficiently and collaboratively focus resources to provide all students with high-quality core instruction and (2) respond to any student's need for differentiated instruction and/or targeted academic or behavioral interventions and supports.

Practices that support struggling students are proactive and should incorporate both prevention and intervention for all grade levels, for all students, including ELs. It is premised on data-based decision-making for all learners within the system. The essential instructional elements of an effective MTSS include:

1) Universal Screening
2) Multi-Tiered Academic, Behavior and Social-Emotional Learning Instruction
3) High-Quality English Language Instruction
4) Progress Monitoring

Universal Screening

All students, including EL students, are administered academic screening assessments multiple times each school year to determine individualized learning needs and allow for differentiated instruction.

The purpose of conducting universal screening assessments and language assessments is to provide initial and ongoing information about how to differentiate instruction for all students, including EL students, and whether some students may be at risk for difficulties in reading, writing, or math. The District administers the iReady English Language Arts and Math assessment as one measure for Universal screening in K-8. Also, the adopted ELA/ELD and math curriculum have the beginning of the year and ongoing assessments to guide teachers in determining the needs of students who may be at risk.

High-Quality Differentiated Instruction

Research has demonstrated many reading problems can be prevented by providing high-quality core classroom reading instruction in the early grades, along with supplemental intervention for students who need it.

Tier 1 instruction is defined as the best first instruction. The District uses overriding research-supported characteristics of high-quality instruction as follows:

1) Teach essential skills and strategies.

2) Provide differentiated academic and language instruction based on assessment results and adapt instruction to meet students' needs.

3) Provide explicit and systematic instruction with lots of practice with teacher monitoring, support, and feedback, including guided practice and gradual release.

4) Provide opportunities to apply skills and strategies in all content areas with teacher support.

Tier 2 intervention instruction usually includes supplemental instruction and/or intervention to the core reading instruction. The District's ELA/ELD adoption has these intervention materials embedded in the program. At the middle school, iLit EL is a state-approved reading intervention program designed to address the language needs of struggling English learners. Districtwide iReady provides intervention instruction in both reading and math.

Tier 3 intensive intervention is provided in addition to the intervention above and in addition to the core curriculum. It is the most intensive level of support provided to students outside of identification for special education. This intensive intervention often differs from regular interventions described above in its intensity and the low ratio of students to the instructor. The District's adopted ELA/ELD Curriculum and McGraw-Hill Wonderworks program that is used for intensive intervention across all sites. Supplemental resources are used to provide Tier 3 intensive

intervention based on student needs.

EL Progress Monitoring

Ongoing assessments are conducted frequently to monitor the progress EL students are making toward reaching or exceeding grade-level standards. The District assessment calendar is developed annually and all school sites must administer the assessments to students. For students experiencing reading difficulties, assessments may be administered weekly, bi-weekly, or monthly, depending on the severity of the concern. The District has a thorough assessment system that uses summative assessments along with curriculum embedded assessments. This data is monitored across all schools. Appropriate tiered interventions and supports are identified by each school either before, during, or after school, or in summer school to support Els that are struggling.

English Learner Program Evaluation

The District engages stakeholders to ensure it meets all legal requirements for English learners through its review of Title III programs, the Annual Update of the Local Control Accountability Plan (LCAP), Title III Federal Addendum, and through the state's Federal Compliance Monitoring (FPM). The District regularly reviews the performance data of current EL, former EL, and EOs, with school sites, to ensure parity of participation for all students in the standard instructional program. Specific actions are taken to correct a deficit in program design or implementation. These reviews consider the District's goals for ELs against data from multiple student subgroup assessment results. The goal is for ELs to 1) attain English proficiency and 2) meaningfully participate in the standard educational program comparable to their EO peers. Meaningful participation means that ELs are making progress on academic assessments and meeting the reclassification criteria within the reasonable estimation of five years, narrowing the achievement gap for ELs. Finally, assuring current and former ELs are represented in advanced classes, special education services, gifted and talented programs, and extracurricular activities relative to their never-EL peers.

Part 10: English Learner Reclassification and Monitoring

Reclassification Criteria

According to state and Board Policy, the reclassification of English learners is done at least annually to determine which eligible ELs are reclassified using a process that includes the following state and OMSD Board of Trustees approved four-part criteria:

1) Assessment of English language proficiency.
2) Teacher evaluation includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.
3) Opportunities for parent opinion, consultation, and involvement during the reclassification process.
4) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the

same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The District assessments and cut-points used to meet Reclassification Criteria are described in the chart below.

Ontario-Montclair School District
Reclassification Criteria
Effective July 1, 2021

Criteria 1: **Most Recent** **English Proficiency Results**	Criteria 2: **Teacher* Evaluation**	Criteria 3: **Parent/Guardian** **Consultation**
Overall 4 on ELPAC or English Proficient on Alternative ELPAC	3 or C in English Language Arts Reading on the Student Achievement Report (SAR) *State Definition of Teacher: Certificated staff with teaching or placement responsibilities of the student.*	Notification of parent consultation during the process
Criteria 4: Basic Skills		
Grade	Assessment Name (or per IEP)	Score (or per IEP)
Kindergarten - Fall Reclassification	ESGI-Foundational Reading	Fluent reading, all letters & sounds
1st Grade - Fall Reclassification	iReady or RI Assessment	At or Above grade level
2nd - 8th Grades - Fall Reclassification	iReady or RI Assessment	At or Above grade level
2nd - 8th Grades - Summer Reclassification	iReady or RI Assessment	At or Above grade level

Reclassification Monitoring

Once the student meets all four of the criteria, the student is redesignated from English Learner to Redesignated Fluent English Proficient (RFEP). All reclassification documents are maintained in the student's permanent record (and IEP, if applicable) both in physical and electronic formats. The District monitors the progress of reclassified students annually for four years to confirm classification placement, and to provide additional academic support, as needed.

Part 11: English Learner Parent Notifications

Initial and Annual Parent Notification

The District ensures that ongoing communication is maintained with parents/guardians of English learners. No later than 30 days after the beginning of the school year, all parents of English learners are informed of the following:

- Reasons for the student's identification as limited English proficient and the need to participate in English language development (ELD);
- Student's English proficiency level and the status of the student's academic achievement;
- Methods of instruction used in the program and in all other available programs, including how programs differ in content, instructional goals, and the use of English and native language instruction;
- How the program will meet the educational strengths and needs of their student;
- How the program will help their students learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Reclassification requirements;
- In the case of a child with a disability, reference to how the program meets the objectives of the Individualized Education Program (IEP) of the student ;
- Information pertaining to parental rights that includes the following guidance:

    o Detailing the right that parents have to immediately remove their child from such a program upon request;
    o Detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available;
    o Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

The District and school sites work collaboratively to inform parents of English learner students how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging academic content standards expected of all students. Through District and site English learner parent advisory committee meetings, parent workshops provided throughout the Parent Educational Center (PEC), the Annual Parent Leadership Conference, at school sites and through the Promise Scholars Program workshops, there is a multitude of ways parents of English Learners are involved in assisting their children to attain English proficiency and achieve at high academic levels.

The District informs parents that they have an option to decline or opt-out of a specific language service program placement or EL service within a setting. However, Districts are still obligated under federal and state law to ensure that all English Learners, including those whose parents have opted their child out of EL programs or services, access educational programs and that their language and academic needs are being met. If an EL student who is opted out of the District's EL program or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more academic area due to language barriers, the District will inform the EL student's parents of his or her lack of progress and offer the parents further opportunities to enroll the student in the EL program or EL services at any time. Should the District show the student is struggling and the parent continues to decline the EL program or service, the District is responsible

under Federal Civil Rights laws to take appropriate action to meet its obligation, such as provide the student access to language acquisition support.

If a parent or guardian opts their child out of ELD services, the District responds by granting such a request in writing and works with the school site to document how meaningful instruction and access will be provided to the child. The District maintains appropriate documentation demonstrating that a parent made a voluntary, informed decision to decline EL services. The District monitors the progress of all ELs who have been 'opted out' of services or EL programs and notifies the site of students who are not making progress or incurring academic deficits so they may work with parents to determine appropriate supports. EL students who are opted out will still remain classified as an "EL" until they meet the District's reclassification criteria. **There is no language assessment exemption for these EL students, and must take the ELPAC Summative Annually.**

Appendix

Glossary and Resources List

Sample Annual and Initial Parent Notification Letters

Sample Home Language Survey

Sample Annual Parent Notification Letters

Ontario-Montclair School District
Annual Parent Notification Letter
Federal Title I/Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

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]).

Most Recent English Language Proficiency Assessment (ELPAC) Results (20 U.S.C. Section 6312[e][3][A][ii])

Composite	ELPAC Scale Score	ELPAC Performance Level
Overall	*[insert overall scale score]*	*[insert overall performance level]*
Oral Language (Speaking & Listening)	*[insert oral language scale score]*	*[insert oral language performance level]*
Written Language (Reading & Writing)	*[insert written language scale score]*	*[insert written language performance level]*

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

ELPAC and English Language Development (ELD) Levels

ELPAC Performance Level	ELD Standards Proficiency Level
LEVEL 1: Minimally Developed	EMERGING requires substantial linguistic support
LEVEL 2: Somewhat Developed	EXPANDING requires moderate linguistic support
LEVEL 3: Moderately Developed	EXPANDING and BRIDGING requires moderate to light linguistic support
LEVEL 4: Well-Developed	BRIDGING requires light linguistic support

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert 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]).

2021-2022 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 district's exit (reclassification) criteria are listed below.

Required Criteria *(California Education Code Section 313[d])*	LEA Criteria
Annual English Language Proficiency Assessment	English Language Proficiency Assessment for California (ELPAC) or ELPAC Alternative Overall Score of 4
Teacher Evaluation ('Teacher' refers to the classroom teacher and/or other certificated staff with responsibility for teaching or placement decisions.)	Mark or grade of 3 or C in English Language Arts for Reading on the most recent Student Achievement Report (SAR)
Parental Opinion and Consultation	Parental consultation (written or verbal)
Performance in Basic Skills	Gr. K: Foundational Assessment 70% or above on ESGI Gr. 1-8: Grade Level Lexile At or Above on i-Ready

Ontario-Montclair School District
Annual Parent Notification Letter
Federal Title I/Title III and State Requirements

*Students with IEPs who do not meet the LEA Criteria must have an IEP meeting to determine if Basic Skills is met.	

Most Recent Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Local Measures	Most Recent Grade
English Language Arts	*[insert English language arts results]*	*[insert English language arts results]*

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]). We also offer the following language acquisition programs:

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.

Dual-Language Immersion (DLI) Program: A language acquisition program also referred to as **Two-Way Immersion** that provides 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. We have Spanish DLI programs at Central Language Academy and Euclid Elementary School. We have a Mandarin DLI program at Montera Elementary School. Please see OMSD.net for school information.

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 Brenda Aguirre-Hassan at Brenda.Aguirre-Hassan@omsd.net 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 ELD 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]).

Sample Initial Parent Notification Letters

Ontario-Montclair School District
Initial Parent Notification Letter
Federal Title I/Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are required to 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 explains 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]).

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

Composite	ELPAC Scale Score
Overall	[insert overall scale score]
Oral Language (Speaking & Listening)	[insert oral language scale score]
Written Language (Reading & Writing)	[insert written language scale score]
Composite	ELPAC Scale Score

Based on results of the English language proficiency assessment, your child has been identified as an [Insert Calculated_ELAS] student.

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert 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])

ELPAC and English Language Development (ELD) Levels

ELPAC Performance Level	ELD Standards Proficiency Level
LEVEL 1: Minimally Developed	EMERGING requires substantial linguistic support
LEVEL 2: Somewhat Developed	EXPANDING requires moderate linguistic support
LEVEL 3: Moderately Developed	EXPANDING and BRIDGING requires moderate to light linguistic support
LEVEL 4: Well-Developed	BRIDGING requires light linguistic support

2021-2022 Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The *[insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria *(California Education Code Section 313[f])*	LEA Criteria
Annual English Language Proficiency Assessment	English Language Proficiency Assessment for California (ELPAC) or ELPAC Alternative Overall Score of 4
Teacher Evaluation ('Teacher' refers to the classroom teacher and/or other certificated staff with responsibility for teaching or placement decisions.)	Mark or grade of 3 or C in English Language Arts for Reading on the most recent Student Achievement Report (SAR)
Parental Opinion and Consultation	Parental consultation (written or verbal)
Performance in Basic Skills *Students with IEPs who do not meet the LEA Criteria must have an IEP meeting to determine if Basic Skills is met.	Gr. K: Foundational Assessment 70% or above Gr. 1-8: Grade Reading Lexile Level At or Above on i-ready

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 minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We offer the following language acquisition programs:

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.

Dual-Language Immersion (DLI) Program: A language acquisition program also referred to as **Two-Way Immersion** that provides 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. We have Spanish DLI programs at Central Language Academy and Euclid Elementary School. We have a Mandarin DLI program at Montera Elementary School. Please see OMSD.net for school information.

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 Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact Brenda Aguirre-Hassan at Brenda.Aguirre-Hassan@omsd.net to ask about the process.

All 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 ELD 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 Educational 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]).

31

Sample Home Language Survey

ONTARIO – MONTCLAIR SCHOOL DISTRICT
HOME LANGUAGE SURVEY
Encuesta del Idioma Hablado en el Hogar

School: _____
Escuela:

Childs Name: _____   Middle: _____   Last: _____   Age: _____
Nombre del Alumno   Inicial   Apellido   Edad

Childs Birthdate: _____
Fecha de nacimiento del alumno: Month/mes day/día year/año

In which country was your child born: _____
En que país nació su hijo(a):

Date of first entry into a school in California: _____
Fecha en que primero ingresó a una escuela en California: Month/mes day/día year/año

Date of first entry into a school in the United States: _____
Fecha en que ingresó a una escuela en los Estados Unidos:

Directions to Parents and Guardians: Instrucciones para padres y tutores:

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

El Código de Educación de California contiene requisitos legales que guían a las escuelas a dar un examen de proficiencia en inglés a los estudiantes. El proceso comienza con determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela a saber si el estudiante debe tomar el examen. Esta información es esencial para que la escuela pueda proveer programas y servicios adecuados a los estudiantes.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

Como padre o tutor, su cooperación es necesaria para cumplir con estos requisitos. Por favor responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda a todas las preguntas. Si contestó con error a las preguntas de esta encuesta de idioma, Ud. puede solicitar corrección de su respuesta antes de que la proficiencia de su estudiante sea evaluada.

Please answer the following questions: Favor de contestar las siguientes preguntas

Which language did your child learn when he/she first began to talk?
¿Cuál fue el primer idioma que su hijo(a) aprendió cuando empezó a hablar?

Which language does your child most frequently speak at home?
¿Qué idioma habla su hijo(a) con más frecuencia en el hogar?

Which language do you (the parents or guardians) most frequently use when speaking with your child?
¿Qué idioma habla usted con más frecuencia cuando conversa con su hijo(a)?

Which language is most often spoken by adults in the home?
¿Qué idioma hablan principalmente los adultos cuando conversan en el hogar?

Signature of Parent/Guardian Firma del Padre/Tutor _____   Date Fecha _____

**************** FOR OFFICE USE ONLY/PARA EL USO DE LA OFICINA SOLAMENTE ****************

Enrollment Date: ___/___/___   School Start Date: ___/___/___   Student ID: _____

A Home Language Survey (HLS) MUST ONLY be completed for NEWLY ENROLLED students.

ENGLISH–SPANISH
EDUCATION LANGUAGE GLOSSARY

This is a translation glossary developed to encourage more consistent use of words and terms that are commonly found in state and federal education communications. While the glossary is intended for use by the California Department of   Education [CDE] and its translators, the CDE is making the glossary available to districts in California who wish to refer to it as a resource.

The following considerations or guidelines were followed in the development of this glossary:

- This glossary does not contain all possible regional, dialectical, or colloquial variations.
- For many terms, more than one Spanish translation is provided. In these cases, the options are separated with a comma and listed in order of preference.
- A slash (/) is used to indicate gender options.
- Italics are used for terms that require italics according to the *CDE Style Manual.*
- Italics are occasionally used in the Spanish-language translation to indicate terms for which no appropriate Spanish term was available; in those cases the English-language term should be used.
- When an English term is known by an acronym, the Spanish translation is followed by an explanation that the term is known in English by the acronym. The reference to the English acronym needs only to be noted the first time the term is used in a document.

GLOSARIO INGLÉS-ESPAÑOL DE TÉRMINOS EDUCATIVOS

Esta es la segunda edición de un glosario bilingüe desarrollado para fomentar un uso más uniforme de palabras y términos que se encuentran comúnmente en los comunicados de educación a nivel estatal y federal. Aunque el glosario está diseñado para ser utilizado por el Departamento de Educación de California (CDE) y por sus traductores, el CDE está poniendo el glosario a disposición de las agencias educativas locales de California que desean referirse a él como un recurso.

Se tomaron en cuenta las siguientes consideraciones y directrices para el desarrollo de este glosario:
- Este glosario no contiene todas las posibles variaciones regionales, dialécticas o coloquiales.
- Para muchos términos, se proporciona más de una traducción al español. En estos casos, las opciones se separan con una coma y se enumeran en orden de preferencia.
- Se utiliza una barra diagonal (/) para indicar las opciones de género.
- Se utiliza la letra cursiva para términos que requieren ser escritos en cursivas, según el *Manual de Estilo del CDE.*
- La letra cursiva se utiliza ocasionalmente en la traducción al español para señalar

términos para los cuales no se cuenta con un término adecuado en español; en dichos casos, se debe utilizar el término en inglés.

- Cuando un término en inglés es conocido por un acrónimo, la traducción al español es seguida por una explicación por la cual se conoce al acrónimo en inglés. La referencia al acrónimo en inglés sólo debe hacerse la primera vez que el término se utiliza en un documento.

A	
ability	capacidad, habilidad
above average	por arriba del promedio
academic achievement	goals metas de logros académicos
academic standards	estándares académicos
accelerated courses	cursos intensivos
accommodations	adaptaciones, acomodamientos
accountability	responsabilidad, rendición de cuentas
achievement	logro, progreso
achievement gap	brecha de logro
acquisition	aprendizaje, adquisición
acronyms	siglas
action plan	plan de acción
active learning	aprendizaje activo
adjustment	ajuste
administer	aplicar, se aplica, aplicación, dar, administrar
administration	administración
administrator	administrador/a, el director
adopt	adoptar
adopted materials	materiales adoptados
adoption	adopción
advanced students	estudiantes adelantados/as/avanzados
advise, to	aconsejar

advisory committee	comité asesor
align (to), alignment	alineado, basado en
alternative	alternativo/a
B	
Basic skill	Destrezas basicas
Below expectations	Por debajo de las expectativas mínimas
benchmark	Punto de referencia
Benchmark test	Prueba basada en estandares especificos
Bilingual assessment	Evaluacion bilingue
Bilingual education	Educacion bilingue
Bilingual educational aide	Auxiliar educativo/a bilíngue
Dual Immersion Program	Programa de doble inmersión
biliteracy	capacidad de leer y escribir en dos idiomas
biliterate	capaz de leer y escribir en dos idiomas
board meeting	junta de la mesa directiva/del consejo escolar
board of directors	mesa directiva, consejo directivo
Board of Education	Mesa Directiva de Educación, Consejo Escolar
bond measure	iniciativa electoral de emisión de bonos
C	
cadre	grupo, conjunto de expertos, líderes
calendar days	días civiles
California Assessment System	Sistema estatal de exámenes de California
California Department of Education (CDE)	Departamento de Educación de California (conocido en engels como CDE)
California *Education Code*	*Código de Educación* de California
California Standards Tests (CSTs)	*Pruebas de los estándares académicos de California (conocidas en inglés como CSTs)*
California State Board of Education	*Mesa Directiva de Educación de California, Consejo escolar del Estado de California*

categorical funds	fondos por categorías
categorical programs	programas por categorías
categorically funded programs	programas con financiamiento por categorías
child	niño/a, menor de edad, menor
child development programs	programas para el desarrollo infantil
children with disabilities	niños/as con discapacidades
class size reduction	reducción de la proporción de estudiantes por maestro
classified personnel or staff	personal sin certificado educativo
Cognitive Academic Language Proficiency (CALP)	Desarrollo del lenguaje académico (conocido en inglés como CALP)
college	universidad
college preparatory program	programa de preparación para el ingreso a la universidad
community college	institución postsecundaria, universidad pública de dos años
competency	capacidad, aptitud
compliance review	evaluación de la conformidad a los reglamentos
computer literacy	Habilidades y conocimientos fundamentales en El manejo de las computadoras
confidential	confidencial, privado
Consolidated Application (ConApp)	Solicitud consolidada (conocida en inglés como ConApp)
content standards	estándares de contenido académico
cooperative learning	aprendizaje cooperativo/colaborativo
core curriculum	currículo requerido
core program	programa de materias requeridas
core subjects	materias/asignaturas requeridas
counselor	consejero/a
country of origin	país de origen, procedencia
credential	título, credencial, licencia
critical thinking	crítico, pensamiento analítico
curriculum	currículo, plan de estudios

D	
development standards	estándares de desarrollo
diagnostic	diagnóstico
directions for test administration	instrucciones para la administración de las pruebas
disabilities	discapacidades
District English Language Advisory Committee (DELAC)	Comité asesor del distrito escolar para los estudiantes de inglés como segunda lengua (conocido en inglés como DELAC)
districtwide	a través del distrito, a nivel de distrito
domain	áreas
dropout	estudiante que abandona los estudios
dropout rate	tasa, índice de abandono escolar
E	
Early intervention	Intervención temprana
Early literacy	Alfabetización temprana
Economically disadvantaged	De escasos recursos económicos
Education code	Código de Educación
Effective communication skills	Habilidad para comunicarse efectivamente
Elective classes	Materias optativas
Elementary Education	Ensenanza/Educacion primaria
Eligible	Eligible
English Language Proficiency Assessment for California (ELPAC)	Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)
English as a second Language (ESL)	Inglés como una segunda lengua (conocido en inglés como ESL)
English language acquisition	proceso de dominar el inglés como segunda lengua
English-language arts (ELA)	lengua y literatura en inglés (conocida en inglés como ELA)
English-language arts standards	estándares académicos de lengua y literatura en inglés
English-language development (ELD)	Desarrollo del inglés como segunda lengua (conocido en inglés como ELD)
English-language development standards	Estándares académicos para el desarrollo del inglés

	como segunda lengua
English language learner (ELL)	Estudiante de inglés como segunda lengua (conocido en inglés como EL)
English-language performance level	Nivel del desarrollo del inglés como segunda lengua
English-language performance	nivel del desarrollo del idioma inglés
English-language skills	habilidades en el idioma inglés
English Learner Advisory Committee (ELAC)	Comité asesor de la escuela para los estudiantes de inglés como segunda lengua (conocido en inglés como ELAC)
English learner (EL)	Estudiante de inglés como segunda lengua (conocido en inglés como EL)
English proficient	con dominio del inglés
English-speaking	que habla inglés
enrollment	matriculación, número de matriculados
evaluation	evaluación
exemption	exención (*exemption*)
extended listening comprehension	comprensión extendida al escuchar
F	
feeder schools	escuelas emisoras de estudiantes
fees	cuota, costos de matrícula
field test	someter a prueba en el campo educativo
field trip	excursión escolar
fluency	fluidez, fluidez al hablar
fluent-English proficient (FEP)	con dominio total del inglés (conocido en inglés como FEP)
fluent reader	con fluidez en la lectura
following oral directions	seguir instrucciones orales
foster child	niño/a de crianza/hogar
framework	esquema curricular, estructura, esquema conceptual
fully mainstreamed	totalmente integrado (al programa educativo regular)
G	

GATE program	Programa de educación para estudiantes dotados y con talento (conocido en inglés como GATE)
General Educational Development (GED)	Desarrollo educativo general (conocidas en inglés como GED)
Gifted and Talented Education (GATE)	Educación de estudiantes dotados y con talento (conocido en inglés como GATE)
Governing board	Mesa o junta directiva
grade	año, grado
Grade-level standards	Estándares del año académico
Grade-point average (GPA)	Promedio de calificaciones (en puntos) conocido en inglés Como GPA
Grammatical conventions	Reglas gramaticales
Guardian	Tutor/a(legal)
Guidelines	Pautas, normas generales, principios normativos
H	
heritage language	lengua materna
high academic level	alto nivel académico
high achievement	alto rendimiento
high expectations	altas expectativas
highly qualified teacher	maestro/a altamente acreditados/as
history–social science	historia-ciencias sociales
home language survey	encuesta de la lengua materna
I	
Immigrant	inmigrante
Immigrant status estatus	inmigratorio/migratorio
Impaired	impedido, inhabilitado
Implementation práctica	implementación, ejecución, puesta en
Individualized education program (IEP)	Programa de educación individualizado o programa individualizado de educación (conocida en inglés como IEP)
Individuals with Disabilities Education Act (IDEA)	Ley Federal de la Educación de Personas con Discapacidades (conocida en inglés como IDEA)

Initial identification	identificación inicial
Initially fluent-English proficient (I-FEP)	Inicialmente designado como estudiante que domina el inglés (conocido en inglés como I-FEP)
instruction	enseñanza, instrucción
Instructional materials	didácticos/instructivos
instructional strategies	estrategias didácticas/instructivas
intervention program	programa de intervención
interventions	intervenciones
K	
kindergarten	jardín de niños/infantil, *kinder*, *kindergarten*
L	
language acquisition	adquisición del idioma
language arts	lengua y literatura
language arts core	lengua y literatura básicas
language classification	clasificación según el dominio del idioma
Grade Level Lexile	Nivel léxico del grado
limited-English proficiency	de/con dominio limitado del inglés
link (as in Internet or Web link)	enlace (como en el Internet)
listening	escuchar
listening comprehension	comprensión auditiva
listening domain	área de escuchar
local control	control local
local educational agency (LEA)	agencia local de educación (conocida en inglés como LEA)
low-income families	familias de bajos ingresos/escasos recursos
M	
magnet school	escuela *magnet*
make-up dates (for testing)	fechas de examen(es) de recuperación /extraordinaria
mainstream English	inglés de uso común

Master Plan for English Learners	Plan maestro para estudiantes del inglés como segunda lengua
master schedule	horario principal/maestro
mathematics	matemáticas
measurement	medición, medida
mental health	salud mental
mentor, to servir	como mentor, aconsejar
middle school escuela	intermedia, secundaria (*middle school*)
modifications	modificaciones
monitor	monitorear
Multicultural education	Educación multicultural
N	
Native English Speaker	angloparlantes/anglohablantes de nacimiento
Native language	Lengua materna/de nacimiento
newcomer	Estudiantes recien llegados
Non-english proficient	Sin dominio del inglés, que no domina el ingles
Non-english speaking	Que no habla inglés
O	
Office for Civil Rights (OCR) of the U.S. Department of Education	Oficina para Derechos Civiles (conocido en inglés como OCR) del Departamento de Educación de los EEUU
open house	recepción escolar para padres de familia y estudiantes
oral language skills	capacidad o aptitud de expresión oral
oral vocabulary	vocabulario oral
overall performance level	resultado total
P	
paraprofessional	asistente de maestro, semi-profesional
parent advisory committee	comité asesor de padres de familia
parent education level/level of education	nivel de educación de los padres de familia
parent/guardian involvement	participación de los padres de familia y tutores

parental notification	notificación para los padres de familia y tutores
parental (and guardian) options	opciones de padres de familia y tutores
parents and guardians	padres de familia y tutores
participation criteria	criterio de participación
performance level	nivel de rendimiento
performance report	informe de rendimiento
performance tasks	ejercicios de rendimiento
pilot	evaluación
primary language idioma nativo, lengua materna	professional development capacitación, desarrollo profesional
progress report	informe de progreso académico
provision	provisión
R	
reading	domain área de lectura
reading readiness skills	preparación o aptitud en la lectura
Reading/Language Arts Framework	Curricular de Lengua y Literatura
reading comprehension	comprensión de lectura
Reading domain	Area de lectura
reclassified-fluent-English proficient (R-FEP)	Reclasificado como un estudiante que domina el inglés (conocido en inglés como R-FEP)
reclassification	reclasificación
register	matricular
Registration form	Formulario de matrícula
regulations	reglamentos
Released test questions	Preguntas dispensadas de las pruebas
relevant	pertinente
Remediation program	Programa correctivo
remove	retirar
Report card	Libreta, reporte, boleta de calificaciones

Research based	Que tiene base en la investigación científica
S	
sample (as in sample report)	muestra, ejemplo
School accountability report Card (SARC)	Reporte de rendición de cuentas escolar (conocido en inglés como SARC)
school action plan	plan escolar de acción
school records	registros/expedientes escolares
Schoolwide Plan Student Achievement (SPSA)	Plan Escolar para el Rendimiento Estudiantil (SPSA)
school site council (SSC)	consejo del plantel escolar (conocido en inglés como SSC)
School year	Ano escolar
science	ciencias
Science Framework Marco	Curricular para las Ciencias
scientifically-based methods métodos	científicamente comprobados
score	calificación, resultado
seal	sello
Secondary education	Ensenanza secundaria
Section 504 plan	plan de la Sección 504
sheltered English	instrucción contextualizada para el aprendizaje del inglés
sheltered instruction	instrucción contextualizada
skills	habilidades, capacidades, destrezas
social vocabulary	vocabulario
Socioeconomically disadvantaged students	Estudiantes de escasos recursos socioeconómicos
Spanish language	idioma español, lengua española
Spanish-speaking students	estudiantes hispanohablantes/que hablan en español
speaking	expresión oral
speaking domain	área de expresión oral
special day class (SDC)	clase especial para estudiantes con Discapacidades (conocidas en inglés SDC)
special education	educación especial

staff development	capacitación del personal
standardized testing	pruebas estandarizadas
Standardized Testing and Reporting (STAR) Program	Programa de Exámenes y Reportes(conocido en inglés como el Programa STAR)
standards	estándares
standards-aligned	instruction enseñanza basada en los estándares
standards-based curriculum	currículo basado en los estándares
STAR Student Report	Reporte Individual de los Resultados de STAR
State Board of Education (SBE)	Mesa Directiva Estatal de la Educación (conocida en inglés como SBE)
State exams	Exámenes estatales
State framework	Marco curricular del estado
State exams	Exámenes estatales
State Superintendent of Public Instruction (SSPI)	Superintendente de Instrucción Pública del Estado (conocido en inglés como SSPI)
student achievement data	datos de aprovechamiento académico
substitute teacher	maestro/a suplente
supplemental	suplementario/a
support services	servicios auxiliares
support staff	personal auxiliar
suspension, suspend, suspended (from school)	suspensión, suspender, suspendido
systemic	sistémico
T	
task force grupo de expertos	asignados a un proyecto específico
technical assistance	ayuda técnica
test administrator	examinador/a
test administration window	periodo de administración de las pruebas
Test components	Áreas del examen
tested	Someter a una prueba, se le aplicó una prueba, se le dio una prueba

textbook adoption	adopción de libros de texto
Title I	Título I
Title III	Título III
tutoring	Instrucción suplementario, clases particulares, tutoría
U	
underachievement	logro inferior a lo previsto
universal access	acceso universal
update, to	actualizar, poner al día
U.S. Department of Education	Departamento de Educación de EEUU
V	
verbal comprehension	comprensión verbal
verbalize, to	verbalizar, expresarse con palabras
visual cues	indicaciones visuales
W	
Website/page	sitio/página Web
writing escritura	expresión escrita
writing conventions	técnicas de expresión escrita
writing domain	área de escritura
writing sentences	escritura de oraciones