

**Board and Oasis Charter Public School
Salinas, California**

Board Policy Adopted: January 31, 2024

Section V Students

Article XXV English Learners and Reclassification

The UCEN Board/Oasis Charter Public School recognizes the need to provide quality instruction for all students inclusive of English learners that will enable them to become proficient in English and develop confidence to be successful in speaking, listening, reading and writing. The school's Local Control and Accountability Plan (LCAP) shall identify in its goals specific actions and services to enhance student engagement, academic achievement, and other specified outcomes for English learners.

The Executive Director or designee shall provide professional development to all teachers, support staff, administrators. The professional development plan will assist and support teachers to improve the instructional strategies for English learners.

The Executive Director or designee shall ensure that all staff employed to teach English learners are appropriately credentialed, and have the necessary authorizations from the Commission on Teacher Credentialing.

Identification and Assessment

The Executive Director or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC).

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

Initial English Proficient Assessment

All students who enter California public schools are given a Home Language Survey included in the student's enrollment packet. When the initial Home Language Survey indicates a student's home language is other than English, the student will be assessed with the Initial English Language Proficiency Assessment for California known as the Initial ELPAC.

The test is used to determine if a student is an English learner or is fluent in English. The results of this initial test will help identify students who may need help learning English.

The ELPAC identifies three different classifications; (1) Initial Fluent English Proficient, (2) Intermediate English Learner and (3) Novice English Learner.

(1) Initial Fluent English Proficient Students: who are identified as Initial Fluent English Proficient have well developed oral skills (listening and speaking) and written skills (reading and writing). These students can use English to learn to communicate in meaningful ways appropriate to different tasks, purposes, and audiences in a variety of academic and social contexts. These students may need linguistic support to engage in social and academic settings, they may also need some support to communicate on less familiar tasks or topics.

(2) Intermediate English Learner Students: Students classified at this level have well developed moderate oral skills (listening and speaking) and written skills (reading and writing). This level has a broad range of English learners, from those who can use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts. Depending on the individual student, the level of support needed may be moderate, light or minimal. They may need substantial to moderate support to communicate on less familiar tasks and topics.

(3) Novice English Learner Students: These students have minimally developed oral skills (listening and speaking) and written skills (reading and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They will need substantial to moderate linguistic support to communicate in familiar social and academic contexts and need substantial linguistic support to communicate on tasks that are less familiar tasks and topics.

Summative Language Proficiency Assessment

Every year all students classified as English language learners in the State of California will be required to be assessed by the use of the Summative English Language Proficiency Assessments of California (ELPAC).

The Summative ELPAC assesses English learners in four areas: Listening, Speaking, Reading and Writing. Once students have completed the assessments they will receive an overall score that is divided into four levels, Proficiency 4, 3, 2, 1.

Proficiency 4

These English learners have well developed oral skills in listening and speaking and written skills in reading and writing. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, and audiences in a variety of social and academic contexts. They may need occasional language support to engage in familiar social and academic settings and need light support to communicate on less familiar tasks and topics.

Proficiency 3

These English learners have moderately developed oral skills in listening and speaking and written in reading and writing. They can sometimes use English to communicate in meaningful ways in a range of topics and content areas. They will need light to minimal language support to engage in familiar social and academic settings and will need moderate support to communicate on less familiar tasks and topics.

Proficiency 2

These English learners have somewhat developed oral listening and speaking skills and written reading and writing skills. These students can use English to meet immediate communication needs and often are not able to use English to learn and communicate topics or content areas. They will need moderate to light language support to engage in familiar social and academic settings, and substantial to moderate support to communicate less familiar tasks and topics.

Proficiency 1

These English learners have minimally developed oral skills in listening and speaking and in written English skills in reading and writing. They tend to rely on learned words and phrases to communicate at a basic level. They will need substantial to moderate language support to communicate in social and academic settings, and substantial language support to communicate on less familiar tasks and topics.

Scoring of Assessment

The overall score from the assessment consists of the student's Oral Language and Written Language score. The Oral Language score consists of the student's scores from Listening and Speaking domains. The Written Language score consists of the student's scores from Reading and Writing domains.

Parent Notifications

The Executive Director or designee shall notify parents/guardians of the results of the ELPAC within 30 calendar days after receipt of the results. If the results are received after the last day of instruction for the year, the results shall be provided to parents/guardians within 15 working days of the start of the next school year.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following;

1. The reason for the identification and the need for placement in a language acquisition program
2. The level of proficiency, how the level was assessed, and the status of the student's academic achievement.
3. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, and the manner in which the program for English language development instruction will meet the educational strengths and needs of students and help such students develop English proficiency and meet age-appropriate academic standards.

Reclassification

Oasis Charter Public School may change a student's status to Reclassified Fluent English Proficient (RFEP) if they have scored a proficiency of Level 4 overall. If a student has an Oral Language or Written Language score less than 4 but still has an Overall score of 4, that student may still be reclassified and will no longer need to take the ELPAC.

The school will monitor the student's progress of RFEP students for four years to ensure they continue to academically succeed. Students who may not be having academic success will receive additional support, until such time they demonstrate adequate progress.

For a student to be reclassified a Review Team made up of the Executive Director or designee, ELD teacher, classroom teacher, and parent/guardian will meet. They will review the student's progress toward English proficiency. The criteria used to assess a student to see if they have reached English proficiency are as follows:

1. ELPAC Overall score of of 4
2. Teacher's review of the student's mastery of curriculum
3. CAASPP English Language Arts result indicating the student has Met Standard, Above Standard, or Nearly Met Standard, or the school can review the results and determine the threshold of class average of the English only students.
4. Parent/guardian input as to their opinion.

LCAP Advisory Committee

When there are at least 15 percent English learners in the school with at least 50 students who are English learners, an English Learner Advisory Committee (ELAC) shall be established to review and comment on the school's LCAP. The advisory committee shall provide input regarding the language acquisition program(s) and services for English learners. The committee shall be composed of a majority of parents/guardians of English learners. If the District English Language Advisory Committee (DELAC) acts as the ELAC, the DELAC shall also review and comment on the development or annual update of the LCAP.