

English Language Proficiency Levels

Proficiency levels are aligned to the California English Language Development (ELD) Standards. They form the pathway to the English Language Arts Grade-Level Content Standards. In addition, each ELD level builds on the preceding level. Elementary English learners are expected to advance one ELD level per year. Below is an explanation of what students are able to do at each of the **four ELD levels**:

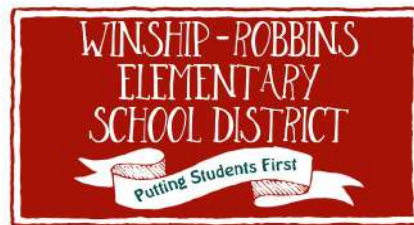
ELD 1- English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate. This test performance level corresponds to the **“Emerging”** proficiency level as described in the CA ELD Standards.

ELD 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 communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the **“Expanding”** proficiency level as described in the CA ELD Standards.

ELD 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 support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the **“Expanding”** proficiency level through the lower range of the **“Bridging”** proficiency level as described in the CA ELD Standards.

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

The District’s **goal** is for all ELs to acquire high levels of English proficiency to meet grade-level standards in all content areas as rapidly as possible. All English learners are expected to make progress in acquiring English and are given full access to grade-level curriculum. Students who do not make adequate progress are provided with opportunities to receive intervention services.



Winship-Robbins ESD

17451 Pepper Street
Robbins, CA 95676
Phone (530) 738 - 4386
Fax (530) 738 - 4291

<http://www.winship-robbins.sutter.k12.ca.us>

Winship- Robbins Elementary School District



Instructional Programs for English Learners In Elementary Schools

Brochure for Parents

SUPERINTENDENT:
DAWN CARL

EL COORDINATOR:
KIM RICHTER

Phone: (530) 738 - 4386

Program Goals and Descriptions:

When the Home Language Survey (HLS) identifies a potential English learner; the school informs the parents of the Master Plan instructional program options, placement, and their right to request a waiver for an alternative program.

The English Language Proficiency Assessments for California (ELPAC)

ELPAC is administered within 30 calendar days of enrollment to determine English proficiency and English learner (EL) classification. The school notifies parents of the initial ELPAC and primary language test results and confirms program placement. At this time, parents are given an opportunity to request a change of program placement. Subsequently, ELs are annually assessed with the ELPAC to measure ELD progress. Parents are annually notified of their child's test results and program placement. They may request a conference with the principal to discuss test results, program placement, or other program options.

Master Plan Instructional Programs

Instructional Plans:

All Master Plan instructional programs are designed to ensure that ELs acquire full English proficiency and meet grade-level content standards as rapidly as possible

Structured English Immersion (SEI):

ELs with less than reasonable fluency in English are placed in an SEI Program. The SEI program provides instruction in English, including: content-based ELD, primary language support, and Specially Designed Academic Instruction in English for access to grade-level content. ELs are grouped by their English proficiency level for daily ELD/ESL instruction.

Mainstream Program:

ELs with reasonable fluency in English are placed in the Mainstream Program. This program provides grade-level academic instruction in English and is designed for native English speakers. ELs continue to receive additional instructional support in order to meet the requirements to be reclassified as fluent English proficient.

Note: Parents have the right to request the Mainstream Program for their child at any time during the year. This request must be made in writing.

The Waiver Process:

Parents have the right to request an Alternative Program. Parental Exception Waivers must be acted upon no later than 10 calendar days after the end of the initial 30-day SEI placement, or within 20 instructional days from the time the parental waiver is received by the school principal, whichever is later. Circumstances in which a parental exception waiver may be granted are as follows: (a) children who already know English, (b) children age 10 or older, and (c) children with special needs. Parents are given the option of transferring their children to another public school in which such a program is offered (Educational Code 310).

Note: Parents must annually request a Parental Exception Waiver in person to continue enrollment.

The Appeal Process:

Parental Exception Waivers shall be granted unless the school administration determines that the Alternative Program offered at the school would not benefit the student. If a Parental Exception Waiver is denied, parents must be informed in writing of the reasons on a Denial Form and advised of appeal procedures. Parents may appeal using the following three steps:

Step 1: Appeal to the Principal/Superintendent
Step 2: Appeal to the Winship-Robbins School Board

Note: The Individualized Education Program (IEP) team determines placement of each student receiving Special Education services regardless of language proficiency.

No provision of an IEP requires a parental exception waiver.