



2023-26 MASTER PLAN FOR ENGLISH LEARNERS

APPROVED BY
THE BOARD OF
EDUCATION

<https://www.stocktonusd.net>
Language Development Office
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Stockton Unified School District

2023-2026 MASTER PLAN FOR ENGLISH LEARNERS

APPROVED BY THE SUSD BOARD OF EDUCATION ON

October 2023

SUSD BOARD OF EDUCATION

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We acknowledge the dedicated efforts of the district, school site staff, and parents for the guidance, support and time they gave to provide input for the 2023-26 revision of the *Master Plan for English Learners*.

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This document is based on regulations outlined in the *California Education Code and Federal Guidelines (Office for Civil Rights)*, the requirements of Federal Program Monitoring, and the mandates of *ESSA Every Student Succeeds Act*. The superintendent, board of trustees, administrative staff, and District English Learner Advisory Committee (DELAC) have reviewed and approved the 2023-26 *Master Plan for English Learners*.

MASTER PLAN FOR ENGLISH LEARNERS

At-a-glance

2023-2026



SUSD's English Learner services are guided by the district's Master Plan for English Learners. This plan is reviewed and revised to reflect current state and federal regulations. In addition to following legislative mandates, the plan is based on sound educational theories and effective instructional evaluation practices for teaching English Learners.

37 LANGUAGES

SUSD is a diverse district, with 37 primary languages in SUSD.

ENGLISH LEARNERS

9,182

Average annual amount of English Learners in SUSD in the last 5 years (2018 - 2023)
8%-13% reclassified every year

BY THE NUMBERS



24% of students enrolled in SUSD are English Learners

PRIMARY LANGUAGES



Spanish (39%) and English (50%) are the most identified languages by students in SUSD.



HIGHLIGHTED PAGES

WHY HAVE AN EL MASTER PLAN?

The plan is required to be developed with the advisement of DELAC (District English Learner Advisory Committee). The plan also provides an excellent reference guide specific to our English Learners and for site ELAC's to utilize. It ensures that EL's will achieve English language proficiency as quickly as possible and promotes the academic success of all EL's. The plan also ensures the development of cross-cultural awareness, appreciation of diverse cultures and languages, and encouragement of bilingualism.



7 CATEGORIES TO REVIEW

Parent involvement

This category provides an overview of parent outreach and a comparison of ELAC and DELAC.

Governance and Administration

This category shows the processes for identifying the diverse populations of English Learners in SUSD.

Funding

This category provides a short overview of district funds that provide for the basic educational needs of our students.

Standards, Assessment, and Accountability

The multiple measures, monitoring of EL's, and documentation to improve student learning.

Staffing and Professional Learning

Approaches to ensuring educators in all levels across SUSD are prepared to meet the needs of EL's.

Opportunity and Equal Educational Access

Addressing the state requirements and approaches that provide equitable access for our EL's.

Teaching and Learning

Incorporating the culturally relevant instructional strategies that address the diverse needs of English Learners.

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- Reclassification criteria (pg. 45)
- Language Acquisition program models in SUSD (pg. 64)
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Stockton Unified School District serves a student population of almost 40,000, where 24.1% are English Learners, followed by 19.1% Redesignated Fluent English Proficient (RFEP) and 2.3% are Initial Fluent English Proficient. SUSD's five primary languages other than English are: Spanish (approximately 39% or 15,733 students), Hmong (1.0% or 390 students), Khmer (Cambodian) (.92% - 360 students), Filipino (Filipino or Tagalog) (.66% or 258 students), and Punjabi .55%. There are 37 languages represented in SUSD schools.

In the most recent decade across the state, English Learners have been called by many names: a) English Language Learners (ELL); Multilingual Learners; Emergent Bilinguals; Language Learners; although all of these descriptors inform our district that they are students who are learning English as a second language. SUSD English Learner services are guided by the district's *Master Plan for English Learners*. The plan is to be reviewed and revised periodically as needed to reflect current state and federal regulations. In addition to following legislative mandates, the plan is based on sound educational theories and effective instructional evaluation practices for teaching EL students. The 2023-26 school year revision aligns district policies and procedures governing EL programs and services with Federal Program Monitoring (FPM) requirements issued by the California Department of Education (CDE), U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice, Office of Civil Rights. This revised Plan also incorporates changes or modifications in local policies and regulations as described in the Local Educational Agency (LEA) Plan and Local Control Accountability Plan (LCAP).

The *Master Plan for English Learners* is a practical guide for all educational partners (students, parents, teachers, support staff, principals, district management, and board members) to ensure that consistent, coherent services are provided to every English Learner. This Plan describes how ELs are identified, the different program options available to them, and the pathway towards becoming proficient in English with full access to the academic curriculum. It describes the process for monitoring student progress from the point of identification through their classification as Reclassified Fluent English Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically.

In Stockton Unified School District the responsibility for oversight and monitoring of the EL Program rests with the Language Development Office (LDO) Department. The LDO,
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Curriculum Department, Research and Accountability Department and the State & Federal Programs staff provide ongoing professional development to district and site leaders to ensure full implementation of the *Master Plan for English Learners*.

The school site principals are responsible to ensure that the policies and procedures in the *Master Plan for English Learners* are carried out and may assign some of these responsibilities to the English Learner Program (ELP) Site Coordinator. The ELP Site Coordinator should be a non-classroom teacher (assistant principal, program specialist, resource teacher, or counselor).

The California English Learner Roadmap

The EL Roadmap Policy is necessary and timely for the following reasons: (1) the passage of the California Education for a Global Economy Initiative (CA Ed. G.E. Initiative), Proposition 58, effective July 1, 2017. The policy recognizes that many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences.

The California English Learner Roadmap was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools. The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* articulated a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy.

Vision- Our English Learners will fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

Mission- California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

There are four ***Principles*** of the ***CA EL Roadmap*** which are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

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 socio-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 of 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

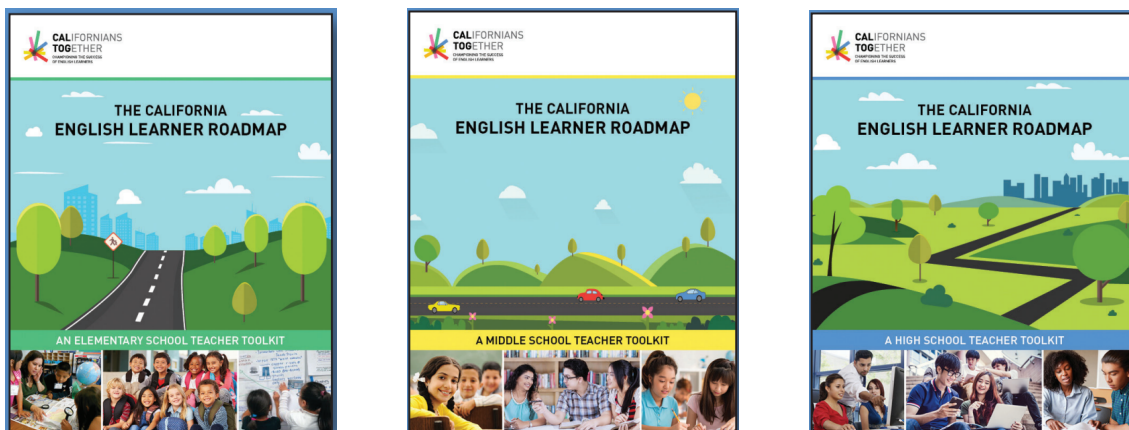
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and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

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.

The following toolkits provide elementary through high school teachers and administrators with indicators that would be useful, essential rubrics to enhance and evaluate their site's EL programs, and to provide input for site EL program needs and supports.



To Download: <https://californianstogether.org/english-learner-roadmap-toolkits/>

Parents of English Learners (EL) are an important factor in their children's education and are encouraged to be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents of English Learners receive information about how to help their children achieve these goals from the district and the school sites in written communications sent to the home. Parents are given information about the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) and are encouraged to participate.

Stockton Unified and school sites provide parents with written information: notices, reports, statements, or records in English and Spanish. Translation services are offered in different languages as well. At sites where Hmong, Cambodian, Lao, Hindi and any of our other languages that are spoken by families in SUSD, written translations in those languages are provided when requested. The intent is to encourage parents to become involved in their children's education by informing them of their rights and the choices they may make regarding their child's education.

Parents are provided with information about how a child is identified as an English Learner and about assessment and placement. They receive information about programs offered for English proficient students and those who are not yet English proficient. They also receive information about supplemental programs and annual notification of English language proficiency and placement, and the criteria for reclassification. When the district has not made progress on meeting the state's local performance indicators, parents/guardians are informed by mail of such outcomes within no later than thirty (30) days.

Since 2016 and the passage of California Proposition 58, also the California Ed.G.E Initiative, parents are also solicited to provide input in developing language acquisition programs. Additionally, parents have a choice in selecting a language acquisition program that best suits their child. Please see section 10, Prop 58 and Parent Request to Establish a Language Acquisition Program.

Parent Outreach

District-wide workshops and training are organized by the Family Resource Center in an effort to engage our families. Parents of English learners are encouraged to participate. Interpreters are provided, and materials are distributed in English and Spanish. Upon request, translations of other materials in other languages may be provided.

The Stockton School for Adults provides free English literary classes for district parents through the Workforce Investment Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Section 231, and English Literacy and Civics Education grant. The purpose of adult education services for parents is to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of secondary school education.

Any English as a Second Language (ESL) programs within the district are to assist adult learners with limited English proficiency to achieve competence in the English language. The goal is to prepare adult learners to be able to fluently speak, read and write English. It prepares them for transitioning into the workforce, higher levels of education, or career technical education. Stockton School for Adults enrolls approximately 2,000 adults in ESL classes offered at various district school sites and community agencies as well as the adult school.

Parents form an integral part of the educational process that results from the partnership among school, family, and community. In order for parents of English learners (EL) and Reclassified Fluent English Proficient (RFEP) students to participate, they must be well-informed of all school site and district activities, procedures, and policies that directly affect their children. Parents are encouraged to participate in all committees at the school, district, and Board levels on services for English learners and RFEP students.

English Learner Advisory Committee (ELAC)



Whenever twenty (21) or more ELs are enrolled at a school site, the site has a functioning English Learner Advisory Committee (ELAC) that actively participates at the school on

programs and services for English learners. The committee is composed of parents of English learners making the majority of members. Parents of English learners are represented in at least the same percentage as the English learner enrollment at the site. The Language Development Office (LDO) provides site administrators with yearly training on ELAC requirements. Requirements are listed in the ELAC/DELAC chart on page 15.

District English Learner Advisory Committee (DELAC)



The District's English Learner Parent Involvement Committee (DELAC) is composed of elected representatives from each school's ELAC. The Language Development Office Director/Specialists assist with the coordination of the meetings and provide training to its members. LDO meets with the DELAC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent training. DELAC representatives and parents at the school sites receive notice of meetings at least 72 hours in advance. Meeting notices are posted at school sites. Notices and handouts are provided in English and Spanish.

The DELAC's Master Plan for English learners Subcommittee is convened periodically to review revisions to the *Master Plan for English Learners* and provide feedback and approval. This Subcommittee presents the revised *Master Plan for English Learners* to the DELAC members for their input. DELAC officers and the LDO Director present the *Master Plan for English Learners* to the SUSD Board for approval.

The DELAC members in collaboration with the Language Development Office and the Research and Accountability Department develop the district-wide *English Learner (EL) Parent Needs Assessment Survey* which is conducted every other school year. The results are shared with all stakeholders. The individual school site's results are distributed to the principals. School sites share the results with their ELACs and begin the process of addressing the concerns.

There is district-wide parent participation in the development of the Local Education Agency (LEA) Plan Goal 3, Consolidate Application of State and Federal Programs, and the Local Control Accountability Plan (LCAP). DELAC meetings are held to give the site representatives the opportunity to provide input. At such meetings, there are Spanish interpreters present to assist parents who may need it.

ELAC/DELAC	
<i>Person Responsible</i>	<i>Duties</i>
Site Administrator	<ul style="list-style-type: none"> a) Facilitates the formation of the ELAC/DELAC. b) Monitors meetings to make sure that required topics are addressed during the school year and that mandated documents including agendas, minutes, sign-in sheets, and supporting documents for at least (4) four meetings are submitted to the Title 1 Crate, as meetings are held. Title 1 Crate is a web-based, district-wide system for housing records. c) Is available to meet when requested by ELAC members/subcommittees to listen to their concerns and/or recommendations regarding the site's EL Programs, especially on the site SPSA (Single Plan for Student Achievement). d) Attends ELAC training provided by LDO and State and Federal Programs staff.
Principal/Designee/ English Learner Program (ELP) Site Coordinator *Should not be a classroom teacher.	<ul style="list-style-type: none"> a) Assists with the ELAC activities as delegated by the principal. b) Attends ELAC training provided by LDO and State and Federal Program staff at the start of the school year. c) Encourages the school site's DELAC Rep to attend DELAC meetings and report back to ELAC.
Parents	<ul style="list-style-type: none"> a) Participate in committees and review procedures/policies to advise administrators and the School Site Council. b) Attend ELAC officers training provided by LDO and State and Federal Program staff.

Language Development Office	<ul style="list-style-type: none"> a) Provide training to ELP Site Coordinators and Parents. b) Supports/assists sites in the formation of ELACs, and collects/reviews ELAC/DELAC documentation for compliance. c) Meets with DELAC officers to coordinate meetings and provide technical support so that DELAC can perform its function.
State and Federal Programs	<ul style="list-style-type: none"> a) Monitors compliance and oversees the downloading of documents to California Department of Education Monitoring Tool (CMT), a web-based system that allows local educational agencies (LEA) to facilitate a response to state and federal requirements for program monitoring. b) Works with Parent Empowerment Coordinator to include DELAC members in District-wide parent training.
Research and Accountability Department	<ul style="list-style-type: none"> a) Works with DELAC and LDO with the development of the <i>EL Parent Needs Assessment Survey</i>, along with its distribution and collection of data to develop reports to be presented to all SUSD stakeholders every other year. The next one will be in 2023-2024.
Educational Services	<ul style="list-style-type: none"> a) Hold principals accountable for completing mandated ELAC responsibilities verified by way of Principal's End-of-the-Year Checkout.

LEGAL CITATIONS

I-EL 1 The Stockton Unified School District (SUSD) outreach to parents of English Learners includes the following actions:

- a) The District sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])

b) The District informs the parents on ways they can be involved in the education of their children, be active participants in assisting their children to attain English proficiency and achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. (20 USC 7012[e][1])

I-EL 2

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of English Learners (5 CCR 11308[b]; EC 62002.5)
- b) Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body (EC 62002.5, 52176[b])
- c) The ELAC has advised the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (EC 64001 [a])
- d) The ELAC has advised the principal and staff on the school's program for English Learners (EC 52176[c], 62002.5)
- e) The ELAC has assisted in the development of the school's needs assessment, and efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])
- f) The ELAC has reviewed and commented on the data reported in the California Longitudinal Pupil Achievement Data System (CALPADS)
- g) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (EC 35147[c]; 5CCR 11308[d])
- h) The ELAC has the opportunity to elect at least one member to the DELAC. (5CCR 11308[b])(EC 62002.5, 52176[b], 35147; 20 USC 6312[g] [4])12[g] [4])

LCFF EC Section 52063 (b) (1)

The governing board of a school district shall establish a District English Learner advisory committee (DELAC) if the enrollment of the school district includes at least 15 percent English Learners and the school district enrolls at least 50 pupils who are English Learners.

LCFF EC Section 52063 (b) (2)

This subdivision shall not require the school district to establish a new English Learner Parent advisory committee if the governing board of the school district has established a committee that meets the requirements of this subdivision.

Stockton Unified School District with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

The DELAC has the opportunity to advise the governing board on all of the following tasks:

- a) Development of a district master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])*
- b) Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])*
- c) Establishment of district program, goals, and objectives for programs and services for English Learners (5 CCR 11308[c][3])*
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])*
- e) Review of and comment on the data as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) (5 CCR 11308[c][5])*
- f) Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])*
- g) Review of and comment on the written notifications required to be sent to parents and guardians (EC 11308[c][7])*
- h) The district has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory Responsibilities. (EC11308[d]; EC62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g] [4])*

Initial Identification and Assessment

Stockton Unified School District has established a process to ensure that all students who have a primary language other than English are properly identified and assessed in a timely manner.

Home Language Survey (HLS)

Upon enrollment, the Registration Card, with the Home Language Survey (HLS) questions embedded in the form, must be completed by a parent or legal guardian of all TK-12 students new to the district (See Tool Kit, page 92). The Registration Card/HLS is available in Spanish, Hmong, Lao and Cambodian/Khmer. To the extent possible, oral translations are provided for parents or guardians who need assistance with the forms.

If at least one of the first three questions on the HLS section of the Registration Card is answered with a language “other than English”, the assessment process to determine English language fluency begins. This process includes testing the student’s English proficiency with the state-adopted English language proficiency assessment, English Language Proficiency Assessments for California (ELPAC). The initial assessment is to be administered within thirty (30) calendar days of enrollment.

Parents who enroll their child in Pre-kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g. Pre-K) on file for a student supersedes all HLS forms completed at later times. The answers provided on the initial/original HLS are documented permanently in California School Information Services/CALPADS.

Correction of Classification Errors

Prior to the implementation of ELPAC, as the primary English Language Assessment, once a student’s English Language Proficiency was designated as an English learner, the student was required to take the annual test of English Language Proficiency in order for that classification to change. However, with the implementation of ELPAC, the state also adopted a new policy to

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allow parents and sites to address mistakes in students' EL classifications under the following circumstances:

1. If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence. Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC in order to determine the student's classification. At least 10 calendar days prior to administration of the Initial ELPAC, the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed. If the Initial ELPAC is administered and the student does not meet the Initial ELPAC criterion for proficiency, the LEA shall classify the student as EL. The LEA shall notify the student's parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC, within 14 calendar days of its determination.
2. If an LEA administers the Initial ELPAC to a student who is not eligible for the assessment, based on the HLS, the student's classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as student records, including in the California Longitudinal Pupil Achievement Data System.
3. After the administration of the Initial ELPAC to a student—but before the student takes the Summative ELPAC (Spring) and at the request of the student's parent or guardian or a certificated employee of the LEA—the LEA shall collect and review evidence about the student's ELP. Based on the results of the review, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results within 14 calendar days of its determination. This review shall occur only once over the course of the student's enrollment in the California public school system.

The sites must provide evidence as follows:

- Results of the HLS
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student's performance in the LEA's adopted course of study and the student's ELD, as applicable, obtained from the student's classroom teacher and

certificated staff with direct responsibility for teacher or placement decisions. During the time evidence is being collected and reviewed, the student shall retain his or her original classification.

The student retains their original classification during the review process.

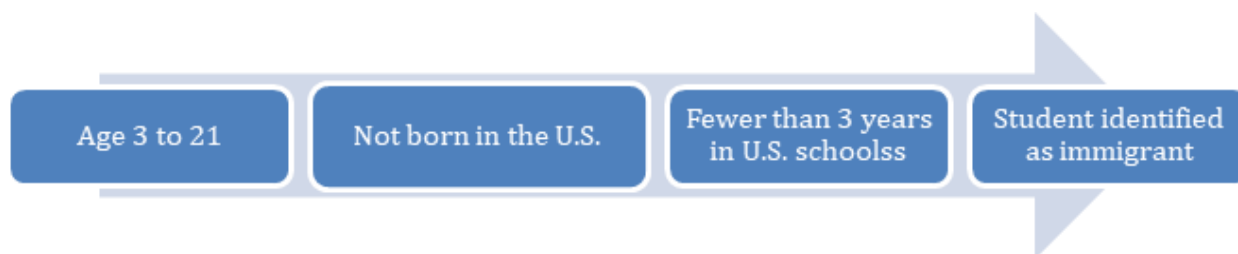
(See Tool Kit for additional information, page 92) for the form to correct errors on the HLS prior to administration of the ELPAC Initial test.

Immigrant Students

The term “immigrant children and youth” refers to individuals who:

- Are aged 3 through 21.
- Were not born in any state.
“State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.
- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

Identification and Reporting



The collection of immigrant information is prohibited during enrollment or registration; therefore, the district has created an alternative means to establish immigrant identification by utilizing the questions from the home language survey.

Students who meet the definition of “immigrant” will be identified by asking the following questions during enrollment: Birthdate, Date of entry into U.S., State, and country of origin, and Date of enrollment to U.S. school.

The term “newcomers,” sometimes associated with English Learners, yet more parallel to Immigrant students, refers to any foreign-born students and their families who have recently arrived in the United States. Newcomer students come from many different countries and diverse cultural backgrounds, bringing with them their cultural values, their experiences, and their languages. The U.S. Department of Education (Department) provides a [Newcomer Tool Kit](#), to help U.S. educators and others who work directly with immigrant students and their families. ([Click here to access the Newcomer Tool Kit](#))

Sources:

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

[5 CCR § 11518.20 Correction of Classification Errors](#)

<https://www.cde.ca.gov/ta/tg/ep/documents/initialelpacatglance.pdf>

Immigrant student may benefit from the following when funding is available:

1. Family literacy, parent and family outreach, and training activities for parents and families;
2. Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, and academic or career counseling;
4. Identification, development, and acquisition of curricular materials, educational software, and technologies;
5. Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;
6. Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

Designation of English Fluency

Initial English proficiency and placement in the instructional program is determined from the results of the state-mandated *English Language Proficiency Assessments for California (ELPAC)*. All students who have not been tested previously with the California board-approved assessment for English language proficiency are assessed with the ELPAC Initial Assessment within the first thirty (30) calendar days after enrollment in order to determine limited English or fluent English proficient status. School sites are responsible for testing students within the first 30 calendar days of initial enrollment.

The Research and Accountability Department coordinates all of the training and materials, in addition to generating the list of students from *Student Information Services (SIS)* who have indicated a home/primary language other than English to be tested. The initial student lists are reviewed and updated by the sites before and during the ELPAC testing window to ensure that all students are tested as well as periodically for any new students who are enrolling at the school sites.

Initial English Proficient (IFEP)

The California Department of Education (CDE) has adopted threshold scores for the ELPAC Initial Assessment and the ELPAC Summative Assessment to determine English Language Proficiency. For the ELPAC Initial Assessment, the cut-scores identify students’ initial English proficiency as Fluent English Proficient (IFEP) and not considered an English Learner in need of services or an English Learner. The ELPAC Summative Assessment is used to determine whether the student is making progress in English language proficiency or whether a student is eligible for Reclassification (exit from the EL Program). At SUSD these results will also be used for students’ program placement.

A student must attain an ELPAC IA Overall Performance Level of 3 to be classified as an Initial Fluent English Proficient. The designation of Initial Fluent English Proficient (IFEP) is as follows:


Initial Fluent English Proficient (IFEP) 450-600 scale score range	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. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to
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	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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve</i> (2012 ELD Standards).
Intermediate English Learner 370-449 scale score range	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 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 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. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner 150-369 scale score range	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. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

Source: <https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>

The initial ELPAC identification assessment is scored during the test. Students’ test books are delivered to the Research & Accountability Department. Students’ test scores are entered into the state’s Local Scoring Tool (LST) available via the Test Operations Management System (TOMS). Once entered into the LST, an official score is generated. This score is used to determine appropriate program placement for newly enrolled students identified as English Learners (EL). A Student Score Report is printed from TOMS and is sent to students’ families and to the English Learner Program (ELP) Site Coordinators at the school sites and used for educational program placement decisions. The Research and Accountability Department retains the ELPAC IA answer books for a period of one full school year after the students take the assessment.

An ELPAC identification assessment Overall Performance Level of 3 corresponds with the scale score range of 450-600.



Initial English Language Proficiency Assessments for California Scale Score Ranges

The Initial English Language Proficiency Assessments for California (ELPAC) assess students in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of three levels, as shown in the table below. The scale score ranges for the Initial ELPAC are the same for all grade levels.

Initial ELPAC Overall Scale Score Ranges

Level 1 Novice English Learner	Level 2 Intermediate English Learner	Level 3 Initial Fluent English Proficient (IFEP)
150–369	370–449	450–600

Source: <https://www.cde.ca.gov/ta/tg/ep/documents/initialscalescores.pdf>

Students who meet the criteria for IFEP classification are placed in mainstream English classes and do not receive any special services for EL students as they are not considered English learners.

Special Education English Learners Identification

If the student receives Special Education services and is also an English Learner, the Individual Education Plan (IEP) shall guide the students’ placement and instructional placement relative to English Language Development and special needs. All newly-enrolled special education students must take the Initial ELPAC.

Assessing students with Disabilities

All newly-enrolled special education students must take the Initial ELPAC. Only when the Annual ELPAC Summative assessment is identified by the IEP team as not appropriate for the student to take due to the student's disabilities, is the alternative assessment used to determine English Language proficiency for continual identification.

American Sign Language

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a "language other than English", according to the U.S. Department of Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing.

Primary Language Assessment

Students identified as ELs on the basis of initial ELPAC results are not automatically assessed in their primary language. ELs enrolling in one of the Spanish Bilingual or Dual Immersion Programs (Hong-Kingston, McKinley, or Pittman Elementary) are assessed in Spanish. All other EL students whose primary language is Hmong, Lao or Cambodian/Khmer may be given a primary language assessment at any time (i.e., at enrollment or thereafter) on a case by case basis. The decision to administer the primary language assessment is made by the ELP Site Coordinator, counselor, administrator, teacher, Individual Educational Plan (IEP) team, or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students in alternative programs. The Research Department is to report primary language assessment results to parents who have requested placement in an alternative program within thirty (30) days of administration. A copy of the results is filed in the student's EL Folder/Cum.

Primary language assessment may also be requested to determine a student's language of dominance by a Student Study/Success (SST) Team or IEP team when determining Special Education qualification. The *Request for Primary Language Assessment (PLA)* form is found on

the LDO’s website. (Also See Tool Kit page 92) for the form to correct errors on the HLS prior to administration of the ELPAC Initial test. The PLA form is to be completed and submitted to the LDO, so a Bilingual Evaluation Assistant can be assigned to administer the primary language assessment.

SUSD’s Spanish, Hmong, Lao and Cambodian/Khmer Bilingual Evaluation Assistants are certified biliterate individuals trained in procedures and scoring methods to administer primary language assessments. They assess students and provide school sites with results.

The Spanish primary language assessment used is the Bilingual Syntax Measure (BSM). The BSM I is administered to grades K-2 students and the BSM II to grades 3-12 students. For the Hmong, Lao and Cambodian/Khmer languages, a district-developed oral primary language assessment instrument is used. For grades 3-12, primary language reading and writing proficiencies are assessed using district-developed assessment instruments in these primary languages: Spanish, Laotian, Cambodian/Khmer, and Hmong.

Monitoring of Yearly English Language Acquisition Progress Towards Proficiency

Each year the Annual ELPAC test is administered to all EL students in the district during the designated CDE testing window which runs from February 1 through May 30. The annual assessment results are used to evaluate students’ progress toward full proficiency in English and inform teachers and principals on the effectiveness of the English Language Development (ELD) instructional program. Annual ELPAC results are to be made available to parents within 30 days of availability.

Student performance on the ELPAC is measured Overall, and according to Oral Language and Writing Composites Scores on the Summative ELPAC General Performance Levels as described:

Level	Description
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).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “ Bridging ” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “ Expanding ” proficiency level as described in the CA ELD Standards.
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; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “ Emerging ” proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

The Scale Score ranges which determine the ELPAC Overall Performance Scale Score Ranges, Oral Language (Listening and Speaking) Scale Score Ranges, and Written Language Scale Score Ranges which determine the performance levels are determined by grade.

Source: <https://www.cde.ca.gov/ta/tg/ep/documents/initialscalescores.pdf> ;
<https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp>

For the 2023-2026 school years the district is expected to continue using the iReady ELA and iReady Math assessments (although may change) three times a year to measure English Learners' academic progress. Since the Common Core State Standards were introduced, the Smarter Balanced Assessment Consortium (SBAC), adopted the state standardized test that we still use today. Although in SUSD, you may hear of the California Assessment of Student Performance and Progress (CAASPP), which is the state's academic testing program that gives our students access to be assessed. The results of the state assessments are considered public data by CDE and are accessible through the CA Dashboard website: <https://www.caschooldashboard.org/>

Initial Parent Notification of Assessment and Placement

All parents/guardians of newly-enrolled ELs and Initial Fluent English Proficient (IFEP) students are notified in writing of their child's preliminary English language proficiency results. The preliminary results are also accompanied by an Initial Parent Notification Letter. The notification indicates the program placement for the student that is recommended based on their performance. Information regarding program placement options for English Learners, the reclassification (exit) criteria, and the expected rate of graduation for ELs is also included in the notification letter.

The Initial Parent Notification letters are mailed to the parents in English, Spanish or Hmong. The letters are generated with merged student data by the Research and Accountability Department. This letter is mailed to the parents. Copies of the preliminary ELPAC results and notification letter are sent to the schools to be filed in the English Learner Folder found in the student's cumulative folder (EL Folder/Cum). Parents may request a meeting with the site's principal/ELP Site Coordinator to discuss the assessment results and student placements.

Annual Parent Notification of EL Student Placement

Parents of ELs are notified in writing annually of their child's English Language Proficiency assessment results and program placement. Notifications contain a full description of the educational opportunities available to them within the district and the educational materials to be used in the different educational programs.

The Annual Parent Notification letters are mailed to the parents in English, Spanish or Hmong. The letters are generated with merged student data by the Research and Accountability

Department. This letter is also sent to the site where the student is enrolled. The two documents (annual results and notification letter) are filed in the EL Folder/Cum. Parents may request a meeting with the site's principal/ELP Site Coordinator to discuss the assessment results and student placements.

Parents' Right to Opt their Child Out of EL Program/Services

After reviewing their child's EL Program placement, a parent may choose to have their child opt-out of the EL Program/Services. When a parent makes the request to have their child opt-out, the principal and/or ELP Site Coordinator will schedule an English Learner Appraisal Team (ELAT) meeting with the parent. At the meeting, the EL Program will be explained, the student's EL data will be reviewed, and the parent will be informed that although the student may be removed from the EL Program/or individual EL services, the student retains their status as EL until they meet the reclassification criteria. A *Parent Request to Opt-Out of EL Program/Services form* (Also See Tool Kit page 92) will be completed at the meeting, if the parent wishes to proceed with opting their child out of the EL services. The original file with signatures is to be filed in the EL Folder/Cum, the parent receives a copy, and a copy is sent to the Language Development Office. The student will take the ELPAC Summative and their academic progress will continue to be monitored on a quarterly basis. Appropriate in-class support/modifications and/or interventions will be provided should the student need them. The parent may choose to have the student placed back in the EL Program at any time using the *Opt-In Form* (Also See Tool Kit page 92).

INITIAL IDENTIFICATION AND ASSESSMENTS	
Person Responsible	Duties
Principal	<ol style="list-style-type: none"> 1. Responsible for the Initial Identification (Assessment and Placement) process at the school 2. Oversees collection of information and placement decisions based on HLS and ELPAC results 3. Oversees Primary Language Assessment process 4. Participates in ELAT Meetings / "Opt-Out" Meetings

	5. Ensures proper documentation is received by all stakeholders
Principal's Designee/ ELP Site Coordinator	<ol style="list-style-type: none"> 1. Makes sure that newly-enrolled students to the California school system that are identified as possible EL students by HLS are assessed within thirty (30) days as they enroll during the school year <ul style="list-style-type: none"> • Coordinates initial and annual ELPAC testing at school • Orders and maintains an adequate supply of ELPAC materials • Scores and maintains a log of initial test results • Checks Research and Accountability's lists of students to test periodically-at least monthly 2. Facilitates ELAT Meetings/"Opt-Out" Provides parents with placement options, protocol for program placement, and opt-out of EL services information. 3. Oversees office staff as they input HLS information in <i>Synergy</i> 4. Ensures that Parent Notification letters and ELPAC and Primary language results are filed in students' EL Folder/Cum
Site Office Staff	<ol style="list-style-type: none"> 1. Requests parent/guardian to complete Enrollment Cards/Home Language Survey (HLS) at the time of enrollment and assists parents in completing HLS 2. Collects and inputs HLS information in the district's student information system 3. Assists with the filing of EL documentation in EL Folder/Cums

Language Development Office	<ol style="list-style-type: none"> 1. Provides school sites with needed assistance and support during ELPAC testing 2. Provides the Parent Notification letters to Research and Accountability Department in English, Spanish and Hmong 3. Provides EL Program Placement training to Principals and ELP Site Coordinators 4. Administers Primary Language Assessments, scores, and provides results to school site 5. Collects Opt-out form requests from school sites and sends them to Research and Accountability for proper documentation on Synergy.
Research and Accountability Department	<ol style="list-style-type: none"> 1. Collects data from the district's student information system and reconciles data from CALPADS and TOMS to identify those students that are eligible for Initial and Annual ELPAC testing. Provides testing rosters to the ELP Site Coordinators at local sites via our student data assessment management system for both annual and initial ELPAC testing. Initial ELPAC testing lists are created monthly. 2. Monitors ELPAC assessment throughout the school year to ensure that students with a to-be-determined (TBD) language status are assessed within thirty (30) calendar days from enrollment. 3. Coordinates ELPAC administration district-wide and provides ELP Site Coordinators with the mandated training. 4. Oversees procedures for support personnel – 45 day consultants who assist with ELPAC testing students. 5. Initiates the Parent Initial and Annual Notification mailing process by creating the data report in Illuminate to merge with the letters. 6. Logs students who are opting out or opting in of EL services in Synergy.

Reprographics	<ol style="list-style-type: none"> 1. Prints and mails Initial and Annual Parent Notification Letters 2. Sends copy of the letter to school sites to be filed in EL Folder/Cum
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LEGAL CITATIONS

§ 11518.5. Initial Assessment.
5 CCR § 11518.5, 5 CA ADC § 11518.5

Initial Assessment	<p>(a) At or before the time of a pupil's initial California enrollment, an LEA shall conduct, in writing, a parent or guardian survey to identify whether the primary or native language of their pupil is a language other than English.</p> <p>(b) If a parent or guardian survey response indicates English as the pupil's primary or native language, the pupil shall be classified English Only (EO).</p> <p>(c) If a parent or guardian survey response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil in accordance with subdivision (d).</p> <p>(d) The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification.</p> <p>(e) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL.</p> <p>(f) If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).</p>
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(g) A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil.

Source: [Title 5. Education Division 1. California Department of Education Chapter 11. Special Programs Subchapter 7.6. English Language Proficiency Assessments for California \(Elpac\) Article 2. Administration for Pupils Other than Pupils with a Disability 5 CCR § 11518.5 § 11518.5. Initial Assessment.](#)

§ 11518.15. Summative Assessment.

5 CCR § 11518.15

(a) An LEA shall administer the ELPAC summative assessment to all eligible pupils during the annual summative assessment window.

(b) The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor. If the test results are received from the test contractor after the last day of instruction for the school year, the LEA shall notify each pupil's parent or guardian of the pupil's results within 15 working days of the start of the next school year.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6823, 6825 and 6826.

Source:

[Title 5. Education Division 1. California Department of Education Chapter 11. Special Programs Subchapter 7.6. English Language Proficiency Assessments for California \(Elpac\) Article 2. Administration for Pupils Other than Pupils with a Disability 5 CCR § 11518.15 § 11518.15. Summative Assessment.](#)

EDUCATION CODE - EDC

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Title 1 enacted by Stats. 1976, Ch. 1010.)

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]

(Division 1 enacted by Stats. 1976, Ch. 1010.)

PART 1 GENERAL PROVISIONS [1. - 446]

(Part 1 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 3. English Language Education for Immigrant Children [300 - 340]

(Chapter 3 added June 2, 1998, by initiative Proposition 227, Sec. 1.)

(20 U.S.C. Section 6825[e][1][A–G])

ARTICLE 3.5. English Language Proficiency Assessment [313 - 313.5]

(Article 3.5 added by Stats. 1999, Ch. 678, Sec. 1.) 313.

(a) Each school district that has one or more pupils who are English learners, and, to the extent required by federal law, each county office of education and each charter school, shall assess the English language development of each pupil in order to determine the level of proficiency for purposes of this chapter.

(b) The department, with the approval of the state board, shall establish procedures for conducting the assessment required pursuant to subdivision (a) and for the reclassification of a pupil from English learner to English proficient.

(c) Commencing with the 2000–01 school year until subdivision (d) is implemented, the assessment shall be conducted upon initial enrollment, and annually, thereafter, during a period of time determined by the Superintendent and the state board. The annual assessments shall continue until the pupil is redesignated as English proficient. The assessment shall primarily utilize the English language development test identified or developed by the Superintendent pursuant to Chapter 7 (commencing with Section 60810) of Part 33 of Division 4 of Title 2.

(d) (1) This subdivision shall not be implemented unless and until the department receives written documentation from the United States Department of Education that federal law permits the implementation of the changes set forth in this subdivision or until the 2013–14 school year, whichever occurs later.

(2) The summative assessment shall be conducted annually during a four-month period after January 1 determined by the Superintendent with the approval of the state board. Annual assessments shall continue until the pupil is redesignated as English proficient. The annual assessment shall primarily utilize the English language development assessment identified or developed by the Superintendent pursuant to Chapter 7 (commencing with Section 60810) of Part 33 of Division 4 of Title 2.

(3) The assessment for initial identification shall be conducted upon the initial enrollment of a pupil in order to provide information to be used to determine if the pupil is an English learner.

(A) If the initial enrollment of a pupil occurs on a date outside of the testing period identified pursuant to paragraph (2), the prior year's annual assessment for the grade in which the pupil is enrolling shall be used for this purpose.

(B) If the initial enrollment of a pupil occurs on a date within the testing period identified pursuant to paragraph (2), the initial assessment of the pupil shall be conducted as part of the annual assessment conducted pursuant to paragraph (2).

(4) Notwithstanding paragraph (2), a school district shall assess the English language development of a pupil pursuant to this section no more than one time per school year for each assessment purpose pursuant to Chapter 7 (commencing with Section 60810) of Part 33 of Division 4 of Title 2.

(e) The assessments conducted pursuant to subdivision (d) shall be conducted in a manner consistent with federal statutes and regulations.

(f) The reclassification procedures developed by the department shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

(1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.

(2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.

(3) Parental opinion and consultation.

(4) Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

(g) This section does not preclude a school district or county office of education from testing English learners more than once in a school year if the school district or county office of education chooses to do so.

http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=1.&chapter=3.&article=3.5.

District funds provide for the basic educational needs of all students.

Local Control Funding Formula (**LCFF**) funds the basic program and actions and targets for English Learners can be found in the district’s Local Control Accountability Plan (LCAP). Expenses include, but are not limited to, bilingual paraprofessionals, staff, and parent professional learning. **Title III** funding funds supplemental programs such as extended day/instructional time (after-school), extended year/summer school and intercession for teachers to work with EL students; and supplemental instructional materials. All supplemental funds are for grades TK-12. Site funds are utilized to support site-based programs, particularly in the areas of literacy. The district coordinated supplemental materials include:

The district’s LCAP identifies (Goal 1 Student Achievement) that attention and funding will be allocated to ensuring: all English learner students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics, EL students will progress towards English language proficiency within 6 years of entering the EL program. “Bilingual Instructional Programs” at three elementary sites are established with expansion planned. Professional Development for teachers is provided: “Professional Learning of Integrated and Designated ELD Strategies and Coaching” (State Priorities 2 and 4, State Standards and Student Achievement).

Supplemental Programs

In addition to the regular EL Program there are Title III, and LCFF funds, Title I funds are also available to provide supplemental programs (e.g., extended day/after-school, extended year/summer school) to target specific EL populations. The purpose of these supplemental programs is to amplify students’ language knowledge, skills, and abilities in order to develop their English proficiency.

LEGAL CITATIONS

III-EL 5	Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. <i>(20 USC 1703[f]; Castaneda v. Pickard 648 F.2d 989, 1010, 1012-1013)</i>
III-EL 5.1	Funds provided by Local Control Funding Formula (LCFF)/EL and Title III for English learner students supplement, but do not supplant, general funds or other categorical resources at the school. <i>(20 USC 6825[g]; 5 CCR 4320[a])</i>

Effectiveness of the ELD Program

The effectiveness of the SUSD ELD program is determined by using multiple measures, such as classroom visitations, analysis of assessment data, and monitoring of EL documentation. In addition, implementation of designated ELD and integrated ELD, providing professional learning, coaching, and technical support for all school sites, also lead to a more effective ELD program. Site administrators and teachers are provided access to group and disaggregated data from the ELPAC, iReady, and other site-based and district-wide assessments to be analyzed for the purposes of helping to inform instruction and improve student learning.

During grade level collaboration sessions, teachers use the results of these multiple measures to adjust and differentiate instruction. Furthermore, teachers receive ongoing professional learning through the San Joaquin County Office of Education and in-class support through site and district specialists.

Process and Criteria to Determine the Effectiveness of the English Learner Programs

The Research and Accountability Department conducts yearly evaluations of EL Programs and provides information about their effectiveness to school sites, the Board, and district staff. Decisions of continuing, modifying, or discontinuing programs and/or program elements are made on the basis of evaluation results. Evaluations of programs examine both student outcomes and program implementation goals and objectives.

Student Outcome Goals and Monitoring

Goal 1: EL students will progress towards English language proficiency within 6 years of entering the EL Program. The benchmark expectation is that students will make yearly progress towards proficiency from Emerging, Expanding, and Bridging levels within 6 years in the EL Program. The target is as follows:

Every English Learner child will be re-designated as Fluent English Proficient by the end of 8th grade. SUSD's Blueprint for Student Achievement.

Goal 2: EL and RFEP students will achieve academic success.

The following evaluation questions and standards are used to determine effectiveness for each of the two student outcome goals.

1. EL students will progress towards language proficiency within 6 years of entering the EL Program. Two key questions and responses are as follows:

a) Are EL students making adequate progress in learning English?

- The percentage of EL students gaining one proficiency level every year on the state-mandated annual test (ELPAC) meets the state Title III accountability requirements.
- At least 75% of the students will meet or exceed the Time in Language Expectancies For oral and written English proficiency (see Reference Table I: Expectations of English Proficiency in Relation to Time in Program on next page).
-

b) Are EL students making adequate progress in attaining English proficiency as defined by the state?

- The percentage of students attaining English proficiency meets the Title III accountability requirements. The annual percentage of EL students reclassified should match or exceed the state average percentage of reclassification.

The graph below shows the proficiency expectations specific to levels of attainment in relation to the number of years in and ELD program

**EXPECTATIONS OF ENGLISH PROFICIENCY IN
RELATION TO TIME-IN-PROGRAM Grades K-12**

Years in Program	Listening and Speaking Proficiency	Reading Proficiency	Writing Proficiency
1	Minimally Developed Emerging	Minimally Developed Emerging	Minimally Developed Emerging
2	Moderately Developed Emerging	Moderately Developed Emerging	Moderately Developed Emerging

3	Moderately Developed Emerging/Expanding	Moderately Developed Emerging/Expanding	Moderately Developed Emerging/Expanding
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4	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging
5	Well Developed Bridging	Well Developed Bridging	Well Developed Bridging

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills.

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.
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.
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.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

2. EL and RFEP students will achieve academic success.

a) How are EL and RFEP students achieving academically when compared with English Only (EO) students?

- EL and RFEP students make comparable progress on the curriculum-embedded assessments and iReady Reading assessments when compared with district's English Only students
- EL and RFEP students have the same passing rate or better at the secondary level in content area courses as English Only students
- Writing achievement of RFEP students is the same or higher than that of English Only students in various state-mandated writing assessments
- EL and RFEP students acquire graduation credits at the same rate as English Only students

b) What is the percentage of participation of EL and RFEP students in advanced placement courses, honors courses, and GATE courses compared to English Only students?

·The percentage of EL and RFEP student participation in these courses is to be the same as that for English Only students.

c) What is the dropout rate for EL and RFEP students compared with English Only students?

- The dropout rate for EL and RFEP is to be lower than the previous year and no higher than that for English Only students.
- The 2021-22 graduation rate for EL students was 71.6%.

2017-18	2018-19	2019-20	2020-21	2021-22
66.6%	70.2%	67%	65.1%	71.6%

EdData: <http://www.ed-data.org/district/San-Joaquin/Stockton-Unified>

Program Implementation Goals

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of Designated English Language Development (ELD) standards-based instruction as well as grade level Integrated ELD core standards-based instruction.

1. EL students receive instruction that is appropriate to their language needs.

·Teachers who serve English Learners effectively implement instruction through integrated and designated ELD strategies in a rigorous standards-based academic setting.

·When feasible, teachers utilize primary language support effectively in a rigorous standards-based academic environment.

·Teachers implement strategies to develop academic vocabulary when teaching standards- based subject area content. Effective language development strategies are encouraged in all Pre-K-12 classrooms.

·In K-6 classrooms, the designated ELD instruction is at least 30 minutes. In 7-12, designated ELD is 50 minutes.

2. EL students receive an English Language Development (ELD) program that has a sound theory base and is supported by valid research findings.

- Standards-based ELD instruction for ELs is based upon a sound theoretical foundation and their effectiveness is supported by valid research findings.
- Teachers demonstrate the knowledge to implement these programs effectively.
- Teachers demonstrate the skills to implement these programs effectively.
- Teachers have sufficient materials and resources to implement these programs effectively.
- Teachers use effective instructional strategies such as text reconstruction, joint construction, and peer and group work.
- Staff responsible for English Learner placement has been provided with professional learning to ensure that students are appropriately placed in ELD programs.

Regular classroom observations are conducted to monitor the criteria stated above. The following documents facilitate such monitoring:

- ELD Instruction Monitoring Tool
- EL Master Schedules
- School Site Summary Report
- (Also See Tool Kit page 92)

These documents are used by the site administrator and/or ELP Site Coordinator and the LDO Specialists to conduct site reviews for ELD instruction monitoring. The LDO will analyze the data collected by the forms. The following describes in more detail an ongoing mechanism to improve program implementation.

Ongoing Mechanism to Improve Program Implementation

Site administrators and/or ELP Site Coordinators conduct regular classroom observations to monitor program implementation. The information gathered from the site's self-reviews serve to identify site-specific areas of need to plan for professional learning. The sites then conduct

professional development that is ongoing and supports the ELD instruction occurring at the site. The site leaders may also conduct lesson studies; model lessons; co-teach, co-plan; and lead future instructional rounds.

Reclassification of English Learners



Reclassification is the process from which English Learner students demonstrate proficiency in English. Criteria for Reclassification as Fluent English Proficient (RFEP) is dictated by both CDE, and the district to exit English Learner Status. The reclassification criteria is set forth in both California *Education Code* Section 313 and Title 5 *California Code of Regulations* Section 11303. Local educational agencies (LEAs) establish reclassification policies and procedures in accordance with the following four criteria:

1. Assessment of ELP (**ELPAC Overall PL 4 is the statewide standardized ELP criterion used to determine whether a student has met this criterion**);
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (**locally determined**);
3. Parent opinion and consultation (**locally determined**); and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age (**locally determined**).

In the Stockton Unified School District, a teacher's evaluation is based on a rubric which includes a review of the student's curriculum mastery. Parent consultation is conducted by the ELP Site Coordinator for opinion and feedback on the reclassification of the student. For a comparison of student performance in basic skills, the iReady Reading assessment is utilized. When proficiency in English is demonstrated on various assessment pieces (ELPAC and iReady Reading) then the process for reclassification begins.

The Process and Guidelines for Reclassification of Students

Students in grades K-8, are administered the iReady Reading three times during the school year (fall, winter, and spring). For students in grades 9-12, the students test 4 times (Fall Diagnostic 1, Fall Diagnostic 2, Spring Diagnostic 1, and Spring Diagnostic 2). Each of these times and for students in grades K-12, the Research and Accountability Department generates a report on Illuminate of students who met the criteria for reclassification. (See Reclassification Summary Chart).

If the Reading iReady score at any of the administrations matches or exceeds the iReady Reading minimum cut point for that testing administration (See ELA iReady Cut Scores for Reclassification Criteria) on one of the three yearly administrations they will have fulfilled the Comparison of Performance on Basic Skills Assessment component of reclassification criteria. Another component for reclassification is the ELPAC overall score of 4. Meeting both components of reclassification criteria means the student will have met the academic achievement needed for reclassification. The process and procedure for reclassification may then begin and is as follows:

1. The principal and/or ELP Site Coordinator reviews the reclassification candidate list, generated in the form of a report from Research and Accountability.
2. The ELP Site Coordinator downloads the *SUSD English Language Proficiency Reclassification Forms* and prepares them for signatures. The forms are available in English and Spanish.
3. The ELP Site Coordinator meets with teacher(s) and counselors (at the secondary level) to ascertain students' academic performance, make recommendations for reclassification, and sign the forms. The teachers evaluate the student and provide their feedback using the rubric on the back of this form. The teacher evaluation includes a review of the student's curriculum mastery.
4. The ELP Site Coordinator, teacher or principal makes contact with the Parent/Guardian. The parent/guardian is consulted on the reclassification of their child. The parent comments, signs and dates the reclassification form. The school provides interpretation services for the parent if required. If the parent is unable to come to the school, personnel speaking the parent's primary language may obtain approval from the parent by telephone or the form may be sent home for parent signature. The parent keeps one copy and returns a copy to the school to the ELP Site Coordinator. The form of communication is documented on the form as well as the name of the person making contact and consulting with the parent. Parent agreement or disagreement is noted on the form.
5. As soon as the reclassification forms are signed by teacher, parent, and principal, the original form must be sent to the Language Development Office. Sites are recommended to keep a copy. The LDO reviews forms, attains the signature of the

director, and makes two copies. One copy gets filed at LDO and one is sent to the Research and Accountability Department. The Research and Accountability Department then changes the status of the student to RFEP in the district's data system. The original form is sent back to the ELP site coordinator to be placed in the student's cum.

6. The student is then exited from the EL Program and placed in the general educational program. At the high school level, the student is exited from ELD, but may remain in integrated core classes until the end of the school year. ELP Site coordinator is to monitor status change in the district's data system.
7. Sites and in particular ELP Site Coordinators are to monitor ongoing reports of eligible to reclassify students on a regular basis, especially at the end of the school year. All students' forms who were eligible and met reclassification criteria should be processed by the sites that same academic school year that the student became eligible.

Reclassification of Special Education Students

Special Education EL students who take ELPAC and iReady Reading follow the same reclassification process as other EL students (See Reclassification Summary Chart).

Reclassification of EL Special Education students may be an IEP team function; however, staff members specialized in English language development should participate in the meeting. If the IEP team determines that the student must take an alternative assessment instead of a State or district-wide assessment, the IEP must contain a statement of: 1) why the student cannot participate in the regular assessment; and 2) why the particular alternative assessment was selected. This is noted on the IEP.

RECLASSIFICATION SUMMARY CHART

California Department of Education Criteria	SUSD Application of Criteria	Special Education Alternate Criteria
Assessment of English Language Proficiency	ELPAC Overall Performance Level (PL) 4	ELPAC or Alternate Assessment Special Education EL students who take ELPAC follow the same reclassification process as other EL students, unless the IEP team concurs that the student is English language proficient and agrees the areas of low performance are a reflection of the student's disability rather than language.
Comparison of Performance in Basic Skills	iReady Reading Assessment Reclassification Cut Points or SBAC ELA Achievement Level = Standard Met (3) or Standard Exceeded (4)	Statewide Assessment or Alternate Assessment Special Education EL students who take an English ELA basic skills test follow the same reclassification process as other EL students, unless the IEP team concurs that the student is English language proficient and agree the areas of low performance are a reflection of the student's disability rather than language.
Teacher Evaluation *Observation Protocol for Teachers of English Learners (OPTEL) will be utilized across the state beginning 2024.	Teacher provides an evaluation of the student using a rubric on listening & speaking, reading & writing in English. Form is located on the back of reclassification Form.	Teacher evaluation was based on classroom performance, district-wide assessments, IEP goals, or rubric on listening & speaking, reading & writing in English. Form is located on the back of reclassification Form.

		Reclassification Team concurs with the teacher input/evaluation
Parent/Guardian Opinion and Consultation *Observation Protocol for Teachers of English Learners (OPTTEL) will be utilized across the state beginning 2024.	Parent/Guardian is consulted of the eligibility of the student in meeting the academic components for reclassification	Parent/Guardian opinion and consultation was solicited Reclassification Team concurs with parent/guardian input

*The OPTTEL is an observation protocol designed to support educators in monitoring and evaluating academic language use of EL students, per the requirements of California *Education Code (EC)* [Section 313.3](#). Successful implementation of the OPTTEL will help move California closer to statewide standardization of reclassification criteria required per Title III, Part A, Section 3111(b)(2)(A) of the Every Student Succeeds Act.

Alternate ELPAC Assessment

The California Department of Education developed an Alternate English Language Proficiency Assessment for California, or Alternate ELPAC for students with the most significant cognitive disabilities. The purpose of the Alternate ELPAC Assessment is to: (1) Provide information to determine a student’s initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and (2) Provide information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP).

SUSD has created an English Learner with Special Needs Reclassification Worksheet which contains the four criteria for reclassification (See Reclassification Summary Chart), but allows for alternate assessments as indicated in the student’s IEP.

Initial Alternate ELPAC Overall Scale Score Ranges

Students will receive an Overall score that falls into one of three levels. As the Initial Alternate ELPAC is only administered once to eligible students, the same scale score ranges are used for all grade levels. The table below shows which scores fall within each range.

Level 1 Novice	Level 2 Intermediate	Level 3 Initial Fluent English Proficient (IFEP)
101–143	144–159	160–199

Summative Alternate ELPAC Overall Scale Score Ranges

Students will receive an Overall score that falls into one of three levels. The Summative Alternate ELPAC is administered annually to measure a student's ELP until they are reclassified as fluent English proficient. The table below shows which scores fall within each range.

Grade/ Grade Span	Level 1 Novice	Level 2 Intermediate	Level 3 Fluent English Proficient
Kindergarten	201–243	244–259	260–299
1	301–343	344–359	360–399
2	401–443	444–459	460–499
3–5	501–543	544–559	560–599
6–8	601–643	644–659	660–699
9–10	701–743	744–759	760–799
11–12	801–843	844–859	860–899

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English Learner Appraisal Team (ELAT)

The ELP Site Coordinator coordinates and facilitates the English Learner Appraisal Team (ELAT) meetings. The ELAT may include classroom teacher(s), parents, student, counselor, and administrator. The purpose of the ELAT is to discuss ways in which the student can be supported.

Additionally, an ELAT may be called for parents wishing their students to opt-out or opt-in to the ELP Program. An Academic Catch-up Plan may be utilized for opt-in/opt-out.

At this meeting, the student's academic progress is discussed. An *Academic Catch-up Plan* is developed to identify additional in-class support/modifications and/or intervention that meet the specific needs of the student.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in core curriculum areas. For the support/modifications and/or interventions to be considered successful, students should make more than a year's growth

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within a year's time. If after four years of documented support, the student does not show adequate progress, the ELAT will refer the student to a SST.

Below is a table that outlines the steps in monitoring the academic progress of students who have been reclassified as Fluent English Proficient.

<p>Step I: RFEP Monitoring Form</p>	<p>All RFEP status students are monitored on a quarterly basis. Classroom teachers review students' in-class performance, current assessment information and consider in-class support/modifications to address students' needs.</p>
<p>Step II: A. English Learner Appraisal Team (ELAT) and Academic Catch-up Plan</p> <p>B. Ongoing follow-up to determine the effectiveness of the Academic Catch-up Plan</p> <p>-----</p> <p><i>If RFEP student is not making progress</i></p>	<p>Teacher consults with the ELP Site Coordinator regarding student progress concerns. ELP Site Coordinator schedules English Learner Appraisal Team (ELAT) Meeting. During the ELAT meeting, an <i>Academic Catch-up Plan</i> is created. Other interventions are considered to address students' needs.</p> <p>The ELAT meets <u>at least</u> twice within a 12-month period or the amount the student needs for an ELAT to review/revise the <i>Academic Catch-up Plan</i>.</p> <p>-----</p> <p><i>Should the ELAT team determine that the student's continued lack of progress is due to having been exited from the EL Program prematurely, the student should receive extra support. Look below in the RFEP Monitoring Process.</i></p>
<p>Step III: SST Referral</p>	<p>If the student still does not make adequate progress, and it is determined that it is not due to English language acquisition, the student is referred to a Student Study Team (SST).</p>

RFEP STUDENT MONITORING PROCESS

All students Reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring for academic achievement for a minimum of four (4) academic school years.

1. The Research and Accountability Department provides guidance to sites on how to generate the monitoring forms and student data from the data and assessment platform, *Illuminate*.
2. The ELP Site Coordinator downloads the *SUSD Monitoring Form for Reclassified Students* and distributes them to classroom teachers.
3. The classroom teachers maintain the *Monitoring Form for Reclassified Students* for reviewing and updating student progress on a quarterly basis. Teachers document in-class support/modifications provided to RFEP students. Conferences with parents and/or additional support provided to the student outside of the classroom are also documented and attached to the form.
4. The ELP Site Coordinator collects all monitoring forms and documentation on a quarterly basis for review by site administrators and teachers to examine students' academic progress and determine further needs.
5. If any student is performing with grades of D or F or 2 or 1, the classroom teacher must document and provide in-class support/modifications. Out-of-class support/modifications may also be recommended such as after-school tutorial programs.
6. For students who have been provided in-class support/modifications but have made little progress, an English Learner Appraisal Team (ELAT) meeting is convened to determine what other interventions are recommended. A referral to an SST may be made.
7. When the process is completed at the end of the school year, or when a student transfers to another school, the *Monitoring Form for Reclassified Students* should be filed in the student's EL Folder/Cum.

The District Maintains Students' EL Program Documentation

The permanent accumulative folder, which is a folder that is created upon entry into our schools and continues to accumulate as the student progresses through the grades, has a special file for EL documentation (EL Folder/Cumulative) that includes all related EL Program documentation. Specific documentation, like the reclassification forms and monitoring forms, are also reviewed by site and district personnel.

The chart below provides a review of the processes and responsibilities during the reclassification and monitoring of our English Learners.

RECLASSIFICATION & MONITORING DELEGATION OF RESPONSIBILITIES & PROCESS	
Persons Responsible	Duties
Research and Accountability Department	Identifies students eligible for reclassification and updates lists when standardized tests scores are available. Generates reports of students whose status is that of reclassification and are inside the 4 years of reclassification from the date of reclassification.
Site Administrator/Designee	Oversees reclassification process and monitoring of reclassified students at the school site level.
ELP Site Coordinator/ Secondary Guidance Office Chairperson	Facilitates Reclassification process Requests interpreter when needed, and contacts parents for consultation and signatures Assists teachers with the monitoring of RFEP students for a minimum of four (4) academic school years

	When needed, coordinates and facilitates an English Learner Appraisal Team (ELAT) meeting where an <i>Academic Catch-up Plan</i> is written
Classroom Teacher	Monitors students, provides in-class support/modifications, and documents student progress on a quarterly basis on the <i>Monitoring Form for Reclassified Students</i> Requests an ELAT meeting to be convened to write an <i>Academic Catch-up Plan</i> for students who need additional support
Language Development Office	Supports ELP Site Coordinators, teachers and site administrators with student monitoring. Updates forms for implementation.

LEGAL CITATIONS

IV-EL 6 SUSD has implemented a process and criteria to determine the effectiveness of programs for English Learners including:

- a) A way to demonstrate that the programs for English Learners produce, within a reasonable period of time, English language proficiency comparable to that of average native speakers
- b) Academic results indicating that English Learners are achieving and sustaining parity in academic achievement with students who entered the district school system already proficient in English
- c) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level (20 USC 1703[f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

IV-EL 7 SUSD reclassifies a pupil from English Learner to Proficient in English by using a process and criteria that include but are not limited to: a) Assessment of English language proficiency; b) Comparison of performance in basic skills, c) Teacher evaluation; d) Parent/guardian opinion and consultation. (5 CCR 11303[a]; 5 CCR 11303[b]; EC 313; 5 CCR 11303[c]; 5 CCR 11303[d])

- IV-EL 7.1 The district monitors for a minimum of four years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. *(20 USC 6841, 5 CCR 11304)*
- IV-EL 7.2 The district maintains in the pupil’s permanent record documentation of the following: a) language and academic performance assessments, b) participation in the reclassification process and c) decision regarding reclassification. *(5 CCR 11305)*

Appropriate Authorizations for Teachers

The district is committed to ensuring that ELs receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction and/or core curriculum to English Learners (ELs) must be appropriately authorized. Teachers who provide academic instruction in the student's primary language must have a BCLAD or other bilingual authorization. Teachers without the appropriate EL authorizations with ELs in their classrooms must apply for an Emergency permit authorizing EL instruction and must agree in writing to work towards the appropriate authorization.

All linguistic and academic services for English Learners with disabilities described in their IEP or Section 504 Accommodation Plans are provided by qualified teachers who have credentials or permits that authorize instruction to students with disabilities and English Learners.

Remedying A Shortage of Appropriately Authorized Teachers

The district process for teachers with an Emergency CLAD/BCLAD authorization is as follows:

1. At the beginning of each year, teachers must sign a plan detailing efforts to obtain the EL authorization.
2. Must hold a valid Emergency CLAD or BCLAD authorization.
3. If the teacher has not completed all requirements for the EL authorization, the teacher must renew the Emergency CLAD/BCLAD authorization by completing the requirements for renewal.
4. The appropriate exams/and or coursework must be completed to obtain the EL authorization.

"Obtaining an English Learner authorization is a requirement of your position. You are directed to obtain this certification and failure to follow this directive will result in further discipline up to and including dismissal." (Human Resource, Letter to Teachers, 02/13)

The district attends recruitment fairs sponsored by universities, colleges, and organizations. The Assistant Superintendent of Human Resources participates in recruitment efforts. Every effort is

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made to hire qualified teachers. Candidates with authorizations to teach English Learners are given hiring priority. If a candidate does not hold the appropriate EL authorization, an Emergency EL permit must be obtained.

High-Quality Professional Learning

The District is committed to providing high-quality professional development that is designed to enhance the teacher's ability to understand English Language Development (ELD) state standards, use student data to drive the instruction, and use appropriate instructional strategies based on students' level of proficiency. The Language Development Office is promoting the instructional approaches and strategies from the California ELA/ELD Framework and the San Joaquin County Office of Education Language and Literacy Department. These strategies promote language and are high-leverage opportunities for our students to increase academic achievement.

The LDO's EL Instructional Specialists and EL Instructional Coaches offer EL specific professional learning on a frequent basis in the following areas:

- § English Language Development (ELD) ELD Standards and Common Core State Standards
- § Designated and Integrated ELD
- § ELD Curriculum
- § Instructional Approaches and Strategies for English Learners
- § ELD Assessments and ELD District Benchmarks
- § Access to Core (direct instruction, differentiated instruction, scaffolding, inquiry-based instruction, second language acquisition, ie. text reconstruction and text deconstruction).
- § Teacher and Bilingual Paraprofessional as an Instructional Team

In addition to the above-mentioned topics, the LDO Professional Development (PD) Team in partnership with the Research and Accountability Department also provides professional learning in:

- Student Placement in EL Programs
- Monitoring of EL and RFEP students
- Reclassification of EL Students
- EL Student Data Analysis

- Integrated and Designated Strategies
- Master Plan for English Learners
- ELPAC Assessments / Alternate ELPAC

Professional Learning is offered to site administrators and ELP Site Coordinators in the specific teaching practices that support English language acquisition, ELs access to core instruction, and monitoring and evaluating program implementation.

San Joaquin County Office of Education's Language and Literacy Department provides professional learning such as: ELD Institute, Writing Across Text Types, Close Reading, Integrated Strategies and Argument Writing. The Language Development Team reinforces strategies through on-site coaching, modeling, and co-teaching, co-planning, and lesson study. Sites are encouraged to call the Language Development Office and request whatever need they may have in regards to their English learners.

Bilingual Paraprofessionals

Bilingual Paraprofessionals are vital to the academic success of English Learners. Their assistance is particularly important for English Learners at the Beginning or Emerging proficiency level to gain equal access to the core curriculum. Documentation of students getting academic bilingual paraprofessional support is documented on the Master Schedule for English Learner programs-Primary Language (L1) Support (Also See Tool Kit page 92). Bilingual Paraprofessionals are offered training/workshops each year by the Language Development Office in areas specifically designed for their areas of responsibility. On-site visits are scheduled by LDO or they attend professional learning levels 1 and 2 at the San Joaquin County Office of Education. The LDO Team will observe and provide feedback to both the Bilingual Paraprofessionals and classroom teachers. In addition, Bilingual Paraprofessionals have the option to attend the Advanced Paraprofessional Institute at the San Joaquin County Office of Education to ensure they are providing best practices to our students.

STAFFING	
Person Responsible	Duties
Site Administrator	Determines staffing and training needs with staff, evaluates teachers, and makes requests for teachers and paraprofessionals
Assistant Superintendent of Human Resources	Recruits, hires, places staff; facilitates contract issues; monitors training
Language Development Office	Informs DELAC of the district's efforts in ensuring that ELs receive instruction from authorized teachers

LEGAL CITATIONS

- V-EL 8 Teachers assigned to provide English-language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.
- V-EL 8.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (*20 USC 6319[A] [1]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011*)
- V-EL 9 The district provides high quality professional development to classroom teachers, principals, administrators and other school or community-based personnel that are:
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners (*20 USC 6825 [c] [2] [B]*)
 - Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English

proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills, (20 USC 6825[c][2][C])

- c. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. (20 USC 6825[c] [2] [D])

Proposition 58 and Parent Request to Establish a Language Acquisition Program

Proposition 58, the California Multilingual Education Act of 2016, effectively repealed the English-only requirement of Proposition 227 and allows students to acquire English through multiple programs outside of English immersion classes. The new law eliminates the need for parents to be required to sign waivers to enroll their children in dual immersion or bilingual programs. This act also requires school districts to solicit parent/community input in developing language acquisition programs, requires instruction to ensure English acquisition as rapidly and effectively as possible, and authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers. Moreover, if more than 20 parents or guardians from any one grade level or 30 parents or guardians from an entire school make a collective request for a dual language or bilingual program, the school site is required to, at minimum, explore the possibility of creating said programs and, to the extent possible, are required to offer said programs.

Sect. 310. Parents or guardians; choice of language acquisition program; implementation requirements

1. Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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, based upon the requirements of Section 305.
2. If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:
 - a. Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.
 - b. Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with

information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

If parents are interested in a different program from those listed below, school site front office staff will be contacted by parents/guardians for the request form and will collect. Each school is required to maintain written records of parent requests (including verbal requests) which include:

1. Date of request
2. Parent and child names
3. Description of request
4. Grade level

5 CCR section 11311 requires that schools

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of

language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

1. **Communication** - Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.
2. **Cost and Resource Analysis** - The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:
 - Certificated teachers with the appropriate authorizations
 - Necessary instructional materials
 - Pertinent professional development for the proposed program
 - Opportunities for parent and community engagement to support the proposed program goals
3. **Determination** - Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.
 - Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
 - Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by

parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school. Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school. Citations: EC sections 305 and 310; 5 CCR section 11311 and 11312.

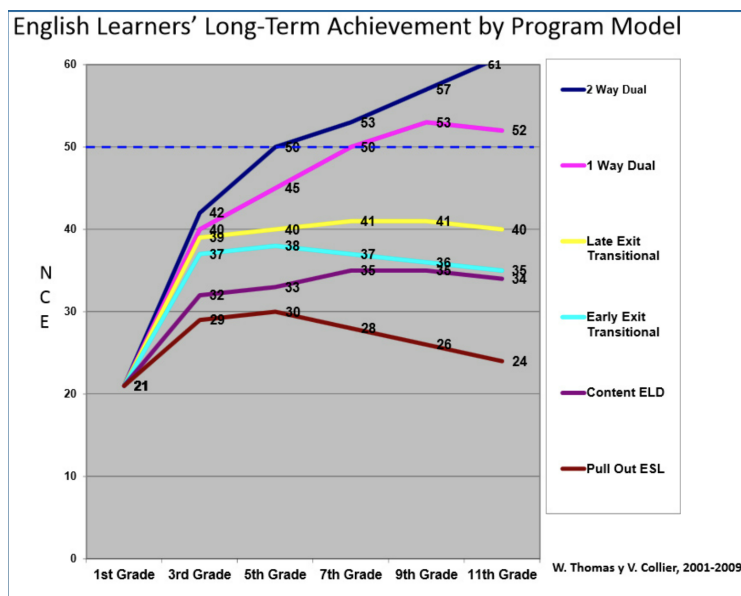
See [The California Education for a Global Economy Initiative \(Proposition 58\)](#) for additional information. Form to request a program can be found in the Tool Kit, page 92).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 305 and 310, 44253.3, and 44253.4, Education Code; 20 U.S.C., Section 1703(f).

Language Acquisition Programs



Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. Based on the Thomas & Collier graph below, not all programs have the same outcomes.



The Thomas and Collier graph above indicate that students enrolled in a two-way dual language model tend to do better than most other programs and have a higher proficiency average once they reach the middle school years and beyond. The cognitive exercise of learning two languages that these students experience at an early age could be one of the main reasons they have success in the upper grades. A description of the language acquisition programs provided at Stockton Unified School District is listed below.

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. Students are offered ELD and access to grade-level academic subject matter content. Education Code (EC) sections 305(a)(2) and 306(c)(3).

Dual-Language Immersion (DLI) Program: Also referred to as Two-Way Immersion model. A language acquisition program 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. In SUSD, this program begins in kindergarten (K) and continues through eighth grade. There are several types of DLI approaches with the two most common being the 90:10 model and the 50:50 model. Both have similar outcomes although the 90:10 has a heavier focus, up to 90% of the instructional day, on the primary language during the K-3 grade levels. The 50:50 has a balance between the primary and secondary languages throughout the grade levels.

Developmental Bilingual Program: Instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English and the student's native language. This program goes up to 6th grade. EC Section 306(c)(2).

Instructional Placement for English Learners

All EL students receive daily Designated ELD instruction and Integrated ELD instruction through all content areas.

All EL students are placed in academic settings designed to meet their linguistic and instructional needs based on their degree of fluency in English. Services are provided in one of the following settings:

1. Structured English Immersion (SEI); or
2. Alternative Programs: Spanish Development (Late-Exit) or Dual Immersion/Spanish

Structured English Immersion (SEI)

The Structured English Immersion (SEI) program incorporates English Language Development instruction and simultaneous access to the core curriculum with Integrated ELD strategies and primary language support for students in grades K through 12. It is recommended that primary language support be provided for English Learners who score at the Emerging (1) and Early Expanding (2) on the ELPAC.

The goals of a SEI program are the acquisition of English language skills and access to core content so that ELs can succeed in a mainstream English classroom. This program option is designed to ensure that the ELs meet ELD and grade-level standards through well-articulated, standards-based, differentiated ELD instruction. In addition to Designated ELD, students are provided Integrated ELD grade-level core instruction in English using Integrated ELD strategies and instructional approaches to ensure full student participation and full access to the core curriculum, with primary language support.

The focus of a SEI program is to accelerate English language development in order to minimize academic challenges that may occur, as students are not yet proficient in the language of instruction. EL students at Emerging (1) or Early Expanding (2) proficiency levels are considered “less than reasonably fluent” and Bilingual Paraprofessionals provide primary language support to the students in the classroom. Bilingual Paraprofessionals do not provide ELD instruction.

The EL student’s progress is monitored quarterly. If the student is found to be in need of additional interventions, the English Learner Appraisal Team (ELAT) convenes to write an *Academic Catch-up Plan of Action* to address needed support. See monitoring processes, **page 50 and 87.**

District Alternative Programs

The goal of the bilingual alternative programs is to keep the students at grade level by providing instruction in the core academic areas in the students' primary language, while also teaching English skills. In addition, the aim of the program is to develop grade-level literacy in both Spanish and English. In this program, students are provided academic instruction in Spanish by a qualified teacher with a BCLAD in Spanish.

Depending on the grade and proficiency level of the student, the following subjects will be taught in the primary language: language arts, mathematics, social studies, science. All students receive Designated English Language Development (ELD). As they become more proficient in English, they receive less instruction in the primary language and more in English, with teachers using designated ELD at all grade levels.

Students in an alternative bilingual program receive assessments as required by the State Department of Education as well as the appropriate primary language assessment.

Additionally, these programs are to be created as a result of Proposition 58 (2016), at school sites. Please read below.

Description of Bilingual Programs in Stockton Unified School District

(SUSD) Developmental (Late-Exit) Spanish Bilingual Program (K-6)

One of the bilingual programs in SUSD is a Late-Exit, Developmental Spanish Bilingual Program (K-6), where the goal is to use the Spanish language as a vehicle to transition students to English instruction as soon as possible. At McKinley School, students receive a large percentage of instruction in Spanish beginning in kindergarten, with the percentage diminishing each year, while the English instruction increases. Primary language instruction includes the academic areas of language arts, math, social studies, and science. In a timely fashion, students are transitioned into classes where a majority of the instruction is in English by the 6th grade.

This program option does aim for sustained bilingualism and biliteracy. It provides EL students' immediate access to grade-level academic content and early literacy development in the

primary language with a gradual transition to English instruction by sixth grade. Teachers in this program require a bilingual credential (BCLAD / BiLA) in Spanish.

Pittman Charter and Hong Kingston Elementary's Educational Program and Integration of the Dual Immersion Model

The goal of Pittman Charter School and Hong Kingston is to create an educational school of choice based on a successful, research-based model of Dual Immersion. Kindergarten through eighth-grade students will be provided an exemplary bilingual, biliterate/bicultural educational experience focused on high academic achievement, lifelong learning, self-motivation, responsible, and citizenry.

These two programs provide a rich, challenging educational program that is adapted and designed around the Common Core State Standards (CCSS). This learning is based on educational practices which have been well-researched and provide for a high level of student success in the 21st century. The following student goals provide authentic academic achievement for Pittman Charter students:

1. To meet or exceed the educational standards established by the State of California, with an emphasis on the ability to apply this knowledge.
2. To become fully bilingual and biliterate in English and Spanish and earn the **Seal of Biliteracy**
3. To demonstrate the ability to problem-solve and utilize critical thinking skills within the academic content areas and to demonstrate the ability to transfer these skills from the classroom to the community at large.
4. To work cooperatively with others, to communicate effectively, and to be self-motivated, lifelong learners.
5. To understand and appreciate different cultures and to demonstrate such understanding by working with and problem-solving with people from different cultures and to share their perceptions of those interactions.
6. To utilize technology as an organizational, communication, and problem-solving tool; and
7. To develop talents and express ideas and emotions through visual and performing arts.
8. GLAD – Guided Language Acquisition Design strategies are a key component to this program.

Monitoring of the Bilingual Programs

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of Bilingual Alternative programs. The Research and Accountability Department conducts an annual program evaluation of the Developmental Bilingual Program (Late Exit) and the Spanish/Dual Immersion Program.

Site administrators and/or ELP Site Coordinators conduct regular classroom observations to monitor program implementation. The information gathered from the site's self-reviews serve to identify site-specific areas of need to plan for professional development. Each site has developed a Professional Learning Plan to build capacity. Sites can call the Language Development Office for coaching strategies, support, or ideas to enhance their programs.

The sites observe teachers' instructional delivery practices in Spanish and English and provide ongoing coaching and professional learning as needed. The LDO Team communicates regularly with the three principals and their ELP Site Coordinators to collaborate in providing quality programs to help students succeed. Students' academic success is measured by curriculum embedded assessments, district-mandated iReady diagnostics, and state-mandated California Assessment of Student Performance and Progress (CAASPP), which includes the Smarter Balanced Assessments (SBAC).

The Language Development Office provides the bilingual and dual immersion teachers professional learning and collaboration opportunities to strengthen their programs by learning or reinforcing strategies, sharing ideas, and collaborating on increasing student achievement.

Site administrators, teachers and support staff are encouraged to attend local and regional conferences and workshops to increase their knowledge and expertise.

The goal of the dual immersion and late-exit models are to create an educational experience based on successful, research-based models. The experience is focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. Teachers are able to design creative, interesting standards-based lessons that are integrated with various subject matter. Guided Language Acquisition Design strategies are fully implemented in this model. Students become fully bilingual, biliterate, and bicultural and earn the pathway for the Seal of

Biliteracy after their participation in this program. See tables below for elementary and secondary instructional program options.

Seal of Biliteracy

On October 8, 2011, Governor Jerry Brown signed AB 815 creating the State Seal of Biliteracy, making California the first state in the nation to honor high school seniors who are proficient in English and one or more languages. *Global California 2030* is another initiative that California Superintendent of Schools Tom Torlakson released in 2018 where the goal is to have half of all K–12 students participate in programs leading to proficiency in two or more languages.

The Seal of Biliteracy is an award given by a school district in recognition of students who have demonstrated full bilingual proficiency by high school graduation affirming that they have attained proficiency in all four language domains: listening, speaking, reading, and writing, demonstrating proficiency in both English and at least one of 40 other languages, including American Sign Language.

The Seal of Biliteracy will appear on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

Students of dual language sites are very well prepared to attain the Seal of Biliteracy, although many students who have taken the Seal of Biliteracy pathway in high school will have the best opportunity to receive the seal on their high school diplomas. Any SUSD student who chooses to attain the Seal of Biliteracy, can begin the pathway during their first year (9th grade) of high school.



ELEMENTARY INSTRUCTIONAL PROGRAM OPTIONS

SUSD's bilingual programs include the developmental (late-exit model) and the dual immersion models.

Elementary Instructional Program Options (Grades K-8)	EL Levels 1-2	EL Levels 3-5	LTEL Levels 1-2	Program Goals	ELD	Integrated ELD	L1- SUPPORT	L1 Instruction
STRUCTURED ENGLISH IMMERSION (SEI)	X			Acquire English language proficiency and <u>gain access</u> to grade-level academic core content.	X	X	X	X
DEVELOPMENTAL LATE-EXIT MODEL BILINGUAL EDUCATION at MCKINLEY SCHOOL	X	X	X	Acquire English language proficiency and grade-level academic content through a combination of core content instruction in primary language and English. PATHWAY TO SEAL OF BILITERACY	X	X	X	X
SPANISH DUAL IMMERSION PROGRAM at PITTMAN CHARTER SCHOOL and HONG KINGSTON/ VALENZUELA	X	X	X	Acquire English language proficiency and grade-level academic content in two languages: English and Spanish, as well as positive cross-cultural competencies for ELs and English proficient students. PATHWAY TO SEAL of BILITERACY	X	X	X	X

*LTEL = Long Term English Learner 6+ years in EL Program

SECONDARY INSTRUCTIONAL PROGRAM OPTIONS

English Learners are to be provided access to the core ELA courses for purposes of meeting the UC A-G requirements.

Grades 9 -12 Instructional Program Options	New- comer Less than 12 months in the U.S.	EL – Levels 1-2 Less than 5 yrs. in Program	EL – Levels 3-5 Less than 5 yrs. in Program	LTEL – More than 7+ yrs. Levels 1-2	Program Goals	ELD	Integrated ELD (ELA, Math, etc.)	PRIMARY LANGUAGE SUPPORT
STRUCTURED ENGLISH IMMERSION (SEI)	X	X	X	X	Acquire English language proficiency and <u>gain access</u> to grade-level academic core content.	X	X	X

Parental Opt-Out of Services Procedures

California public schools must provide English Language Development (ELD) to all English language learners (ELs). The ELD Program provides the bridge students need to transition quickly from their native language to English in the academic setting. Families of ELs who qualify for ELD services receive a "Notice of Program Placement" letter at the start of the year describing program type and information for opting-out. In some instances, a parent may request to Opt-out of ELD program services. Parents of ELs have the right to refuse certain, separate and specialized ELD services for their children. A parent's decision to refuse programs must be informed and voluntary. When a parent makes the request to have their child opt-out, the principal and/or ELP Site Coordinator will schedule an English Learner Appraisal Team (ELAT) meeting with the parent. The school district staff may not interfere or influence this decision in any way. Please note that reinstatement can occur at any time following the decision to opt out. OPT Out forms can be provided to families in each school front office and Language Development Office (LDO). Parents of ELs may request placement of their child into the regular program of instruction at any time during the year. Parents must complete the *opt out form* (see opt out form - pg. 6-7 in-Tool Kit, page 92)

Student with an Individual Education Program (IEP)

The IEP team determines the placement of each EL student that is also Special Education regardless of language proficiency. The placement of the Special Education students is not determined by the language needs but rather by the educational needs as determined by the IEP team.

Parental Information and Notification

Parents are notified by mail at the start of each school year as to the program placement of their EL child or children. The notification includes annual English language proficiency level, a description of the instructional program placement for the student that is recommended by the school, other instructional program progress expected for the student's program option, reclassification (exit) criteria, instructional program for EL with disabilities (with an IEP) and the expected rate of graduation for English Learners (Title III requirements).

In the Annual Parent Notification letter, parents are informed that they may request an alternate program.

Parental Exception Waiver Process – with the passage of Proposition 58, waivers are no longer required.

A bilingual program may be particularly helpful to EL students with limited formal schooling. Characteristics of these students may include, but are not limited to the following:

- Recent arrivals to U.S. (2 years or less)
- Little or no English fluency
- Disrupted or no schooling in native country
- Little or no literacy in native language

LEGAL CITATIONS

VI-EL 10.1 Based on district criteria of reasonable fluency, English Learners are placed in Structured English Immersion (SEI) or in English Language Mainstream (ELM) programs. English Learners who do not meet the district’s criteria may be placed in an ELM program with a parent or guardian request. *(EC 305, 306, 310, 311, 5 CCR 11301)*
a. Designed to improve the instruction and assessment of English Learners (20 usc 6825 [s] ([z] [A])

VI-EL 10.2 The district has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. *(EC 306)*

With the Passage of Proposition 58, if twenty (20) or more parents are interested in having their child taught in a bilingual setting, the school has one year to establish this program. The school will work with the Language Development Office to design, implement, and maintain this program.

The ELD Standards ensure that all English Learners fully access high quality curricula in order to maintain continuous progress in developing the English language. The ELD Standards are built upon three critical premises:

- These premises inform how instruction for English Learners is shaped. The figure below displays the interrelationship between the ELD Standards and the Standards for English Language Arts.



General Program Overview

Stockton Unified School District Programs for English Learners are aligned with the goals of the district LEA Plan, Goal 2 is intentional to incorporate culturally relevant instructional strategies that address the diverse needs of students, in particular the language needs of English Learners. It provides for a variety of instructional settings that influence the application of the ELA/ELD Framework, Common Core State Standards, and the CA ELD Standards for both Designated and Integrated English language Development instruction. These academic settings are designed to meet the students' linguistic and instructional needs as well as to develop English language knowledge, skills, and abilities needed to become college-and career-ready.

All EL students are placed in academic settings designed to meet their linguistic and instructional needs. Currently, at the high school level EL students have the opportunity to take their content area coursework Integrated ELD and Designated ELD. District and site personnel are working towards giving all EL students the opportunity to take their core subjects, including Designated ELD and a pathway to take the A-G requirements to meet their literacy and language needs.

Services are provided in the following setting: Structured English Immersion (SEI). **This program placement is designed to ensure that all EL students receive Designated English Language Development (ELD)** and Integrated ELD that uses effective and engaging strategies that are differentiated for each student's level of English language proficiency across all curriculum areas.

English Language Development (ELD) refers to the integrated and coordinated program that is designed to ensure that English Language Development standards are learned by EL students in an educationally appropriate setting within the legal guidelines of the education code. ELD is a course of daily instruction using the adopted ELD curriculum and taught by a teacher who has been trained and certified in the appropriate theory, methodology, and instructional strategies for English language development. ELD instruction is required daily. ELD includes the instructional materials and methods that are used to ensure that EL students gain proficiency in oral language, reading, and writing. Differentiated instruction and appropriate grouping based on the student's level of language development is a key component of ELD implementation. The content of the ELD lessons reflects the CA English Language Development Standards. The curriculum that supports ELD instruction is based on state-approved programs that have been demonstrated to be effective in promoting EL students' proficiency in English. Some strategies

include: GLAD (Guided Language Acquisition Design), and instructional approaches from the Teaching and Learning Cycle.

There are **six key shifts in English Language Development Instruction**:

1. *Language development is a dynamic and complex social process.*
2. *Language development is focused on collaboration, comprehension and communication with support so students can express themselves effectively.*
3. *Use of complex texts and challenging activities with content that supports language learning.*
4. *English is a meaning-making resource where students make language choices based on audience and purpose.*
5. *Expanded grammar, and knowledge of the structure of the English language instruction is done within content instruction.*
6. *Foundational skills instruction builds upon the bilingual strengths that English learner’s possess.*

Instructional Strategies



Integrated ELD instruction is delivered using research-proven instructional strategies. An example would be the strategy of accessing a students’ prior knowledge, like taking into account what students already know from their own experiences, including their primary language and culture.

Other examples are:

<ul style="list-style-type: none">● KWL Charts● Anticipation Guides● Video clips
<ul style="list-style-type: none">● See Edutopia article for more ideas
<ul style="list-style-type: none">● Connecting to students’ prior knowledge (e.g., taking into account what students already know and relating it to what they are to learn)<ul style="list-style-type: none">○ Get to know your students<ul style="list-style-type: none">■ I am poems○ Using home language when possible

<ul style="list-style-type: none"> ○ Funds of knowledge Toolkit
<ul style="list-style-type: none"> ● Preview-Review, Sentence deconstruction, Text reconstruction, Joint construction, Unwrapping sentences, Interactive journals, and Interactive Read <ul style="list-style-type: none"> ○ ELA/ELD Framework Chapter 2 ○ ELA/ELD Framework Vignette Collection
<ul style="list-style-type: none"> ● Building background knowledge or schema
<ul style="list-style-type: none"> ● Planning differentiated questions, process and/or product based on students' cognitive and linguistic needs, GLAD strategies (Guided Language Acquisition Design), which include Pictorial Input Charts, Cognitive Content Dictionary, Inquiry Chart, Process Grid, and Sentence Patterning Chart
<ul style="list-style-type: none"> ● Constructing questions that promote critical thinking and extended discourse <ul style="list-style-type: none"> ○ Teaching critical thinking ○ Bloom's Taxonomy
<ul style="list-style-type: none"> ● Selecting and sequencing tasks (such as modeling and explaining) and providing guided practice in a logical order <ul style="list-style-type: none"> ○ Modeling Edutopia examples
<ul style="list-style-type: none"> ● Providing a variety of collaborative group interactions like text reconstruction and collaborative summary
<ul style="list-style-type: none"> ● Lowering the affective filter by providing a low anxiety learning environment <ul style="list-style-type: none"> ○ 8 Strategies for Building Relationships with Students
<ul style="list-style-type: none"> ● Providing comprehensible input through realia, primary language, pacing, repetition, intonation and expression, use of synonyms, use of cognates, gestures, pictures, compelling/engaging content, etc.) <ul style="list-style-type: none"> ○ Role of Primary Language Edutopia Article ○ Using Realia to Build Background Knowledge
<ul style="list-style-type: none"> ● Planning levels of scaffolding appropriate to specific tasks and students' cognitive and linguistic needs <ul style="list-style-type: none"> ○ ELD Standards, Chapter 4: Theoretical Foundations and the Research Base of the California English Language Development Standards, 'Scaffolding' page 149

<ul style="list-style-type: none"> ● Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, jointly constructing texts and independently constructing texts <ul style="list-style-type: none"> ○ ELD Standards
<ul style="list-style-type: none"> ● Frequently checking for understanding and modifying instructional delivery based on students' progress <ul style="list-style-type: none"> ○ Quick Ways to Check for Understanding
<ul style="list-style-type: none"> ● Using Total Physical Response (TPR) <ul style="list-style-type: none"> ○ The Teacher Toolkit TPR
<ul style="list-style-type: none"> ● Vocabulary development <ul style="list-style-type: none"> ○ Teaching Vocabulary in Grades 4-12 ○ Vocabulary Development with ELLs ○ Additional Strategies for vocabulary development
<ul style="list-style-type: none"> ● Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia <ul style="list-style-type: none"> ○ Using Graphic Organizers with ELLs
<ul style="list-style-type: none"> ● One-on-one / Small group ● Response frames, sentence frames and sentence starters ● Strategic partners / Intentional Think-Pair-Shares ● Academic conversations ● Unpacking sentences ● Project-based activities ● Deconstructing writing prompts ● Academic Process Journals ● Pictorial Input/Draw and label ● Language function wall ● Joint construction ● Non-linguistic Representation (e.g., realia, pictures, gestures, language toolbox) ● Translanguaging-Exposure w/ content in native language ● Closed captioning videos / Use of media

Designated English Language Development Instruction

Systematic ELD is a dedicated instructional block that is driven by students' assessed English proficiency levels. The goal is to move students from one proficiency level to the next. Systematic ELD builds a solid foundation in English by teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

The Common Core and other content standards assume native English proficiency. Systematic ELD provides a time for English learners to learn and practice language they need in order to navigate rigorous content instruction and a myriad of adult and peer interactions, such as discussions and collaborative work.

Stockton Unified School District is committed to ensuring designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. ELD is:

- Equitable, culturally relevant and responsive
- Rigorously engaging and differentiated through the principles of MTSS
- Accessible to all learners
- Aligned to standards
- Data-driven, research and evidence-based

Designated ELD Instructional Time Requirements:

EL students TK through 6th grade receive at least thirty (30) minutes of daily Designated ELD instruction. EL students in 7th through 12th grade receive fifty (50) minutes or a period/block of daily Designated ELD instruction. For 'Block' schedules, a full (90) minute block is recommended. Designated ELD is a year-long course. When possible, EL students are grouped by English proficiency levels to better meet their specific English proficiency needs to assure the most rapid development of their English language knowledge and skills.

Integrated English Language Development

The primary purpose of Integrated ELD instruction is teaching skills and knowledge in the content areas, more specifically, content identified in core content standards for English language arts, math, science, social studies, physical education, and the arts. The second goal of Integrated ELD instruction is to promote language development, particularly academic language. The essence of Integrated ELD instruction is content instruction by way of instruction in the Content Standards and secondary is utilizing the ELD standards together with the core content standards. ELs are provided with access to a well-articulated, standards-based core curriculum that is taught in all core content areas, thus integrated ELD is taught all day every day.

Integrated ELD includes a set of specific instructional strategies centered around four elements: content, connections, comprehensibility, and interaction. It is designed to make instruction comprehensible and grade-level academic content accessible for English Learners. All teachers who provide content instruction in English at any grade level must use Integrated ELD to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. Differentiation is a key principle for providing access to the core curriculum. When the *use of the primary language is not possible, instruction is “sheltered” in order to help students learn skills and concepts taught in a language they do not fully comprehend*. Integrated Instruction is delivered using research-proven instructional strategies such as:

- Accessing students’ prior knowledge (e.g., taking into account what students already know, including their primary language and culture)
- Connecting to students’ prior knowledge (e.g., taking into account what students already know and relating it to what they are to learn)
- Preview-Review
- Building background knowledge or schema
- Planning differentiated questions, process and/or product based on students’ cognitive and linguistic needs
- Constructing questions that promote critical thinking and extended discourse
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order
- Providing a variety of collaborative groups
- Lowering the affective filter

- Planning levels of scaffolding appropriate to specific tasks and students' cognitive and linguistic needs
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing)
- Frequently checking for understanding and modifying instruction during delivery based on students' progress and promoting complete sentences
- Using Total Physical Response (TPR)
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia
- Using the Teaching and Learning Cycle - That is, building content knowledge, learning about the text types, joint construction, and independent writing

Integrated and Designated ELD classes must address all of the essential subject matter standards taught in their non-Integrated ELD equivalents. They are classes that focus on essential standards and represent the guaranteed minimum curriculum each student must have to master the content of each course. They are equal in rigor but with objectives broken down into manageable parts so that students who are not yet proficient in English can participate in meaningful ways.

ELD Proficiency Level Descriptors

Second language learning does not always happen in a straight line, either within or across proficiency levels. For example, an EL may exhibit some abilities (e.g., speaking or listening skills) at a higher proficiency level while displaying others (e.g., writing or reading skills) at a lower competence level at any given moment along his or her English learning trajectory. We often find that depending on the content area or text type, students may display a need for additional resources and support, despite showing a strength in any domain. Therefore it is important that we examine each student and their needs individually, in addition to state assessment results. The ELD proficiency levels from the California State Standards guide the student's language acquisition stages but are a guide knowing that student skills may vary by domain. According to the CDE ELD Standards, there are 3 proficiency levels:

- **Emerging** students 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.
- **Expanding** students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- **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” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. (ELD Standards, p. 19, 2014)

These proficiency level descriptors guide instructional scaffolding and support that we can implement for students. Additionally, the ELD Proficiency Level Continuum guides instruction because it informs teachers of the skills that students have at each proficiency level, allowing teachers to differentiate instruction and provide proper scaffolds for students.

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.	General Extent of Support						
	Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.		Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.		Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

Ch.2 California English Language Development Standards, pg. 20.

Teachers can then recognize that students at the emerging level need substantial support in language, students at the expanding level need moderate to light support. Finally, students at the Bridging level need occasional support. Furthermore, teachers can understand what skills students have and utilize in order to teach language skills in English and help students become proficient.

Instructional Grouping

Two models currently exist to provide Designated ELD. The models are Homeroom Model and Regrouping Model.

Homeroom Model: Teachers schedule a block of time daily to provide designated ELD to the English learner students in their homeroom class. Teachers work with small groups of English

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learner students, grouped by English language proficiency level, while non-English learner students engage in independent literacy stations or engage in small group work.

Regrouping (Deployment) Model: Schools schedule a block of time daily to provide designated ELD by regrouping students by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of English learner students at each grade level). Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English learner students, while non-English learner students are re-grouped to meet their literacy needs.

SUSD Assessments

Assessments for ELD are one of the major components of our Benchmark Advance curriculum for grades K-6th grade. The main purpose of these assessments is to assess the level of mastery for the standards taught during the previous three weeks. Assessment data is disaggregated and re-teaching of standards not mastered occurs shortly thereafter. Furthermore, the teacher uses the knowledge gained to plan differentiated instruction to help students achieve mastery during the next instructional sequence. Within the curriculum components of Benchmark Advance, both Reading and Writing, as well as the development of the targeted language are emphasized throughout each unit. Unit assessments are routinely used to monitor student growth.

Writing in all grades is also a focal point of developing and learning the English language and can be monitored and assessed to measure growth and learning. The EL toolkit states, “Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline” and that all English Learners have to be provided with the instruction that will equip them with the ability to “express themselves in writing across a variety of academic situations.” Peer review is a great way for EL students to reflect on key writing skills and improve their writing proficiency and having Pre and Post writing samples collected are also an excellent way to monitor individual student progress. Opportunities by teachers to have rubric and non-rubric writing benchmarks can also provide an approach to monitoring student growth in the classroom.

SUSD Implementation of Curriculum Associates, iReady Diagnostic Assessment

The i-Ready Diagnostic assessments are administered in reading and math for English Learner students in grades K-12. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the *i-Ready Diagnostic* pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

Teachers and administrators review the results of each iReady assessment and determine areas of strength and weakness in order to inform future instruction.

If students are weak in a certain area, the teacher reviews the data and uses the knowledge gained to plan differentiated instruction to help students achieve mastery. The Curriculum and Instruction Specialists as well as Research and Accountability Department facilitates training for teachers to analyze the data for instructional purposes.

IEP’s and Primary Language Support

Bilingual Paraprofessionals provide primary language support to English Learners who require primary language support and are at the Emerging and Expanding levels in the classroom. They work under the direction of an appropriately credentialed teacher and use specific instructional techniques that are effective researched-based methods for EL students. Bilingual Paraprofessionals do not provide ELD instruction. English Learners who require primary language support may receive it from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the direction of an appropriately credentialed teacher.

Special Education and Section 504

The requirements in a student's IEP or Section 504 Accommodation Plan are federal legal requirements and take precedence. If either program or plan calls for primary language instruction, State and Federal laws require that English Learners with an IEP or a Federal 504 Accommodation Plan continue to receive the programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of English Language Development (ELD) and full access to core curriculum as specified in the IEP.

EL Student Monitoring Process

English Learner Intervention Plan:

When students are not meeting expected growth in English proficiency or are sustaining deficits in content areas the district employs a number of multiple measures to monitor student progress including: ELPAC, SBAC Assessments (Smarter Balanced Assessments of California), English Language Arts (ELA) and Math District Benchmarks. School sites maintain specific assessments for monitoring student progress. If a student is not meeting the expected progress for his/her grade level considering his/her number of years in the English Learner program, the student receives the most appropriate support and intervention services. The Language Development Office along with Research and Accountability facilitate this process for teachers as well as ELP site Coordinators and district leaders to coordinate efforts to assist the English learner students, provide consistent monitoring of progress, determine appropriate student placements and interventions, and communicate with the Language Development Office.

All EL students are monitored for academic challenges via the EL Monitoring Process. The ELAT meets to write an *Academic Catch-up Plan* for students who do not meet the proficiency benchmarks for English Learners.

Classroom teachers maintain the EL Monitoring Forms by reviewing and updating EL student progress quarterly at the end of every grading period. Teachers document identified instructional modifications and in-class interventions provided to EL students. Conferences with parents and/or additional support provided to the student outside of the classroom are also documented and attached to the monitoring form.

English Learner Appraisal Team (ELAT)

If the student still does not make adequate progress, then the teacher makes a referral to the ELP Site Coordinator for an English Learner Appraisal Team (ELAT) meeting. The ELAT may include classroom teacher/s, parents, students, counselors, administrators, and the ELP Site Coordinator. The ELP Site Coordinator coordinates and facilitates the ELAT meetings.

At this meeting, the student's second language acquisition progress is discussed as well as the student's progress in core subjects. An *Academic Catch-up Plan* is to be developed to

identify additional interventions that are to be provided to the student. The ELAT may consider referring the student to the SST if concerns other than second language acquisition are identified. Students will also be targeted for after-school programs and tutoring using research-based supplemental materials proven effective in meeting the specific linguistic needs of English Learners.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in English Language Development and in the core curriculum areas. It is considered at that point that the educational needs of the student exceed specific language development interventions.

Academic Catch-up Plans for Long Term English Learners (LTEL) in Grades 4-12

The *Academic Catch-up Plan* for English Learners is triggered by the determination that a student is not acquiring English according to the Time in Program (TIP) proficiency benchmarks or is not making expected grade-level academic progress. The determination that a student is not acquiring English according to the TIP proficiency benchmarks may be made using various criteria:

1. Long Term ELs in grades 4 - 12 who have been in the EL Program for more than 6 years; or are considered At Risk of Becoming LTELs
2. the student does not advance one level on the ELPAC in a year
3. results from the iReady Reading indicate that the student is below grade level
4. test scores from curriculum-based assessments show the student performs consistently below grade level;
5. the classroom teacher in grades 4-6 or the Designated ELD or Integrated ELD core teacher in grades 9-12 notifies the student and the counselor that the student is not demonstrating adequate growth in ELA;
6. the student receives a mid-quarter progress report; with inadequate progress
7. the student receives a grade of D or F in Integrated ELD core classes on the report card;

The *Academic Catch-up Plan* includes various recommendations and progress monitoring:

1) rich classroom instruction, tier 1; 2) recommendation for after-school tutorial programs; 3) referral to community support services; 4) peer coaching/study buddy; 5) recommendation to site intervention classes or program; 7) study skills program; 8) supplemental support resources in primary language; 8) any other supports deemed necessary to assist the student.

PROCESS FOR EL STUDENT MONITORING	
Step I: EL Monitoring Form	All EL students are monitored on a quarterly basis. Classroom teachers review students' in-class performance, assessment information, and consider in-class modifications and interventions to address students' needs.
Step II: A. English Learner Appraisal Team and <i>Academic Catch-up Plan</i> B. On-going Follow-up to determine the effectiveness of the <i>Academic Catch-up Plan</i>	Teacher consults with the ELP Site Coordinator regarding student progress concerns. ELP Site Coordinator schedules an English Learner Appraisal Team (ELAT) meeting. During the ELAT meeting an <i>Academic Catch-up Plan</i> is created. ELAT meets <u>at least</u> twice during the school year to review/revise <i>Academic Catch-up Plan</i> .
Step III: SST Referral	Students who do not show adequate progress will be referred to the site Student Study Team (SST) for follow-up assessment and planning.

MONITORING EL STUDENTS	
Persons Responsible	Duties
Site Administrator	Responsible for overseeing the EL Program, EL Monitoring Process and development of Academic Catch-up Plans (including ELAT meetings), and Supplemental Programs

EL Site Coordinator/ Counselor	Responsible for managing the EL Program, coordinating and/or facilitating the EL Monitoring process and development of Academic Catch-up Plans (including ELAT meetings), and managing Supplemental Programs
Teacher	Responsible for delivering instruction, monitoring student progress, creating, reviewing, and revising Academic Catch-up plans
Language Development Office	Responsible for overseeing the district-wide EL Program Responsible for providing training and technical support, coaching, lesson study, co-teach, co plan and modeling regarding the EL Program (including Supplemental Programs)
Research and Accountability Department	Responsible for data collection, desegregation, distribution, and analysis

**PROFICIENCY BENCHMARKS FOR ENGLISH LEARNERS
BY TIME IN PROGRAM**

ELPAC Level	Beginning ELPAC 1	Early Intermediate ELPAC 2	Intermediate ELPAC 3	Early Advanced ELPAC 4	Advanced ELPAC 5
Expected Progress Towards Language Proficiency Based on Proficiency Level at Enrollment	Year 1	Year 2	Year 4	Year 5	Year 6
		Year 1	Year 3	Year 4	Year 5
			Year 2	Year 3	Year 4
			Year 1	Year 1-2	Year 2-3

The plan for monitoring students for academic challenges may include:

- a student intervention contract with student and parent signatures which is turned in once a week; at K-6 to the teacher and 7-12 to the teacher who requested the student sign the contract or to the student's counselor. The contract is kept in a central file
- attendance verification of participation in a parent-student support workshop
- informing the teacher of recommendations from the SST
- attendance verification of participation in a tutorial program
- student progress update from the new teacher of the student in the content area class
- schedule for the peer coach or study buddy and documentation of the hours of work completed with the peer coach or study buddy
- attendance verification and report of progress from the tutoring program
- monitoring of students by counselors
- regular walk-through of intervention classes or tutorial programs by administration or counselors
- using student data from benchmarks and other assessments to monitor student progress
- monitoring daily attendance at school and period attendance

LEGAL CITATIONS

VII-EL 12	Each English Learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible. <i>(20 USC 1703(f), 6825[c] [1] [A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; <u>Castañeda v Pickard</u> [5th Cir. 1981] 648 F.2d 989, 1009-1011)</i>
VII-EL 13	Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. <i>(20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]' EC 306. 310; 5 CCR 11302[b]; <u>Castañeda v. Pickard</u> [5th Cir. 1981] 648 F.2d 989, (1009-1011))</i>
VII-EL 13.1	The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. <i>(20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]' EC 306. 310; 5 CCR 11302[b]; <u>Castañeda v. Pickard</u> [5th Cir. 1981] 648 F.2d 989, (1009-1011)</i>

English Learner Tool Kit

[EL Toolkit link](#)

