



MASTER PLAN FOR ENGLISH LEARNERS

APPROVED BY THE BOARD OF EDUCATION ON

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BOARD OF EDUCATION

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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 this *Master Plan for English Learners*.

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INTRODUCTION

Stockton Unified School District serves a student population of approximately 40,000; 10,000 of the students are English Learners (25%), 8,000 are Initial Fluent English Proficient (20.6%) and 1,000 are Reclassified Fluent English Proficient (10.6%). There are 32 different languages spoken by SUSD EL students. 9,000 of the EL students' primary language is Spanish (86%). (2015-16 CALPADS/ CDE).

Services for English learner (EL) students 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 2018-19 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 stakeholders (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 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 two-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)/Curriculum Department. The LDO/Curriculum, Research and Accountability Department and the State and 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).

PART I: PARENT INVOLVEMENT

Parents of English Learners (EL) are encouraged to participate in their children's education and 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. At sites where Hmong, Cambodian, and Lao are spoken by families, written translations in those languages are provided. 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 fluent students and those who are not yet English fluent. 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.

Parents are provided site-based training and support with the multi-level curriculum with a universal theme reflecting the experiences of the Latino Family. Program instruction is divided into four groups Latino Family Literacy Project for Preschool, Elementary, and Middle Grades and High School Career Readiness programs. The purpose is to foster a passion for reading in the students, boost and encourage a reading routine for Spanish speaking and English speaking parents while celebrating language, developing language acquisition skills for the household, encourage parent involvement, and provide English language development strategies and skills for Pre-K-12th grade parents and their children.

District-wide Parent Academies are organized by the Parent/Community Empowerment Coordinator. 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 a secondary school education.

The English as a Second Language (ESL) program is 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 (20) 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 comprised 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 and provides on-site training and support when requested by site administrators.

District English Learner Advisory Committee (DELAC)

The District’s English Learner Parent Involvement Committee (DELAC) is comprised of elected representatives from each school’s ELAC. The Language Development Office Director/Specialist’s assist with the coordination of the meetings and provides training to its members. LDO meets with the DELAC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent trainings. 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 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>

<p>Site Administrator</p>	<ul style="list-style-type: none"> a) Facilitates the formation of the ELAC/ELAC. b) Monitors meetings to make sure that required topics are addressed during the school year and that mandated documents including agendas, minutes and sign-in sheets for at least (4) four meetings are submitted by the end of the school year to LDO. c) Is available to meet when requested by ELAC. members/subcommittees to listen to their concerns and/or recommendations regarding site’s EL Program. d) Attends ELAC training provided by LDO and State and Federal Programs staff.
<p>Principal/Designee/ English Learner Program (ELP) Site Coordinator *Should not be a classroom teacher.</p>	<ul style="list-style-type: none"> a) Assists with the ELAC activities as delegated by principal. b) Attends ELAC training provided by LDO and State and Federal Programs staff at the start of the school year. c) Encourages school site’s DELAC Rep to attend DELAC meetings and report back to ELAC.
<p>Parents</p>	<ul style="list-style-type: none"> a) Participate in committees and review procedures/policies to advise administrator and School Site Council. b) Attend ELAC officers training provided by LDO and State and Federal Program staff.
<p>Language Development Office</p>	<ul style="list-style-type: none"> a) Provide trainings 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.

<p>State and Federal Programs</p>	<p>a) Monitors compliance and oversees the downloading of documents to California Department of Education Monitoring Tool (CMT), a web-based system which allows local educational agencies (LEA) to facilitate a response to state and federal requirements for program monitoring.</p> <p>b) Works with Parent Empowerment Coordinator to include DELAC members in District-wide parent trainings.</p>
<p>Research and Accountability Department</p>	<p>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 2019/2020.</p>

<p>(ELAC/DELAC)</p>	
<p><i>Person Responsible</i></p>	<p><i>Duties</i></p>
<p>Educational Services</p>	<p>b) Hold principals accountable for completing mandated ELAC responsibilities verified by way of Principal’s End- of-the-Year Checkout.</p>

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 (*EC62002.5, 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.

I-EL 3: 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])

Part II: GOVERNANCE AND ADMINISTRATION

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 1- Appendix 1). 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 Assessment of California (ELPAC). The initial assessment is to be administered within thirty (30) calendar days of enrollment.

The state is recommending that students complete a HLS once during their academic career. In the past, districts allowed parents to change the HLS annually. Generally, if the ELPAC has already been administered, any changes to the HLS would not affect the student’s English proficiency identification. If the parent amends the HLS prior to the ELPAC administration, the school will honor the changes made while continuing to monitor the student for any English language needs. If there is evidence of significant lack of English language ability, then the state English language proficiency assessment of California (ELPAC) must be administered. The parent will be consulted by the principal/designee regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

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 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 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, 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 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.

Source:

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide.pdf> (page 16)

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

<https://www.elpac.org/s/pdf/Initial-ELPAC.Complete-Process-Quick-Reference-Guide.pdf>

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 state 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 of all of the trainings 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's lists are reviewed and updated by the sites before and during the ELPAC testing window to ensure that all students are tested.

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) 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 be also be used for students' program placement.

The initial identification assessment is scored during the test. Students' tests 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). The scores 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. Research and Accountability Department retains the ELPAC IA answer books for a period of one full school year after the students' test.

A student must attain a 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:

<p>Initial Fluent English Proficient (IFEP)</p>	<p>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 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 (2012 ELD Standards)</i>.</p>
<p>Intermediate English Learner</p>	<p>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>.</p>
<p>Novice English Learner</p>	<p>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</p>

level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 *ELD Standards*.

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

In 2018-19, a ELPAC IA Overall Performance Level of 3 corresponds with the scale score range of 450-600.



Initial English Language Proficiency Assessments for California 2018–19 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	Level 2 Intermediate	Level 3 Initially Fluent English Proficient (IFEP)
150–369	370–449	450–600

Source: <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscalescore.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.

Special Education English Learners Identification

Assessing students with Disabilities

All newly-enrolled special education students must take the Initial CELDT. Only when the Annual CELDT is identified by the IEP team as not appropriate for the student to take due to the student’s disabilities is the alternative assessment Student Oral Language Observation

Matrix (SOLOM) used to determine English Language proficiency for continual identification.

American Sign Language

For purposes of CELDT 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 CELDT testing.

INITIAL STUDENT IDENTIFICATION K-12

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. 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.

The LDO’s Spanish, Hmong, Cambodian/Khmer, and Lao Bilingual Evaluation Assistants are certified biliterate individuals trained in correct procedures and scoring methods to administer the 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 a 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 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 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: [Summative English Language Proficiency Assessments for California 2018-19 Scale Score Ranges](#)

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

For the 2014-15 through 2018-19 school years the district will use the Measures of Academic Progress (MAP) ELA and MAP Math assessments three times a year to measure English Learners' academic progress. In 2014-15 the Smarter Balanced Assessment Consortium (SBAC), the newly- adopted Common Core State Standards standardized test, was first administered. The results were considered baseline data by CDE. Starting with the 2016 results, Smarter Balanced Assessment Consortium (SBAC) will be used to measure English Learners' academic progress.

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 CELDT 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, 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 at the school 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 of 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 will be completed at the meeting. The original is to be filled 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.

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

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 log of initial test results 2. Facilitates ELAT Meetings/"Opt-Out" Provides parents with placement options, protocol for program placement and Parent Exemption Waiver information 3. Oversees office staff as they input HLS information in <i>Synergy</i> 4. Ensures that Parent Notification letters, 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 <i>the district's student</i> information system 3. Assists with the filing of EL documentation in EL Folder/Cums

<p>Language Development Office</p>	<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 sends results to school site
<p>Research and Accountability Department</p>	<ol style="list-style-type: none"> 1. Collects data from <i>the district's student information system</i>, and reconciles data from CALPADS and TOMS to identify those students that 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. 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 2018 testing students. 5. Initiates the Parent Initial and Annual Notification mailing process by creating the data report in Illuminate to merge with the letters.
<p>Reprographics</p>	<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

LEGAL CITATIONS:

§ 11518.5. Initial Assessment.

5 CCR § 11518.5, 5 CA ADC § 11518.5

Initial Assessment

- (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.
- (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).
- (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).
- (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.
- (e) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL.
- (f) If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).
- (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.](#)

5 CCR § 11518.15

§ 11518.15. Summative Assessment.

(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.)

[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.

PART III: FUNDING

District funds provide for the basic educational needs for all students. Following are tables that detail the core adoptions:

ELD - English Language Development – Core Materials

Local Control Funding Formula (LCFF) supplements the basic program. Expenses include, but are not limited to, bilingual paraprofessional, staff, and parent professional learning; extended day/instructional time (after-school) for teachers to work with EL students; and supplemental instructional materials. These funds are also used for extended year/summer school and intersession. 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).

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. (*20 USC 1703[ff]; Castaneda v. Pickard 648 F.2d 989, 1010, 1012-1013*)

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. (*20 USC 6825[g]; 5 CCR 4320[a]*)

PART IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

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.

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 EL Program.

- 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.

**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
4	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging
5	Well Developed Bridging	Well Developed Bridging	Well Developed Bridging

<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 MAP 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 2016-17 graduation rate for EL students was **75.6%**. The 2013-14 graduation rate for EL students was 55.4%.
- <https://data1cde.ca.gov/dataquest/CohortRates/CRyProgram.aspx?Agg=D&Topic=Graduates&TheYear=2016-2017&cde=39686760000000&RC=District&SubGroup=Ethnic/Racial>

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 one half hour. In 7-12, designated ELD is fifty (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 (found in Appendix 1-Tool Kit, page 11-12) facilitate such monitoring:

- EL Master Schedule
- Instruction Observation Tool
- School Site Summary Report

These documents are used by the site administrator and/or ELP Site Coordinator and the LDO Specialists to conduct site reviews. 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.

Language Development Office Instructional Specialists, Instructional Coaches, and EL Resource Teachers also assist sites by conducting informal observations and providing feedback to teachers and site administrators. Site administrators may request that the LDO Specialists and Coaches provide site-specific professional learning in the areas identified at the site. They may also provide lesson studies; model lessons; co-teach, co-plan; and lead instructional rounds.

For the 2017-18 school year, during the first operational year of ELPAC, the state provided guidance for LEAs to locally determine reclassification criteria according to the following criteria as described:

“As a reminder, since the 2015–16 school year, the reclassification criteria, pursuant to California Education Code Section 313, has remained unchanged. However, Senate Bill 463 (Lara), which is currently under review, could impact reclassification criteria. If it becomes law, the CDE would issue further reclassification guidance.

At this time, LEAs are to continue using the following four criteria to establish local reclassification policies and procedures:

- 1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and*
- 2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and*
- 3. Parent opinion and consultation; and*
- 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.*

In spring 2015, LEAs administered the first operational Smarter Balanced Summative Assessments. On September 16, 2015, the CDE provided guidance to LEAs for using those results, if they chose, as a local measure of the fourth criterion. The guidance is available on

the CDE Reclassification Web page at <https://www.cde.ca.gov/sp/el/rd/>. LEAs were also advised that they could identify local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding the fourth criterion remains unchanged.”

Sources:

<https://www.cde.ca.gov/be/ag/ag/yr17/agenda201711.asp>

<https://www.cde.ca.gov/sp/el/rd/interimreclass.asp>

Based on available evidence, with the goal of maintaining a consistent approximate rate of reclassifications, a committee consisting of Language Development Office and Research & Accountability staff reviewed various reclassification models, and determine the reclassification model using 2017-18 ELPAC Summative Assessment Data:

INTERIM RECLASSIFICATION SUMMARY CHART

California Department of Education Criteria	SUSD Application of Criteria	Special Education Alternate Criteria
Assessment of English Language Proficiency	ELPAC Oral Language composite performance level score of 3 or 4 ; and ELPAC Written Language composite performance level score of 3 or 4 ; and ELPAC domain level performance (i.e., Reading, Writing, Listening, and Speaking) of 2 or 3 .	ELPAC or Alternate Assessment Overall language proficiency level must be Early Advanced or higher, listening must be Intermediate or higher, speaking must be Intermediate or higher, reading must be Intermediate or higher, and writing must be Intermediate or higher.
Comparison of Performance in Basic Skills	MAP Assessment Reclassification Cut Points (August 2018 Update) or SBAC ELA Achievement Level = Standard Met (3) or Standard Exceeded (4)	Statewide Assessment or Alternate Assessment English (ELA) must be at least beginning or basic level to midpoint of basic or low average to average range.
Teacher Evaluation	Teacher agrees that the student is performing successfully in all academic areas as indicated on the most current report card	Teacher evaluation was based on classroom performance, district-wide

		assessments, IEP goals, or other. Reclassification Team concurs with the teacher input/evaluation
Parent/Guardian Opinion and Consultation	Parent/Guardian agrees with their child’s reclassification	Parent/Guardian opinion and consultation was solicited Reclassification Team concurs with parent/guardian input

On January 9, 2019, the approved new reclassification criterion for the ELPAC Summative Assessment. The official guidance released on January 18, 2019 reads, in part:

“On September 14, 2018, the California Department of Education (CDE) provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). This letter is to notify you of changes to the Summative ELPAC threshold scores and the policy decision to standardize the 2018–19 ELPAC criterion for English learner (EL) reclassification.

Existing Reclassification Criteria

The reclassification criteria set forth in California Education Code (EC) Section 313 and Title 5 California Code of Regulations (5 CCR) section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

- 1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and*
- 2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and*
- 3. Parent opinion and consultation; 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.*

Updated Guidance: Summative ELPAC Scores and ELPAC Criterion

In November 2018, the State Board of Education (SBE) approved new Summative ELPAC threshold scores by grade level for K–8 and by grade span for grades 9–10 and grades 11–12, which are reported on a Level 1–4 scale. LEAs will use the new scores to determine level

designation for ELP beginning with the 2018–19 Summative ELPAC administration. The Summative ELPAC 2018–19 Scale Score Ranges are available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf>.

In January 2019, based on the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. Therefore, LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined. Pursuant to 5 CCR, 11308 (c)(6) (Advisory Committees), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners.”

<https://www.cde.ca.gov/sp/el/rd/reclassguide1819.asp>

After ELPAC results are available, Language Development Office and Research and Accountability leadership will meet to recommend revised Reclassification criteria for the 4. Comparison of student performance in basic skills criteria.

The Process and Guidelines for Reclassification of Students

Three times during the school year, after each MAP administration (fall, winter, and spring), the Research and Accountability Department generates a report on Illuminate of students who meet the criteria for reclassification (See Reclassification Summary Chart).

If ELA MAP matches or exceeds the MAP Strategic Level minimum cut point (See Reading MAP Cut Scores for Reclassification Criteria) on one of the three yearly administrations, the English Learner will have met the academic achievement for reclassification.

1. The principal and/or ELP Site Coordinator reviews the reclassification candidate list.
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.
4. 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.

5. As soon as the reclassification forms are signed by all stakeholders, a copy must be sent to the Language Development Office. The LDO reviews forms, signs, and sends them to the Research and Accountability Department. The Research and Accountability Department changes the status of the student to RFEP in the district’s data system.
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.

Reclassification of Special Education Students

Special Education EL students who take ELPAC and MAP 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.

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.

RFEP STUDENT MONITORING PROCESS

<p>Step I: RFEP Monitoring Form</p>	<p>All RFEP 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>
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<p>Step II:</p> <p>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>C. Referral back to EL Status</p>	<p>Teacher consults with 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 during the school year to review/revise the <i>Academic Catch-up Plan</i>.</p> <p>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.</p>
<p>Step III:</p> <p>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>

All students Reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring 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 administrator 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 provides 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 a 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.

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.

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 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.

The District Maintains Students’ EL Program Documentation

The permanent accumulative folder has a special file for EL documentation (EL Folder/Cum) that includes all related EL Program documentation.

RECLASSIFICATION PROCESS	
Persons Responsible	Duties
Research and Accountability Department	Identifies students for reclassification and updates lists when standardized tests scores are available.
Site Administrator/Designee	Oversees Reclassification process at the school site level
ELP Site Coordinator/ Secondary Guidance Office Chairperson	Facilitated Reclassification process Requests interpreter when needed, and contacts parents for 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

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*)

PART V: STAFFING AND PROFESSIONAL LEARNING

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.

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 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.

The District is committed to provide 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 GLAD Guided Language Acquisition Design out of Orange County, SOBRATO Foundation and SEAL (Sobrato Early Academic Literacy), 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, EL Instructional Coaches, and EL Resource Teachers offer EL specific professional language on a frequent basis at the District's Professional Development Center (PDC) in the following areas:

- § English Language Development (ELD) Common Core State Standards
- § Designated and Integrated ELD
- § ELD Curriculum/district-created ELD Units of Study
- § Instructional Strategies for English Learners
- § ELD Assessments and ELD District Benchmarks
- § Access to Core (direct instruction, differentiated instruction, scaffolding, inquiry-based instruction, text reconstruction, AVID strategies, and more.)
- § 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
- EL Student Data Analysis
- Integrated and Designated Strategies

- Master Plan for English Learners
- ELD Institute through San Joaquin County Office of Education

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, 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. Bilingual Paraprofessionals are offered trainings/workshops per 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. Our LDO Team will observe and provide feedback to both the Bilingual Paraprofessionals and classroom teachers. In addition, we each year we send about thirty (30) of our bilingual paraprofessionals to the Paraprofessional Institute or 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
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
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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:

- a. 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])*
- 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])*

PART VI - OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

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);
2. English Language Mainstream (ELM); or
3. Alternative Programs: Spanish Development (Late-Exit) or Dual Immersion/Spanish

**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)	E L - L e v e l s - 1-2	E L - L e v e l s - 3-5	L T E L - L e v e l s - 1-2	Program Goals	E L D	I n t e g r a t e d E L D	L1 - S U P P O R T	L1 - I N S T R U C T I O N
STRUCTURED ENGLISH IMMERSION (SEI)	X			Acquire English language proficiency and <u>gain access</u> to grade-level	X	X	X	X

				academic core content.				
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 5+ years in EL Program

a. Designed to improve the instruction and assessment of English Learners (20 usc 6825 [s] ([z] [A])

The goal of the dual immersion and late-exit models are to create an educational experience based on a 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.

**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 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 5+ yrs. Levels 1-2	Program Goals	E L D	Integrated ELD (ELA, Math, etc.)	PRIMARY LANGUAGE SUPPORT
STRUCTURED ENGLISH IMMERSION (SEI)	X	X			Acquire English language proficiency and <u>gain</u> <u>access</u> to grade-level academic core content.	X	X	X

ENGLISH LANGUAGE MAINSTREAM PROGRAM (ELM)			X	X	Acquire English language proficiency and <u>master</u> grade level academic core content.	X	X	X
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An EL student is considered to have *reasonable fluency* in English when they score at the Intermediate (3), Early Advanced (4), or Advanced (5) level on the overall ELPAC and score at least at the Intermediate (3) level on all ELPAC domains (Listening, Speaking, Reading and Writing). EL students with reasonable fluency are placed in the English Language Mainstream (ELM) program where they receive appropriate services that ensure that each EL achieves full proficiency in English and academic achievement at grade level. Primary language is not used.

Parents of ELs may request placement of their child into an English Language Mainstream classroom at any time during the year. Parents must complete the *Parental Request to Be Moved from a Structured English Language Classroom to an English Mainstream Classroom* form (see Appendix 1-Tool Kit, page 19).

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.

STRUCTURED ENGLISH IMMERSION (SEI)

The Structured English Immersion program incorporates English Language Development instruction, and simultaneous access to the core curriculum with Integrated ELD (SDAIE) strategies and primary language support. It is recommended that primary language support be provided for English Learners who score at the Beginning (1) and Early Intermediate (2) on the CELDT.

The goals of the SEI program are 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 (SDAIE) strategies to ensure full student participation and full access to the core curriculum, with primary language support.

The focus of the SEI program is to accelerate English language development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. EL students at Beginning (1) or Early Intermediate (2) proficiency levels are considered “less than reasonably fluent” and are placed in the SEI program for one year. In compliance with *CA Ed. Code Section 300-40*, students are placed in SEI for one year. However, should a student’s academic need warrant it, the student may re-enroll in an SEI classroom for up to three years.

Bilingual Paraprofessionals provide primary language support to the students in the classroom when the EL authorized classroom teacher is not bilingual or is in training for the BCLAD. Bilingual Paraprofessionals do not provide ELD instruction.

The EL student’s progress is monitored three times annually. 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 Process, page**

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 (dual immersion or late exit K-8).

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

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 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 should have their BCLAD in Spanish.

Pittman and Hong Kingston'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 specific coaching strategies, support, or ideas to enhance their programs.

The LDO's EL Instructional Specialists, Coaches, and EL Resource Teachers visit the schools on a regular basis to observe teachers' instructional delivery practices in Spanish and English and provide ongoing coaching and professional learning as needed. The LDO Team also communicates regularly with the principal and the ELP Site Coordinator to collaborate in providing a quality program and helping students to succeed. Students' academic success is measured by the district-mandated MAP and state mandated California Assessment of Student Performance and Progress (CAASPP), which include the Smarter Balanced Assessments (SBAC).

The Language Development Office meets with bilingual teachers in these three programs each month to strengthen programs, share ideas, and collaborate on successful ideas in these bilingual classrooms.

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

LEGAL CITINGS:

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)*

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.

Stockton Unified School District Student Placement Protocol for 2017-2018

Expectation

According to our Stockton Unified Blue Print for Student Achievement, the expectation is that students be properly placed according to this student placement protocol. Principals, as the instructional leaders, will work with their teams to ensure that each student receives the appropriate level of instruction.

2017-2018 Placement and Multiple Measures

These placement guidelines stipulate that the following data should be used to determine placement:

- 2016-2017 MAP ELA and MATH results

- EL Students – 2016-2017 CELDT (overall performance level)
- SBAC 2016-2017 (available Summer-Fall 2017)
- 2016-2017 ELA and Math Course Grades

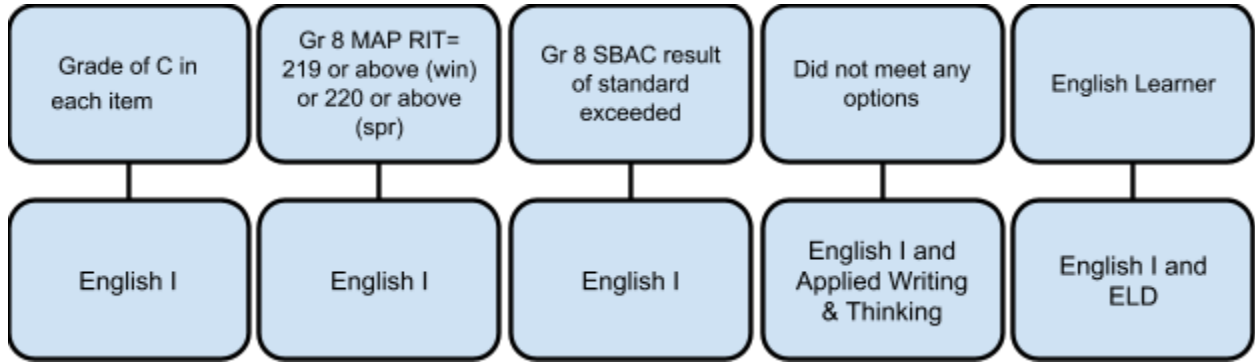
Core Math and ELA - All students are to be placed at grade level	
Algebra I with Support - course #222000 and course #227200 Algebra I – course #222000 Geometry – course #222200 Algebra II – course #222100 Statistics – course #222600 Pre-Calculus – course #222400 Calculus – course #222500	English I – course #212000 English I with Applied Writing – course # 212000 and course # English II – course #212100 English II with ELA Gr 10 Support – course 212100 and course # English III – course #212200 English III with ELA Gr 11 Support – course 212200 and course # English IV – course #213000 (British Literature) English IV – course #214000 (World Literature)

CORE ELA and Math – MTSS Student Placement for students in grades 4-8

All students are to be placed at grade level (Tier 1 support)

Classroom teachers provide Tier 2 support and students in need of Tier 3 support are referred to specialists and resources on site.

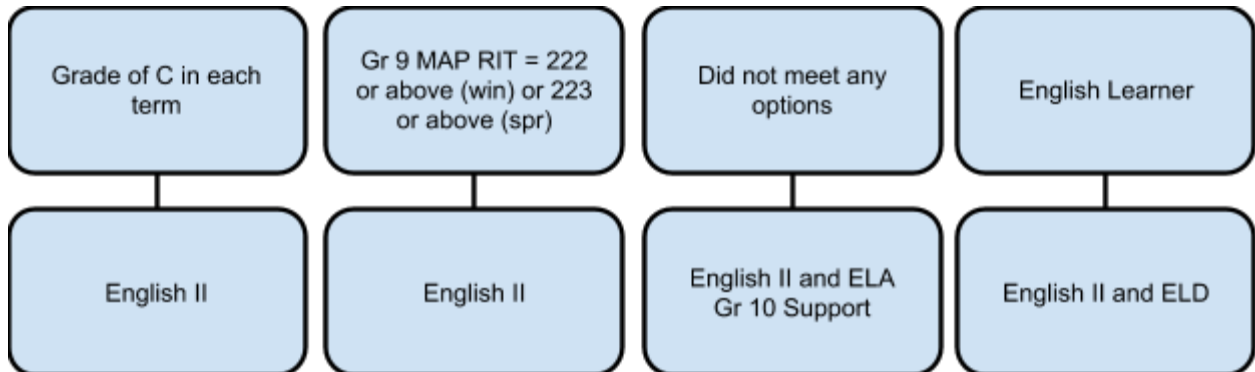
ELA Placement for students in grade 8 to grade 9



Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

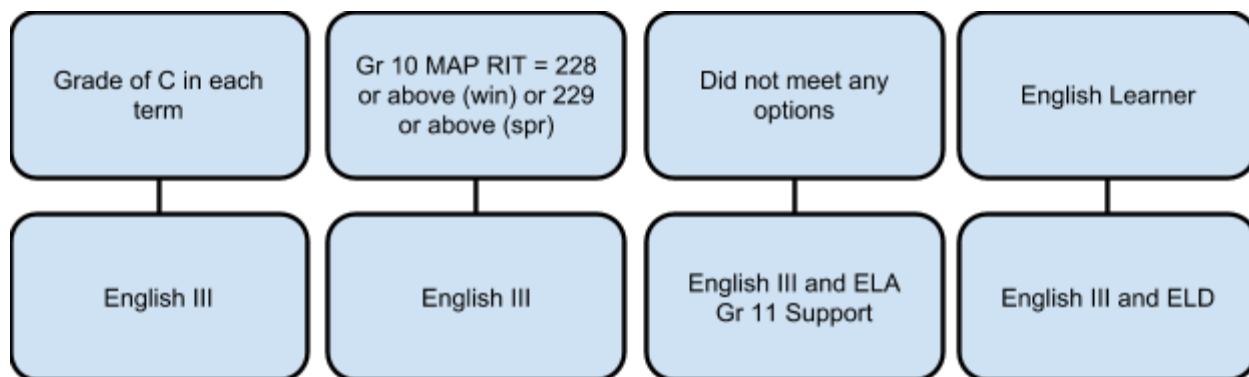
ELA Placement for students in grade 9 to grade 10



Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

ELA Placement for students in grade 10 to grade 11



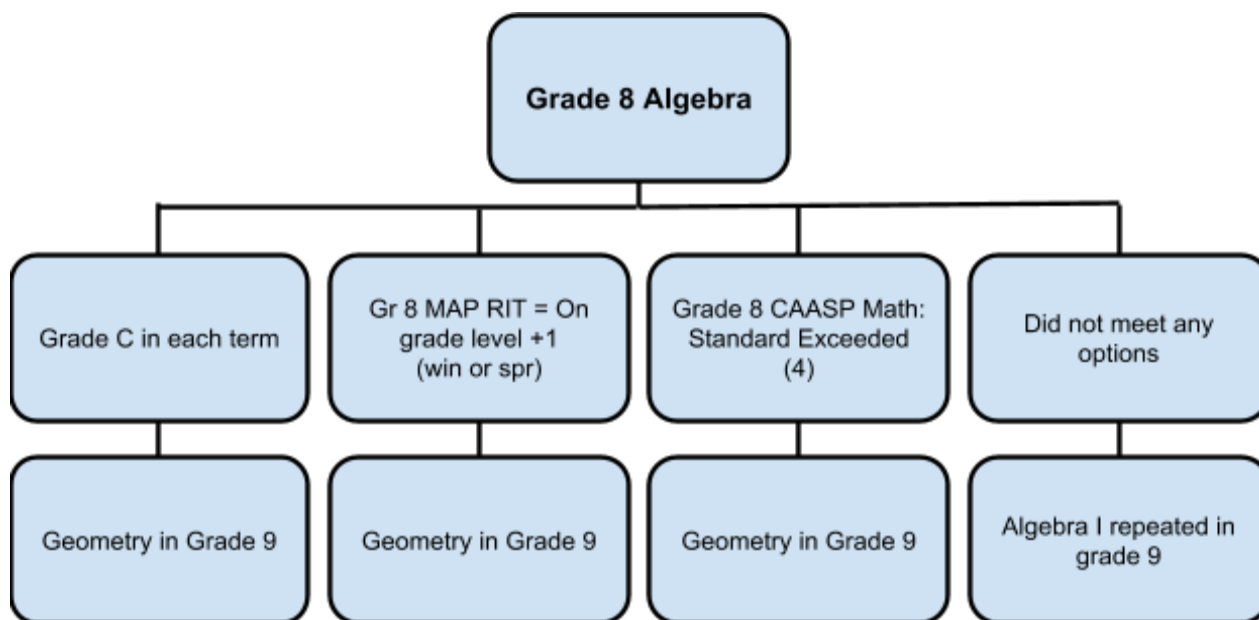
Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

Math Placement from Grades 7 to Algebra in grade

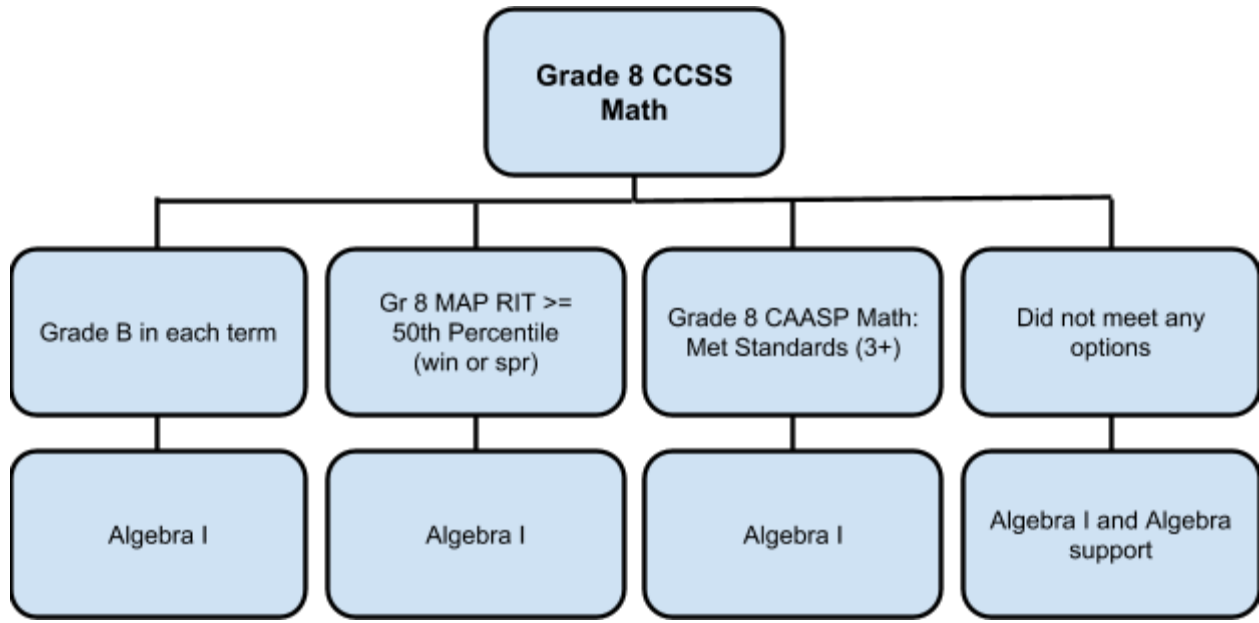
For grade 7, a math MAP RIT score *equal to On Grade Level RIT for 8th grade students*. Grade 7 students would need to achieve a Winter MAP RIT of 238 (equal to On Grade Level RIT for Fall 8th graders) OR a Spring MAP RIT of 241 (equal to On Grade Level RIT for Spring 8th graders).

Math Placement from Grades 8 to 9



Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation



Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation

ELD CORE Placement

ALL K-6 EL students must receive a minimum of 30 minutes of ELD instruction daily.

ALL 7-12 EL students must receive a minimum of 50 minutes of ELD instruction daily.

All EL students will be placed in ELD at their grade level and at their level of English Language proficiency as determined by CELDT.

ELD Courses Grades 9-12

It is requested that counselors create sections of each level for each grade when possible (Example: ELD Level 1, one section for grade 9, one section for grade 10, one section for grade 11, etc.)

All EL students will be placed in Core Integrated Classes for ELA, Math, etc.

THERE ARE NO ELD INTERVENTION COURSES. EL students receive additional ELD support through 1) Differentiated instruction by classroom teacher; 2) Primary language support by Bilingual Paraprofessional outside of ELD class; and 3) After school additional instructional time .

The table below shows the new high school courses for ELD. Xs indicate a number position for subcategory and duration information. Standard courses would have 00 for the last 2 digits of the 6 digit course number.

Course Title	Category	Description
ELD Level 1	4721	English Language Proficiency Levels 1 or 2 (Beginning/Early Intermediate)
ELD Level 2	4722	English Language Proficiency Levels 3 or 4 (intermediate)
ELD Level 3	4725	English Language Proficiency Levels 4 or 5 (Early Advanced)
ELD Level 4	4728	Completed ELD Level 3/LTEL 5+ years at English Language Proficiency levels 4 or 5 (Early Advanced or Advanced)

PART VII: TEACHING AND LEARNING

General Program Overview

Stockton Unified School District Programs for English Learners are aligned with the goals of the district LEA Plan, Goal 2 is geared to address a variety of instructional settings that influence the application of the ELA/ELD Framework, Common Core State Standards, and the CA ELD Standards. 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 are 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 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 the Teaching and Learning Cycle.

Integrated ELD 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, Sentence deconstruction, Text reconstruction, Joint construction, Unwrapping sentences, Interactive journals, and Interactive Read
- Building background knowledge or schema
- 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
- 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 group interactions like text reconstruction and collaborative summary
- Lowering the affective filter by providing a low anxiety learning environment
- Providing comprehensible input through realia and the primary language
- 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, jointly constructing texts and independently constructing texts
- Frequently checking for understanding and modifying instructional delivery based on students' progress
- Using Total Physical Response (TPR)
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia

Designated English Language Development Instruction

EL students in Kindergarten 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. Wherever 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.

SUSD Assessments

Benchmark Assessments for ELD are part of the major components of Benchmark. 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.

SUSD Implementation of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

The MAP exams are administered in ELA and math for English Learner students in grades K-11. These skill-based exams provide for the following:

- Modification of instruction, based on exam results
- Practice opportunities for high-stakes tests
- Indicators as to how the students may perform on high-stakes tests

Teachers and administrators review the results of each MAP exam and determine areas of strength and weakness in order to inform future instruction. Data is disaggregated so that EL student needs can be addressed systematically.

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 LDO facilitates training for teachers to analyze the data for instructional purposes.

Effectiveness of the ELD Program

Effectiveness of the ELD program is determined by using multiple measures, such as classroom visitations, assessment data, and monitoring of EL documentation. School sites are provided professional learning, coaching, and technical support to effectively implement the ELD program. In addition, site administrators and teachers have access to group and

disaggregated data from the ELPAC, MAP, and other assessments. Data is 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 San Joaquin County Office of Education and in-class support through site and district specialists.

Integrated ELD

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.

The primary purpose of Integrated ELD instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English language arts, math, science, social studies, physical education, and the arts. A second goal of Integrated ELD instruction is to promote language development, particularly academic language. The essence of Integrated ELD instruction is *where use of the primary language is not possible, instruction is “sheltered” in order to help students learn skills and concepts taught in language they do not fully comprehend*. ELs are provided with access to well-articulated, standards-based core curriculum. 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.

SEI 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 instructional 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

<p>Step I: EL Monitoring Form</p>	<p>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.</p>
<p>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></p>	<p>Teacher consults with 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. ELAT meets <u>at least</u> twice during the school year to review/revise <i>Academic Catch-up Plan</i>.</p>
<p>Step III: SST Referral</p>	<p>Students who do not show adequate progress will be referred to the site Student Study Team (SST) for follow-up assessment and planning.</p>

All EL students are monitored for academic deficiencies 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 by Time in Program.

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 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, parent, students, counselor, administrator 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 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. Documentation for the *Academic Catch-up Plan* is found in Appendix 1-Tool Kit, pages 22-23.

**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

District Benchmarks: MAP Reading and MAP Math	Intensive Intervention	Intensive Intervention	Strategic Level 1	Strategic Level 2	Strategic Level 3 Or On Grade Level
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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 5 years;
2. the student does not advance one level on the ELPAC in a year
3. results from the MAP Reading indicate that the student is at Intensive Intervention
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;
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

Supplemental Programs

In addition, to the regular EL Program there are ELAP,, Title III, Migrant, and LCAP, Title I funds 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.

The plan for monitoring students for academic deficits 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 progra
- monitoring of student 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

EL STUDENT MONITORING	
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

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. (20 USC 1703[ff], 6825[c] [1] [A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Castañeda v Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

- 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. (20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]’ EC 306. 310; 5 CCR 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, (1009-1011))

- 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. (20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]’ EC 306. 310; 5 CCR 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, (1009-1011))

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 supports 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 build upon the bilingual strengths that English learner's possess.*

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.