

**Stockton Unified School District**  
Language Development Office

**English Learner Program (ELP)  
Site Coordinator's Handbook**

**2018-2019**



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## ENGLISH LEARNER PROGRAM SITE COORDINATOR

### Responsibilities of the English Learner Program (ELP) Site Coordinator

Under the direction of the principal, the ELP Site Coordinator's responsibilities focus on oversight of English Learner program that include, but are not limited to:

- Read and become familiar with the *Master Plan for English Learners*
- Assist with supporting/monitoring front office staff in registration of EI students
- Be able to use Synergy and Illuminate to access EI student data
- Regularly review EI student data
- Assure the filing and organization of student test results, parent notification letters, monitoring forms and all other documents in EI Folders/Cums (including entering and transferring students) on an ongoing basis
- Oversee all ELPAC testing
- Monitor Primary Language Testing, when testing is requested
- Oversee reclassification process
- Oversee the EI and Reclassified Fluent English Proficient (RFEP) monitoring
- Complete and submit *EI Master Schedules* (Designated and Integrated for K-8)
- Regularly visit ELD and SDAIE classes for program implementation and support
- Assist with EI student program placement (e.g., SEI)
- Monitor Bilingual Paraprofessional Instructional Logs
- Coordinate and facilitate the English Learner Appraisal Team (ELAT) meetings
- Provide regular updates of EI data and information to school staff
- Assist site with EI parent communication and participation in EI programs
- If delegated by site administrator, assist with English Learner Advisory Committee (ELAC)
- Attend district ELP Site Coordinator meetings

## English Learner Folder/Accumulative File (EL Folder/Cum)

- The EI Folder/Cum is for students who have been identified as English Learners
- **Do NOT begin an EL Folder/Cum until ELPAC results identify the student as EL**
- Record documentation on the front cover of the EI Folder/Cum as it is received
- If forms are missing:
  1. Contact the previous school to see if the forms are there
  2. Look for the data in Illuminate and print the data
  3. Complete a new form only for current school year and have parent sign form if needed
  4. Make a note on the EI Folder/Cum of what forms are missing from prior years

### English Learner (EL) Folder/Cum:

1. Copy of the initial Registration Card/Home Language Survey (HLS) when the student was first enrolled. This is the **only** HLS that should be filed in the EI Folder/Cum.
2. Initial ELPAC (English Language Proficiency Assessment for California) results
3. *Initial Parent Notification Letter*
4. Primary Language Assessment score(s) sheet (only done upon special request)
5. Summative ELPAC (English Language Proficiency Assessment for California) results
6. *Annual Parent Notification Letter(s)*
7. *EI Monitoring Form* (annually)
8. English Learner Appraisal Team (ELAT) meeting notes and *Academic Catch-up Plan*, if applicable
9. *Reclassification as Fluent English Proficient (RFEP) Form* (Grades 1 – 12), if applicable
10. *Reclassification Monitoring (RFEP) Forms* (for a minimum of four years), if applicable
11. Spanish Standardized Test, if applicable
12. ELAT meeting notes when parent makes request to Opt-out of EI Program/EI Services, if applicable

## **ELP Site Coordinator Checklist of ELP binder content**

- ✓ ELPAC scores (from state, the Research and Accountability Department, or Illuminate)
- ✓ Roster of reclassified students for monitoring (for a minimum of four years)
- ✓ ELAT meeting notes and *Academic Catch-up Plans*, if applicable
- ✓ Roster of Migrant Education students
- ✓ EI Master Schedules
- ✓ Bilingual Paraprofessionals' schedule(s)
- ✓ Extended Day/After-school supplemental program rosters
- ✓ Inventory of supplemental materials

## EL Program Timeline 2018-2019

Month	Task	To be completed by:	Federal Program Monitoring (FPM)
<b>July</b>	Distribution of EL student data to site administrators for appropriate EL student placement	Research and Accountability Department (Illuminate)	X
	Initial ELPAC Window opens Aug 2, 2018 to June 30, 2019. Students must be assessed within 30 calendar days of enrollment. Students who enroll on first day of school must be tested by August 31, 2018. Test students as soon as possible even if you have missed enrollment window deadline.	Research and Accountability Department/ELP Site Coordinator/Classroom Teachers	X  X
	Bilingual Paraprofessionals' Professional Learning (PL): July 27 and 30 from 8:30 to 12:00 at PDC, Board Room and Franklin, C-13	LDO	
<b>August</b>	Distribution of EL student data to classroom teachers	Principal/ELP Site Coordinator	X
	ELP Site Coordinators' Meeting: August 17 from 8:30 to 10:30 at PDC	LDO	X
	DELAC/PAC Meeting: August 24 from 9:00 - 11:30 at the PDC	DO/LDO	X
	MAP testing Grades K-2 Aug 13 - 31, 2018, Grades 3 - 11, EL 12 Aug 2 - 24, 2018	Principal/Designee/Classroom Teachers	X
	Fall <i>Integrated and Designated ELD Master Schedules</i> due to LDO: August 31	Principal/ELP Site Coordinator	X

<b>September</b>	<p>REMINDER: Fall <i>Integrated and Designated ELD Master Schedules</i> were due on August 31</p> <p><i>Annual Parent Notification Letters</i> and <i>Initial Parent Notification Letters</i> mailed (File a copy in student's EL Folder/Cum)</p> <p>1<sup>st</sup> ELAC Meeting should happen by the end of this month. REMINDER: Upload documentation into doc-tracking.</p>	<p>Principal/ELP Site Coordinator</p> <p>Research and Accountability Department (Mailed by Reprographics)</p> <p>Principal/ELP Site Coordinator</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<b>October</b>	<p>EL Academic Hour (ELAH) teachers' professional learning for teachers: October 4 from 3:15 - 5:15 at PDC</p> <p>Bilingual Paraprofessionals' professional learning: October 19 from 8:30 to 11:30 at PDC</p> <p>ELP Site Coordinators' meeting: October 26 from 8:30 to 10:30 at PDC</p> <p><i>ELAC Membership List, Annual Summary Form, and Information Sheet</i> due to LDO. REMINDER: Upload documentation into doc-tracking.</p>	<p>LDO</p> <p>LDO</p> <p>LDO</p> <p>Principal/ELP Site Coordinator</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>
<b>November</b>	<p><i>EL and RFEP Monitoring Forms</i> distributed</p> <p>DELAC Meeting: November 9 from 9:00 to 11:30 at the PDC</p> <p>Winter MAP Testing Grades 3-11, EL 12 Nov 26 - Dec 14, 2018</p>	<p>Research and Accountability Department (Illuminate)</p> <p>DO/LDO</p> <p>Principal/Designee/Classroom Teachers</p>	<p>X</p> <p>X</p> <p>X</p>

<b>December</b>	Winter MAP Testing continues until Dec 16, 2018 for Grades 3-11, EL 12	Principal/Designee/Classroom Teachers	X
	Winter MAP testing Grades K-2 Dec 3 - 21, 2018	Principal/ELP Site Coordinator	X
	2 <sup>nd</sup> ELAC Meeting should happen by the end of this month.	Principal/ELP Site Coordinator	
<b>January</b>	<i>EL &amp; RFEP Monitoring Forms</i> to be completed for Fall/Winter	ELP Site Coordinator/ Classroom Teachers	X
	Review EL student placements and revise <i>Integrated and Designated ELD Master Schedules</i>	Principal/ELP Site Coordinator	X
	ELAH teachers' professional learning: January 17 from 3:15 to 5:15 at PDC	LDO	X
	ELP Site Coordinators' Meeting: January 18 from 8:30 to 10:30 at PDC-C1	LDO	X
<b>February</b>	ELPAC Summative Assessment (SA) window opens Feb 1, 2018. Test EL students with the ELPAC SA until May 23, 2019.	Principal/ELP Site Coordinator	X
	<i>Spring Integrated and Designated ELD Master Schedule</i> due on January 31, 2019 to LDO	DO/LDO	X
	DELAC Meeting: February 1 from 9:00 to 11:30 at the PDC	LDO	X
	Bilingual Paraprofessionals' PL: February 8 from 8:30 to 11:30 at PDC-C1	LDO	
<b>March</b>	3 <sup>rd</sup> ELAC Meeting should happen by the end of this month. REMINDER: Upload documentation into doc-tracking.	Principal/ELP Site Coordinator	X
	SBAC Testing Grades 3 – 8 and 11: Mar 25 – April 26	Principal/Designee/Classroom Teachers	X



<b>April</b>	<p>ELAH teachers' professional learning: April 4 from 3:15 to 5:15 at PDC</p> <p>SBAC Testing Grades 3 – 8 and 11 continues until April 26</p> <p>CAASPP Science Testing Grades 5, 8, and 10: April 29 - May 3</p> <p>EL and RFEP <i>Monitoring Forms</i> to be completed for Spring</p>	<p>LDO</p> <p>Principal/Designee/Classroom Teachers</p> <p>Principal/Designee/Classroom Teachers</p> <p>ELP Site Coordinator/ Classroom Teachers</p>	<p>X</p> <p>X</p>
<b>May</b>	<p>CAASPP Science Testing Grades 5, 8, and 10: April 29 - May 3</p> <p>Spring MAP Testing for Grades K-2 &amp; grades 3-11, EL 12 May 1 – 21, 2019</p> <p>ELP Site Coordinators' Meeting: May 10 from 8:30 to 10:30 at PDC</p> <p>DELAC Meeting: May 17 from 9:00 to 11:00</p> <p>4<sup>th</sup> ELAC Meeting should happen by the end of this month. REMINDER: Upload documentation into doc-tracking.</p> <p>All EL documents are to be filed in students' EL Folder/Cum</p>	<p>Principal/Designee/Classroom Teachers</p> <p>Principal/Designee/Classroom Teachers</p> <p>LDO</p> <p>DO/LDO</p> <p>Principal/ELP Site Coordinator</p> <p>ELP Site Coordinator/Office Staff</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<b>June</b>	<p>ALL students who met RFEP criteria this school year should have been redesignated</p> <p>All ELAC documents due for Principal Checkout (See <i>ELAC Handbook</i>) and must be uploaded into doc-tracking.</p>	<p>Principal/ELP Site Coordinator</p> <p>Principal</p>	<p>X</p> <p>X</p>

# INITIAL STUDENT IDENTIFICATION

## Step 1: Registration Card/Home Language Survey (HLS)

The Research and Accountability Department, with the Language Development Office, provides guidelines for the registration of students who are, or may be EL.

The principal and/or ELP Site Coordinator monitors office staff in the registration of EI students:

- If a student enrolls or transfers into a school, the ELP Site Coordinator/Counselor should determine whether the student should be administered the ELPAC IA. The ELP coordinate should review:
  - HLS in cum file. Note first 3 language on HLS. If any is non-English, the student may be candidate for testing. If unclear, consult student's parent(s).
  - Review the following: the student information system (Synergy), and the district data and the assessment platform (Illuminate), as necessary to determine whether the student has had a previous EL assessment (CELDT or ELPAC). If the student has not had a previous ELA, the student should be administered the ELPAC IA. If the student has had a previous EL Assessment (CELDT or ELPAC), the student should not be administered the ELPAC IA.
  - Contact the Research and Accountability office if you cannot determine the student's eligibility to take the ELPAC IA after taking the above steps.

If an EI student transfers into your school, the ELP Site Coordinator/Counselor reviews student information on the district data and assessment platform (e.g., Illuminate). The ELP site coordinator should attempt to locate transfer students' *earliest* HLS.

The front office staff should create an EL Folder/Cum for newly identified/enrolled EI students.

Check for:

1. A copy of the Registration Card/HLS. If the student has multiple copies of HLS, look at the initial enrollment HLS that is in the student's cum to verify official home language. Notify the Research and Accountability Department if any changes need to be made. **Keep only the original copy of the Registration Card/HLS in the EL Folder/Cum.** Discard all duplicates of the Registration Card/HLS.
2. Current ELPAC score(s) for EI program placement
3. Primary Language Assessment, if applicable
4. If the student is Reclassified as Fluent English Proficient (RFEP), see if monitoring was completed and the documentation is in the EL Folder/Cum
5. If the student was reclassified as RFEP within the last four years and no previous *RFEP Monitoring Form* is available, then initiate the monitoring process

If a student **new to the US school system** registers at your school, the Registration Card/HLS needs to be reviewed to see if any of the **first three questions** of the HLS indicates that a language other than English is spoken in the home. If a language other than English is spoken in the home, the ELP Site Coordinator should begin the process for the appropriate identification of the student.

If more than one primary language is written on the HLS, clarify with the parent(s) which language is mostly spoken at home. Explain to the parent(s) the importance of accurate HLS reporting for program placement.

## **Step 2: English Language Proficiency Assessment for California (ELPAC)**

The Initial English Language Proficiency Assessment for California (ELPAC) is administered to **all** students who have been identified as “potential” English learners as indicated by the Home Language Survey (HLS). This test is their Initial ELPAC and is administered within calendar 30 days from time of enrollment. Immediate testing is recommended to assure appropriate program placement. Initial ELPAC testing may occur throughout the school year. All students include Special Education students.

The ELPAC Assessment is administered in the spring (February 1 - May 31) of each school year to students who have already been identified as English learners.

### **ELPAC Coordination and Administration**

- ELP Site Coordinators must attend the district’s annual ELPAC training provided by the Research and Accountability Department for both the Initial and Summative ELPAC Assessment.
- The Research and Accountability Department coordinates all of the trainings, materials, and scoring of Initial ELPAC tests. The Research and Accountability Department also coordinates trainings and materials of Annual ELPAC tests. The Research and Accountability Department generates the initial (coded as TBD in Synergy) and annual student lists. The lists should be reviewed and updated at the sites before and during the ELPAC testing window to ensure that all EL students are tested.
- The ELPAC is a state assessment and should be securely administered and stored.
- The principal will assign site personnel to administer the ELPAC.
- For assistance with administering the ELPAC at their site, the principal may submit a request to the Research and Accountability Department for a 45-day Consultant. Note: Secondary sites have priority for the 45-day Consultants, and elementary sites are placed on a waiting list.
- **If an EL student transfers to your school during the annual ELPAC window, it is the ELP Site Coordinator’s responsibility to contact the previous school to find out if the ELPAC has already been administered and to make arrangements to get the test booklet.** Testing materials must be hand-delivered and not sent through the intra-district mail.
- If an EL student transfers out of your school, you need to contact the next school and inform them of the student’s testing status (completed or not completed).

Annual and Initial lists of students are updated on Illuminate. As ELPAC booklets are submitted to the Research and Accountability Department and processed, student names will disappear from the testing list.

## **ELPAC Information**

ELPAC scores come from various sources and in several forms:

- The state provides official Summative Assessment Student Score reports and labels (via the Research and Accountability Department). File the reports, and place the labels on the inside front cover of the Cum folder.
- The Research and Accountability Department provides Initial ELPAC individual student score sheets to parents and to sites.
- Illuminate reports containing individual, school, and district ELPAC data will be made available to sites.

The Principal and/or ELP Site Coordinator are responsible for keeping records of student ELPAC scores; and are also able to access them from Illuminate. If you do not receive ELPAC scores from one or more of the above sources, contact the Research and Accountability Department.

## **Step 3: Initial Parent Notification**

The *Initial Parent Notification Letter* is to inform parents of their child's ELPAC results and EL program placement in Structured English Immersion (SEI) or Regular Program of Instruction.

The Research and Accountability Department merges the letters with test results and program placement information. The Reprographic Department prints the letters and sends them by US mail to parents of the students in English, or Spanish (or for languages representing more than 10% of the student population) - based on the students' primary language. Letters for all other languages are mailed in English. **A copy of the letter and results are sent to the school sites to be filed in the students' EL Folder/Cum.**

If a student is identified as Initial Fluent English Proficient (I-FEP), staple the ELPAC results and the *Initial Parent Notification Letter* together and file in the regular cum folder. An EL Folder/Cum should **not** be created. The student is placed in the Regular Program of Instruction.

## English Learner Student Placement

### K-12 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**.

EL students will be placed in ELD at their grade level and at their level of English Language proficiency as determined by ELPAC. Special Education EL students' ELD placement will be described in their IEP.

There are **no** ELD Intervention courses. EL students receive additional support through:

- differentiated instruction by classroom teacher
- primary language support by Bilingual Paraprofessional in core classes
- extended day/after school supplemental instructional time

### Scheduling Grades K - 8 English Learners into Synergy Courses Structured English Immersion (SEI) Program - ELD Levels 1-4:

#### Grades K – 8 ELD Course Numbers in Synergy

Course Title in Synergy	Course Number in Synergy
ELD LEVEL 1	142000
ELD LEVEL 2	142200
ELD LEVEL 3	142300
ELD LEVEL 4	142400

### Scheduling Grades 9 – 12 English Learners into Synergy Courses

- **ELD Level 1** (Time in Program is 5 years or less)
- EL Proficiency Level of Minimally Developed (ELPAC levels 1)
- ELD – Visions Level A or B – one period
- Core Integrated Classes: ELA, Math, etc.
  
- **ELD Level 2** (Time in Program is 5 years or less)
- EL Proficiency Level at Somewhat Developed (ELPAC levels 2)
- ELD – Visions Level B or C - one period
- Core Integrated Classes: ELA, Math, etc.

- **ELD Level 3**
- EL Proficiency Level at Moderately Developed (ELPAC levels 3)
- ELD – Units of Study– one period
- Core Integrated Classes: ELA, Math, etc.
  
- **ELD Level 4**
- Long Term English Learners (Time in Program is 5 years or more)
- EL Proficiency Level of Well Developed (ELPAC levels 4)
- ELD – Unit of Study – one period
- Core Integrated Classes: ELA, Math, etc.
- Completed ELD Level 3

**Grades 9 – 12 ELD Course Code Numbers in Synergy**

Category	Course Title	Course Number	Description
<b>ELD EL Students Only</b>	ELD Level 1	4721	Minimally Developed
	ELD Level 2	4722	Somewhat Developed
	ELD Level 3	4725	Moderately Developed
	ELD Level 4	4728	Well Developed

\*Block Schedule Adjustment for Chavez High School

Category	Course Title	Term 1 Course #	Term 2 Course #	Description
<b>ELD EL Students Only</b>	ELD Level 1	4721A	4721B	Minimally Developed
	ELD Level 2	4722A	4722B	Somewhat Developed
	ELD Level 3	4725A	4725B	Moderately Developed
	ELD Level 4	4728A	4728B	Well Developed

## **Special Education English Learners**

Special Education EL students are required to receive ELD instruction with an appropriately credentialed teacher in the instructional setting their IEP team determines will most effectively help them meet the linguistically appropriate goal specified in their IEP.

ELD instruction is in addition to any RSP or Speech and Language services the students receive unless otherwise indicated on their IEP.

## ELD Master Schedules

The purpose of the *EL Master Schedule* is to maintain a record of and monitor the implementation of ELD instruction and primary language support. Schools must have an *ELD Master Schedules* identifying:

- All teachers (both homeroom and ELD), room numbers, grade levels, and ELD time block
- § If a teacher does not teach ELD, identify the room number(s) where students are sent (platooned)
- Number of EL students at each proficiency level
- Number of EL students who need primary language support (ELs with overall CELDT levels 1 and 2)
- Primary languages of students (even if a Bilingual Paraprofessional does not service them)
- Bilingual Paraprofessional's name and the time he/she provides service in that classroom. (The primary language of the Bilingual Paraprofessional must match the students to whom they are providing service)

All teachers teaching EL students must be EL authorized/credentialed or in training per the No Child Left Behind (NCLB) requirement.

ELP Site Coordinators are to submit a copy of *Designated and Integrated ELD Master Schedules* to the Language Development Office in August and then again in January/February. The LDO staff will use these *EL Master Schedules* when visiting sites.

For the Preliminary *ELD Master Schedules* due in August, use the previous year's CELDT scores.



## Annual Parent Notification

The *Annual Parent Notification Letter* is to inform parents of their child's CELDT results, EL program placement, and how the district decides when a student is ready to exit the English Learner program.

The Research and Accountability Department merges the letters with test results and program placement information. The Reprographic Department prints the letters and sends them by US mail to parents of the students in English, Spanish, or Hmong - based on the students' primary language. Letters for all other languages are mailed in English. **A copy of the letter and results are sent to the school sites to be filed in the students' EL Folder/Cum.**

### Opt-out of EL Program/Services

If a parent requests to remove his/her child out of the EL Program/EL Services (make sure that if the parent needs an interpreter, one is provided), please follow the procedure below:

1. Schedule an ELAT meeting. Ask the ELA & ELD teacher/s to attend the meeting.
2. **At this meeting, you are to explain to the parent/s the EL Program at your site.** This of course consists of ELD instruction and Integrated ELD and sometimes the support from the Bilingual Paraprofessional. The parent may just want the student out of one service (e.g., ELD class). Identify that on the ELAT form.
3. You are to explain to the parent that even though the student may opt-out of ELD or Integrated ELD core classes, **the student's EL status remains until the student meets the RFEP criteria. This means that the student will take the annual ELPAC.**
4. Remind parents that because their child is still an EL student, **you will continue to monitor their progress** and if the student needs support and/or interventions, you will provide them. **If the student needs to return to the ELD class and/or Integrated ELD classes, the parent may request to have the student placed back in the EL Program.**
5. Once you have explained this to the parent, have them read and sign the form *PARENT REQUEST TO OPT-OUT OF EL PROGRAM/SERVICES*. **File the original in the student's EL Folder/Cum, give a copy to the parents, and send a copy to the Language Development Office.**

### Parental Exception Waivers

As of July 2017, with proposition 58, if there are 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will begin the exploration and implementation to the extent possible of biliteracy program at the site. This means that school districts and school sites will have more opportunities to consider in implementing a multilingual/biliteracy program. The California State Board of Education will approve guidelines and regulations concerning Proposition 58.

## **EL Monitoring, English Learner Appraisal Team (ELAT), and Academic Catch-up Plan for English Learners**

The ELP Site Coordinators are to distribute the folders containing EL monitoring forms provided by the Research and Accountability Department to classroom teachers. Administrative Assistants are not to distribute folders/monitoring forms to teachers. Classroom teachers are responsible for completing EL monitoring forms.

If the student is performing at a satisfactory grade of A, B, C, or 4 or 3, the teacher should record that information on the EL monitoring form. A copy of the report card is stapled to the monitoring form.

If the student is not performing at the satisfactory level then the teacher should begin in-class support/modifications. The teacher should record that information on page 2 of the monitoring form. In-class support/modifications are language interventions that are utilized by the student and provided by the teacher to access the core subject matter when the student is not performing at a satisfactory level due to a lack of English proficiency. English Learners should not fail a class because of a lack of proficiency in English.

Appropriate language interventions should be provided to the English Learners students during the class in order to bring the students' performance at a satisfactory level. Appropriate Language Interventions are those interventions that are language-based. Examples of appropriate language based interventions include:

- Teacher providing comparative stems for assisting students in their essay writing.
- Teacher using question/prompt starters for student in order for students to use complex sentences.

Language based interventions should be detailed and specific to the reason why the student is not performing at the satisfactory level.

Examples of language interventions that are not language based include:

- Student will be referred to the learning center
- AVID strategies
- Extra time on assignment

When a student has not shown academic improvement and the classroom teacher has provided in-class support/modifications, had a conference with parent, etc., then a referral should be made **at the end of the second grading period (January) to the ELP Site Coordinator for an English Learner Appraisal Team (ELAT) meeting**. At this meeting, the *Academic Catch-Up Plan* is to be developed. The *Academic Catch-Up Plan* forms will not be created nor provided by the Research and Accountability Department. These forms will be sent electronically to ELP Site Coordinators. The ELP Site Coordinator will bring the form to the ELAT meeting.

If a student had an *Academic Catch-Up Plan* the previous year, an ELAT meeting should be held during the fall of the current year. The current classroom teacher should review the plan and decide if there is a need to continue with it (i.e., Has the student shown progress?), revise it, or refer student for a Student Study Team (SST) meeting.

At the end of the fall (October) and spring (March) grading periods, **the principal and/or ELP Site Coordinator should ask teachers for completed monitoring forms to review and ensure that the**

**teachers have completed the forms and are providing students with the needed support.** The ELP Site Coordinator may want to make a copy of these forms.

- At the end of the school year, the completed forms are to be filed in the student's EL Folder/Cum.
- If the student moves during the school year, a copy of these forms should be sent to the student's new site.

**The *Academic Catch-up Plan* may include:**

- Additional in-class support
- Student progress reports
- Phone calls/emails home
- Parent-teacher meetings
- Tutorial programs
- Extended year/summer school
- Credit recovery (Grades 9 – 12)
- Counseling on attendance
- Counseling on behavior
- Student Study Team (All ELAT documentation and the *Academic Catch-up Plan* should be provided at the initial SST meeting.)
- Outside agency help
- Community resources

## RECLASSIFICATION PROCESS

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) 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])

### **Assessment of English language proficiency:**

English Learners will be assessed on their English proficiency in listening, speaking, read and writing. This is required state testing for English learners used to measure English Language proficiency for students whose first language is not English.

The California Department of Education has transitioned from the CELDT to the ELPAC as the state ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

### **Performance in basic skills:**

Students will test MAP Reading as a measure of performance in basic skills. After each administration (fall, winter, spring) of MAP Reading, the Research and Accountability Department will generate a list of candidates for reclassification on Illuminate, along with RFEP forms merged with student information and scores, based on the Reclassification Criteria Chart (see next page). The reclassification reports are available on Illuminate and are updated regularly.

### **Teacher Professional Recommendation:**

The principal and/or ELP Site Coordinator downloads and reviews the list of candidates for reclassification, prints the RFEP forms, and meets with students' teacher(s) and/or counselors to determine students' academic performance.

### **Parent Notification:**

The principal and/or ELP Site Coordinator then meets with the student's parent for parent signature. If the parent is unable to meet, a phone call may be made to consult with the parent. The form should then be sent home for parent signature.

**Please note that a student may not be exempt from being reclassified due to attendance, behavior, or incomplete homework.**

Once the reclassification form is completed by teacher, parent, and signed by principal, the parent keeps one copy of the form. The original reclassification form is sent to the Language Development Office. The Director of the Language Development Office approves forms and sends to the Research and Accountability

Department, who will then change the student's EL status in Synergy. The site EL Site Coordinator should monitor this change. A completed copy with all required signatures is filed in the EL Folder/Cum. This completed copy will be sent to the sites upon approval by the director for filing.

Once the status of the student has changed in Synergy, the student should then be placed in the regular program of instruction (out of designated ELD). Students may continue in integrated ELD core classes for the rest of the school year if needed, but they should be allowed to enroll in available elective classes if designated ELD is not needed.

In the seldom situation where a student does not meet criterion for reclassification, the Language Development office will contact the site coordinator and inform them of the reason. Students should remain in designated ELD until the student meets the reclassification criteria.

## Reclassification Criteria

Assessment of English Language Proficiency	<b>Oral Language and Written Language composite scores of 3 or 4. Domain level performance of 2 or 3.</b>				
Comparison of Performance in Basic Skills	Grade	FALL Cut Point Strategic Level 1	WINTER Cut Point Strategic Level 1	SPRING Cut Point Strategic Level 1	
	<b>Must meet or exceed <u>one</u> of three yearly administrations to qualify for the academic achievement criteria</b>				
	<b>1*</b>	154	163	170	
	*Grade 1 cut points are equivalent to the on grade level as there are no Strategic and Intensive levels at this grade level.				
	<b>2</b>	165	174	181	
	<b>3</b>	180	186	189	
	<b>4</b>	189	194	197	
	<b>5</b>	196	200	203	
	<b>6</b>	203	206	209	
	<b>7</b>	209	211	214	
	<b>8</b>	214	216	218	
	<b>9</b>	217	217	218	
	<b>10</b>	218	219	220	
	<b>11 &amp; 12+</b>	221	221	222	
+ The RFEP cut points for grades 11 <sup>th</sup> and 12 <sup>th</sup> are the same because the MAP's validation studies apply only for students in grades K-11.					

Teacher Evaluation	Passing grades in all classes or teacher/counselor recommendation
Parent/guardian Opinion and Consultation	Parent opinion/consultation

## RFEP Monitoring

Monitoring for Reclassified Fluent English Proficient Students (RFEP) students begins the school year after the student was reclassified. RFEP students should be monitored a minimum of four years or until the student tests Proficient or Advanced on SBAC for two years.

The ELP Site Coordinators are to distribute RFEP monitoring forms which are made available on Illuminate by the Research and Accountability Department to classroom teachers. Administrative Assistants are not to distribute folders/monitoring forms to teachers. Classroom teachers are responsible for completing RFEP monitoring forms.

If the student is performing at a satisfactory grade of A, B, C, or 4 or 3, the teacher should record that information on the RFEP EL monitoring form. A copy of the report card is stapled to the monitoring form.

If the student is not performing at the satisfactory level then the teacher should begin in-class support/modifications. The teacher should record that information on page 2 of the monitoring form. In-class support/modifications are language interventions that are utilized by the student and provided by the teacher to access the core subject matter when the student is not performing at a satisfactory level due to a lack of English proficiency. Reclassified as Fluent English Proficient students should not fail a class because of a lack of proficiency in English.

Appropriate language interventions should be provided to the students during the class in order to bring the students' performance to a satisfactory level. Appropriate Language Interventions are those interventions that are language-based. Examples of appropriate language based interventions include:

- Teacher providing comparative stems for assisting students in their essay writing.
- Teacher using question/prompt starters for students in order for students to use complex sentences.

Language based interventions should be detailed and specific in order to address the reason why the student is not performing at the satisfactory level.

Examples of language interventions that are not language based include:

- Student will be referred to the learning center
- AVID strategies
- Extra time on assignment

When a student has not shown academic improvement and the classroom teacher has provided in-class support/modifications, conferenced with parent, etc., then a referral should be made **at the end of the second grading period (January) to the ELP Site Coordinator for an English Learner Appraisal Team (ELAT) meeting**. At this meeting the *Academic Catch-Up Plan* is to be developed. The *Academic Catch-Up Plan* forms will not be created nor provided by the Research and Accountability Department. These forms will be sent electronically to ELP Site Coordinators. The ELP Site Coordinator will bring the form to the ELAT meeting.

If a student had an *Academic Catch-Up Plan* the previous year, an ELAT meeting should be held during the fall of the current year. The current classroom teacher should review the plan and decide if there is a need to



continue with it (i.e., Has the student shown progress?), revise it, or refer student for a Student Study Team (SST) meeting.

At the end of the fall (October) and spring (March) grading periods, **the principal and/or ELP Site Coordinator should ask teachers for completed RFEP Monitoring forms to review and ensure that the teachers have completed the forms and are providing students with the needed support.** The ELP Site Coordinator may want to make a copy of these forms.

- At the end of the school year, the completed forms are to be filed in the student's EL Folder/Cum.
- If the student moves during the school year, a copy of these forms should be sent to the student's new site.

## **Reclassification for Special Education EL Students**

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP Teams, therefore may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f].

Therefore, English learners should be reclassified based solely in consideration of their English proficiency rather than a cognitive or processing disability.

An English Learner student can be “exited” from EL status when he/she no longer meets the definition of an EL. This occurs when the student meets the State’s definition of “proficient,” in English. Depending on the State’s definition of proficiency, the LEA, school personnel, and/or the IEP Team may have input into the decision of whether a student is proficient in English.

There is no provision in the IDEA that would authorize the IEP Team to remove the “EL” designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal Law to remove a student’s EL designation before the student has been deemed proficient in English solely because the student has an IEP.

The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. The IEP team may use this comprehensive approach to make decisions regarding program supports for reclassification that will allow the student to make maximum progress given the student’s capacities.

## **Reclassification Procedure for Special Education Students**

A reclassification form still needs to be completed by the EL Site Coordinator. In addition to the reclassification form, the special education worksheet for reclassification also needs to be completed by the IEP team. Please see Special Education Reclassification worksheet.

The original reclassification form along with a copy of the worksheet for Special Education students needs to be sent to the Language Development Office for processing. The original worksheet goes in the student’s case file. A copy of the worksheet and the completed reclassification form is to be filed in the cum file/EL folder.

**INSTRUCTIONAL PROGRAM**

## Curriculum

Grades K-8: SUSD ELD Units of Study

Grades 9 - 12: *Visions A, or B*; ELD UOS Level 3 and ELD UOS 4

ELD Units of Study are found in SUSD LiveBinders.

### Primary Language Support/Bilingual Paraprofessional

#### Bilingual Paraprofessionals must:

- Provide primary language support to EL students in core content areas
  - Be knowledgeable of the grade-level CCSS
  - Have knowledge of the CELDT levels
  - Access, connect to prior knowledge and build background knowledge in the students' primary language
- § Realia, visuals/graphics, TPR, graphic organizers, student interaction
- Reinforce learned concepts
  - Assist students in achieving English proficiency
- § Bilingual Paraprofessionals **should not** be teaching ELD
- Assist teachers with monitoring of student progress
  - Maintain records, files and/or logs
- § Utilize these to communicate concerns/questions about students' achievement
- Follow the *Bilingual Paraprofessional Instructional Log*

#### Teachers with Bilingual Paraprofessionals must:

- Complete the *Bilingual Paraprofessional Instructional Log* which include the following:
- § A list of students to be supported with primary language
- § Standards and/or objectives to preview/review
- § Concepts and vocabulary to frontload
- § Instructional strategies and materials to use
- § Communication between the teacher and Bilingual Paraprofessional regarding student progress
- Make available in a centralized location in each classroom:
- § ELPAC proficiency levels and other relevant student data
- § Grade level and ELD standards
- § Materials, manuals, copies of assessments
- § Daily schedule

Principal and/or ELP Site Coordinator must monitor the effective use of Bilingual Paraprofessionals and the completion of *Bilingual Paraprofessional Instructional Logs*.

## RESOURCES

**Clearinghouse for Multilingual Documents**

[www.cde.ca.gov/ls/pf/cm](http://www.cde.ca.gov/ls/pf/cm)

**Common Core State Standards**

[www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/)

**English Language Development Standards**

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

**English Language Proficiency Assessment for California Test (ELPAC)**

<https://www.elpac.org/resources/practicetests/>

**English Language Proficiency Assessment for California**

[www.elpac.org](http://www.elpac.org)