Kingsburg Elementary Charter School District

English Learner Master Plan

Board Approval - June 20, 2022

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PART I

STUDENT IDENTIFICATION, PARENT NOTIFICATION AND PLACEMENT

CA EL Roadmap Alignment: Principle 2, Element E:
"Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English."

HOME LANGUAGE SURVEY

Principal	Ensures that the Home Language Survey (HLS) is part of the registration process at the school.
School Secretary	Ensures that HLS is completed as part of the registration process.
English Learner (EL) Site Coordinator*	Assists with explanations, requests, and arranges for interpreters as needed. Maintains the original Home Language Survey (HLS) in the student's green EL folder as well as a digital record (on Laserfiche, Aeries, CALPADS).
Assistant Superintendent	Provides assistance to school sites, collects data from schools.
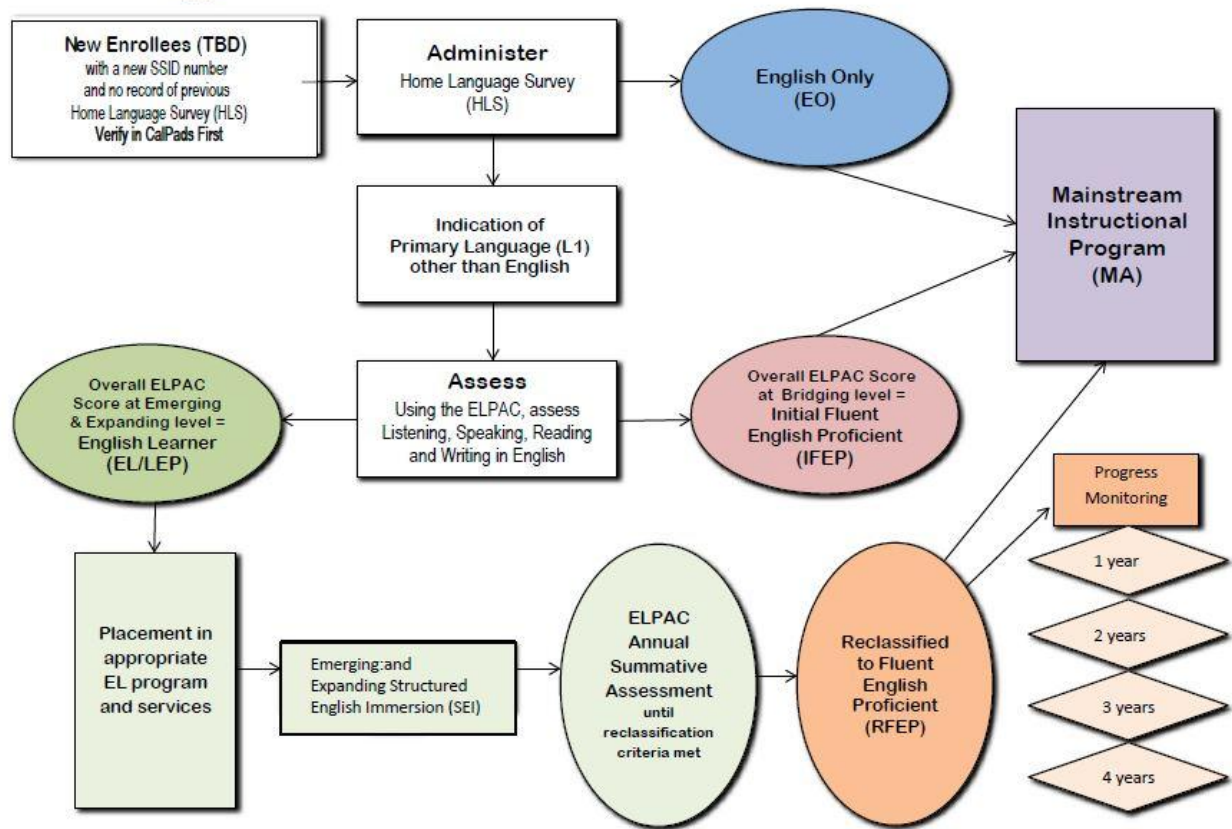
Flowchart

A parent or legal guardian of **ALL new** TK-8 students completes a Home Language Survey (HLS) as part of the enrollment procedure at each school site. *(See HLS in the Appendix.)* The HLS shall become a permanent part of the student's CUM file. Each school shall have a procedure in place that ensures that this will happen. When a transfer student's cum is received, it will be reviewed for a previously completed HLS. If found, this HLS will supersede the one completed upon application to Kingsburg Elementary Charter School District.

If the parent/guardian speaks any language other than English, translations shall be provided from available languages on the CDE website in the parent's/guardian's home language. If a translation of the parent's/guardian's home language is not available, an interpreter will translate the English version of the HLS, and a copy of the translated HLS will be provided.

Each HLS shall have all four questions answered, a signature by the parent/guardian, and a date. Each HLS shall be reviewed, and the following procedures shall be followed:

● If HLS indicates all English: A copy of the HLS shall be placed in the student's CUM file and a digital record will be entered in the Student Information System (Aeries, Laserfiche,

CALPADS). The student will be identified as "FEP" and no EL testing or EL program services are needed. The student is placed in the school's regular academic curriculum program.

- If HLS indicates at least one response other than English on questions #1-3: The student is designated as having a primary language other than English and an assessment process begins. The HLS shall be given to the person (EL Coordinator) at the school site who is responsible for the EL program, and a copy is placed both in the student's CUM file in the green EL student folder. The assessment process shall take place **within 30 school days** of enrollment.

- If HLS indicates a language other than English **only** on question #**4:** The HLS shall be given to the person at the school site who is responsible for the EL program and a copy is placed in the student's CUM file in the green EL folder. It is required that further steps be taken (parent/guardian interview) to determine whether the response to question #4 affects the student's language proficiency. Although up to the District's discretion, no EL testing or EL program services are required and the student is placed in the school's regular academic curriculum program.

Note: The terms **Fluent English Proficient (FEP)** are used when referring to ELs based upon the result of an assessment of their proficiency in English in order to be consistent with the terminology used for state reports.

CA EL Roadmap Alignment: Principle 1, Element B:
"Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students."

ENGLISH LANGUAGE PROFICIENCY TESTING

Principal	Responsible for ensuring the process at school follows District procedures.
EL Site Coordinator	Responsible for and oversees test administration. Collects and maintains data.

District ELPAC Coordinator	Responsible for procedures and provides technical assistance and support. Oversees data collection.
Timeline	Within 30 school days of enrollment.

Procedures for Initial English Language Proficiency Testing

● The student is identified as having a primary language other than English on the HLS.

● Detailed instructions and step-by-step procedures for initial English language testing for KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are stated in the English Language Proficiency Assessments for California (ELPAC) provided to each school by the Educational Services Department.

● The District ELPAC Coordinator and the EL Site Coordinator monitors the administration of the ELPAC. English proficiency tests shall be administered to each student by staff that is proficient in English.

● The ELPAC shall be administered within 30 school days of the student's enrollment. The ELPAC is the state approved instrument used by KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT to assess listening, speaking, reading and writing skills in English for all students whose HLS identifies them as having a primary language other than English.

● Students who score an Overall Level 3 with a scale score of 450 or higher on the Initial ELPAC with no sub-score lower than 2 are designated as Initial Fluent English Proficient (IFEP). The students are placed in the school's regular academic program. Students who score Level 1 (Novice) or Level 2 (Intermediate) are designated EL and receive EL program services. *(See Initial English Proficiency Table below or Initial ELPAC Scale Score Ranges from CDE website.)*

Initial English Proficiency Table

Overall Performance Level: English Learners or Initial Fluent English Proficient (IFEP) Score: (150-600)	
Oral Language (LIstening and Speaking Skills) Well Developed/Somewhat Developed/Minimally Developed	**Written Language** (Reading and Writing Skills) Well Developed/Somewhat Developed/Minimally Developed
In Kindergarten, Initial ELPAC Overall Score is weighted 90% Oral Language, 10% Written Language In First Grade, Initial ELPAC Overall Score is weighted 70% Oral Language, 30% Written Language	

In Grades 2-12, Initial ELPAC Overall Score is weighted 50% Oral Language, 50% Written Language	
Initial Levels	**Initial Descriptors**
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370-449	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150-369	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning on a basic level. in English to learn and communicate in meaningful ways. They may need substantial help using English.

Procedures for Alternate Initial English Language Proficiency Testing

CA EL Roadmap Alignment: Principle 1, Element E:
"Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations."

Alternate English Language Proficiency Assessments for California (Alternate ELPAC) will be used for students with the most significant cognitive disabilities. The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP for students with the most significant cognitive disabilities. The purpose of the Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP).

Performance Level	Descriptor
Fluent English Proficient	Students at this level have **sufficient** English language proficiency. They may need **occasional** linguistic support to enable them to access adapted grade-level content in English.

Intermediate English Learner	Students at this level have **moderate** English language proficiency. They may need **frequent** linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have **minimal** English language proficiency. They need **substantial** linguistic support to enable them to access adapted grade-level content in English.

referenced from: https://www.elpac.org/test-administration/alternate/

PRIMARY LANGUAGE PROFICIENCY TESTING

Principal	Responsible for process at school.
EL Site Coordinator	Oversees administration of test. Collects and maintains data.
English Learner (EL) District Coordinator	Responsible for procedures and provides technical assistance and support.
Timeline	Within 30 calendar days of enrollment.

Procedures for Primary Language Assessment for all EL Students

- All EL students are additionally assessed for primary language proficiency. Primary language testing shall be completed **within 30 calendar days** of the student's enrollment. Each EL shall have their primary language assessed using parallel forms of the tests to determine English proficiency, to the degree instruments are available, or, at a minimum, informal diagnostic testing regarding the student's primary language proficiency in comprehension, speaking, reading, and writing.

- Detailed instructions and step-by-step procedures for primary language testing for KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are stated in the IDEA Proficiency Test - Spanish (IPT) Instructional Booklet provided to each school by the Curriculum Department.

- Students who speak Spanish shall be administered the IPT Spanish. Students who speak all other languages shall be administered appropriate informal assessment instruments.

- Alternative assessments for primary language testing may be used for Special Education students with low incidence and severe disabilities.

- BCLAD teachers or trained bilingual instructional assistants, under the supervision of the Site EL Coordinator, shall assess the student with the appropriate primary language instrument. All testers must be trained to administer the tests.

DOCUMENTATION AND PARENT NOTIFICATION OF INITIAL RESULTS

CA EL Roadmap Alignment: Principle 1, Element D:
"Schools value and build strong family and school partnerships."

Principal	Responsible for procedures at school.
EL Site Coordinator	Oversees the completion of the Initial Identification Results. Oversees the implementation of the parent notification letters and collects and maintains data.
English Learner (EL) District Coordinator	Responsible for procedures and provides technical assistance and support. Maintains and revises the Initial Identification Results and the parent notification letters.
Time Line	As soon as all initial testing is completed within 30 calendar days of initial enrollment.

Documentation of Initial Testing Results and Parent Notification Procedures

Initial Identification Results shall be completed for all students who are administered initial ELPAC testing and official results are received immediately in order to ensure proper placement of students. **(See sample Local Scoring Tool (LST) in the Appendix.)**

For all TK-8 students who are identified as an English Learner or students who are identified as Fluent English Proficient (FEP) after initial testing, the Initial Parent Notification letter shall be sent to parents with the Local Scoring Tool (LST) printout and/or Student Score Report (SSR). *(See Initial Parent Notification Letter in the Appendix.)* Depending on the test result, the student shall be placed in the appropriate program services.

INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

According to the California Department of Education, English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)
[Referenced from: https://www.cde.ca.gov/ds/sd/cb/glossary.asp#e]

> **CA EL Roadmap Alignment: Principle 3, Element C:**
> *"A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement."*

Procedures to Determine Proficiency Level using Initial ELPAC Results

Initial English proficiency levels reflect the student's development in English fluency. This information shall be used to determine the student's placement in English Learner (EL) services.

These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial English Language Proficiency Assessments of California (ELPAC).

Level	Description
Initial Fluent English Proficient (IFEP)	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 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).
Intermediate English	Students at this level have **somewhat developed** to **moderately**

Learner	**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 *ELD Standards*.
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the **"Emerging" proficiency level** as described in the 2012 *ELD Standards*.

[Referenced from: Initial ELPAC General Performance Level Descriptors (PLDs)
https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp]

Instructional Placement Based on Initial ELPAC Results

All students who are tested with the Initial ELPAC and initially score at the Fluent level will be determined to have acquired sufficient English proficiency and will be placed in a mainstream English class without English learner support. Intermediate and Novice levels shall be identified as English Learners and enrolled in the English Learners Program.

All English Learners shall remain in EL services until they become fully fluent in English. Fully fluent means the English Learner has been redesignated to Fluent English Proficient (RFEP) based on the established district criteria. (**See Student Redesignation to FEP (RFEP) in Part VI.**)

Impacted School and Impacted District
A school will be considered impacted with a language when 20 or more EL students speak a single language in the school (based on the annual October CBEDS census date). Services shall be designed to meet the special needs of the ELs in the language group. The district will be considered impacted with a language when 50 or more EL students speak a single language in the district (based on the October CBEDS census date). Services shall be designed to meet the special needs of the ELs in the language group.

Part II

INSTRUCTIONAL SERVICES

- **Instructional Placement for English Learners**

- **Program Options: Elements and Staffing**

- **Program Options**

- **Required Elements**

- **Permitted Elements**

- **Staffing Requirements**

- **Required Documentation of Services to ELs**

- **Suggested Program Design**

PART II

INSTRUCTIONAL SERVICES

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT is committed to a program, which assures all children equal educational opportunities. The district intends to provide English Learners (EL's) with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society.

Principal	Implement program/services at school, place students in appropriate classrooms, validate implementation of program/services, monitors student progress.
EL Site Coordinator	Monitor the implementation of program/services. Provide support for teachers.
Classroom Teachers (with appropriate certificate)	Implement program/services (structured English immersion, English Language Mainstream with additional and appropriate services and provide instruction)
Bilingual Paraprofessionals	Assist with the implementation of programs/services; provide primary language assistance and support.
Assistant Superintendent	Provide technical assistance and support, oversees progress monitoring data collection, monitors records.

All English Learners shall receive a simultaneous instructional program (ELD and access to the core curriculum) that meets the goals for ELs. ELs shall be placed in the appropriate instructional program/service based on their English language proficiency level. EL's K-8 shall receive intense English Language Development (ELD) through Designated ELD (D-ELD) and shall gain access to the core curriculum through primary language support and/or Integrated ELD (I-ELD) for content area instruction in all grades.

INITIAL INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

STUDENT'S ENGLISH PROFICIENCY LEVEL		

	LESS THAN REASONABLE FLUENCY Beginning Early Intermediate	REASONABLE FLUENCY Intermediate Early Advanced (sub-area less advanced than intermediate)	INITIALLY FLUENT FEP
Program Options	English Language Classroom Structured English Immersion Process* English Language Mainstream Classroom Parent Request Additional and Appropriate Services Alternative Course of Study Parental Exception Waiver	English Language Mainstream ClassroomWith additional and appropriate services Alternative Course of Study Parental Exception Waiver	No program placement or services

Based on Education Code 300-340
Structured English Immersion and Sheltered English Immersion is used interchangeably in the statute.

Structured English Immersion means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

PROGRAM OPTIONS: ELEMENTS AND STAFFING

PROGRAM OPTIONS	REQUIRED ELEMENTS	PERMITTED ELEMENTS	STAFFING*
Structured English Immersion Process English Language Classroom	ELD Instruction nearly all in English Plan for maintaining parity while learning academic language and content	Content Instruction (access to the core curriculum): ● SDAIE ● Primary language support, as needed Language of Instruction: ● mostly in English	BCLAD CLAD CTEL SDAIE/ELD SDAIE (may provide only SDAIE)
English Language Mainstream Classroom with additional and appropriate services	ELD Strategies to maintaining parity while learning academic language and content	Approaches: ● SDAIE ● Primary Language Support, as needed	BCLAD CLAD CTEL SDAIE/ELD SDAIE (may provide only SDAIE)
Alternative Course of Study Dual Immersion Education Or Other methodology permitted by law	ELD Primary Language Instruction (for Dual Immersion only) Strategies to maintaining parity while learning academic language and content	Approaches: ● SDAIE ● Primary Language Instruction ● Primary Language Support	BCLAD (for primary language instruction) CLAD CTEL SDAIE/ELD

Based on Education Code 305-306
*Depending on the special services needed by English Learners, one or more of these authorizations may be needed.

English Language Classroom is defined as a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

English Language Mainstream Classroom is defined as a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

PROGRAM OPTIONS

Structured English Immersion or Sheltered English Immersion Process

Structured English Immersion or Sheltered English Immersion is an English language acquisition process/instructional program in which nearly all classroom instruction is in English but with the curriculum and presentation designed for those learning the language. Clarification, explanation, assistance, and support may be in the student's primary language. The goal is to teach language proficiency in English as rapidly and effectively as possible. Content instruction will be given simultaneously so the EL will not incur academic deficits.

The Structured English or Sheltered English Immersion process/instructional program is designed for English Learners who have less than reasonable fluency in English. Less than reasonable fluency is defined as the English Learner is at the Novice or Intermediate level of English language development.

STRUCTURED ENGLISH IMMERSION PROCESS/PROGRAM
Nearly all in English

Designated ELD (D-ELD)	(Learning English with ELD Standards)
Integrated ELD (I-ELD)	(Learning Content; Access to the core curriculum) Secondary Focus: ELD Standards

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Parent Request

At any time, including during the school year, a parent/guardian of an EL may request a transfer from the Structured English Immersion Process (decline services). **See Voluntary Participation in Structured English Immersion Process in Part V.** In these cases, the EL student shall be placed in an English Language Mainstream Classroom and shall receive Additional and Appropriate Services.

English Language Mainstream Classroom

English Language Mainstream Classroom is an instructional program designed for ELs who have

reasonable fluency. Reasonable fluency means the English Learner is at the intermediate or native fluency level of English language development. Additional and Appropriate services are delivered in an English language mainstream classroom. Content instruction is in English with the curriculum specially designed to meet the EL's needs. The goal is transition to mainstream English (redesignation to FEP (RFEP)).

ADDITIONAL AND APPROPRIATE SERVICES
Instruction in English
ELD
Additional reading and writing
SDAIE
Special materials
Primary language support, if needed
Designated ELD and Integrated ELD (access to core curriculum – content instruction)

INSTRUCTIONAL ELEMENTS

CA EL Roadmap Alignment: Principle 2, Element A:
"Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

English Language Development (ELD)

All EL's shall receive a sequential English Language Development (ELD) program, based on their individually diagnosed needs. ELD is a specific curriculum that addresses the teaching of the English language according to the level of language proficiency of the EL. The goal is to teach language proficiency in English as rapidly and effectively as possible.

ELD shall be a part of the daily program for every EL. ELD shall be a planned, specific component of the total education of an EL. The state recommends approximately 30 minutes a day for ELD instruction depending on ELPAC levels and language fluency. Based on the EL's individual needs, ELD instruction shall be planned so the EL will progress through the ELD curriculum as rapidly and effectively as possible. ELs shall transition from a Structured English Immersion Process/Program (less than reasonable fluency) to an English Language Mainstream Classroom with additional and appropriate services (reasonable fluency) in a period not normally to exceed one year. After one year, unless a parent objects, an EL may continue in the Structured English Immersion Process, but not to exceed three years.

ELD lessons shall reflect California's ELD Standards, curriculum, materials, and approaches designed to promote the EL's second-language acquisition of listening, speaking, reading, and writing skills as outlined in the SIOP Protocol. (**See SIOP Protocol in the Appendix.**)

ELD Strategies and Methods: The following are examples of strategies and methods that may be utilized for ELD instruction to make information comprehensible to ELs.

Emerging Level

- Total physical response (TPR)
- Maps, visuals, charts, gestures, graphic organizers
- Simple speech, clear enunciation, controlled sentence length
- Active games, finger plays, puppetry, role playing
- Flannel board stories, big books
- Brainstorming with pictures
- Simple classification with pictures
- Rhythms, rhymes, songs, choral readings, simple poetry, music
- Manipulatives, i.e., Bingo Vocabulary
- Story mapping, storyboards
- Sentence frames
- Sequencing events, i.e., Matrix
- Language experience approach
- Categorizing and classifying
- Journal writing, reflections
- Drawing on past and present experiences
- Cooperative learning, grouping techniques
- Cross-age tutoring, peer tutoring
- Reader's Theater

Expanding Level (in addition to those previously listed)

- Group discussions
- Critical thinking
- Literature logs
- Writing process, reading process
- Mapping, charting, graphing
- Reading aloud, teacher-directed reading, oral reports
- Problem solving

Bridging Level (in addition to those previously listed)

- Categorizing
- Brainstorming
- Comparing, contrasting
- Plays and skits followed by reading and writing
- Literary analysis – compare, describe characterization, summarize, outline
- Essay writing, computer assisted writing, writing across the curriculum

Instruction Nearly All in English

All ELs shall be taught in English language classrooms (English Language Classroom or English Language Mainstream Classroom) using the strategies and methods listed above as additional and appropriate instruction for English learners.

> **CA EL Roadmap Alignment: Principle 2, Element D:**
> *"English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services."*

Plan for Maintaining Parity while Learning Language and Academic Content

All ELs shall have access to the core curriculum (academic instruction across the district's core curriculum) and shall be monitored for academic deficits using the district's accountability and assessment system. ELs shall receive instruction in English, but with the curriculum and presentation designed for children who are learning the language. Services shall be designed for the EL to learn English and the core curriculum simultaneously.

Core curriculum shall be designed so that the ELs are either (a) learning grade level academic content and achieving at parity with their native English speaking peers, or (b) are recouping academic deficits at a rate that will allow them to achieve parity of participation before the deficits become irreparable. Lessons shall reflect grade-level curriculum, materials, and approaches, which are designed for ELs and are appropriate to their English language proficiency level. If academic deficits occur, the EL shall receive the appropriate services to recoup/overcome deficits such as additional tutoring, after-school programs, individualized instruction, etc.

Individual and group data shall be analyzed by grade level, level of language proficiency, and time in the program to indicate that ELs are learning the core curriculum.

Special Education ELs shall make substantial progress toward achievement of Individualized Education Program (IEP) academic goals.

> **CA EL Roadmap Alignment: Principle 2, Element E:**

> *"Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English."*

Primary Language Instruction (Dual Immersion Program Only)

A Dual Immersion program is a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language. The EL's primary language is used during instruction to provide the core curriculum. The EL also receives a sequential English Language Development (ELD) program based on his/her individually diagnosed need.

> **CA EL Roadmap Alignment: Principle 2, Element C:**
> *"Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas."*

SDAIE (Specially Designed Academic Instruction in English)
Instruction of grade level core curriculum is in English and is specially designed for speakers of other languages. SDAIE is most appropriate for students who have reasonable English fluency to benefit and succeed in rigorous content instruction. SDAIE, with primary language support, is also used with ELs who have less than reasonable fluency.

SDAIE incorporates a variety of instructional strategies and methods to help make the core academic instruction in English more comprehensible and accessible for ELs. Definite characteristics exist that describe the SDAIE approach. These characteristics include:

- Cooperative and thematic learning environments.

- Teacher delivery that contextualizes content using comprehensible input and uses techniques such as rephrasing and paraphrasing.

- A variety of interactive strategies including student-to-student, student-to-teacher, student-to-text, and student-to-self (reflection, self-evaluation).

- Careful planning of the environment, instruction, and materials.

- Identification and selection of focus concepts that integrate student learning.

- Facilitating a connection of focus concepts to students' experiences, knowledge, and need to know.

- Selection of scaffolds to assist students' engagement and performance (social-affective,

linguistic, cognitive- academic, metacognitive-metalinguistic).

- Continuous observation, monitoring, and assessment leading to teachers' modifications of instructional procedures and to students' increasing autonomy.

- Multicultural development and awareness and validation of diversity.

Primary Language Support
Instruction is in English and the EL receives primary language support (assistance) from an appropriately authorized teacher or bilingual paraprofessional who speaks the EL's primary language. Core curriculum areas are presented in a comprehensive manner using SDAIE strategies. Some support strategies may include preview/review, small groups, individual tutoring, clarification, etc. Primary language support/assistance in the EL's primary language shall be for a sufficient time per day to cover all the core content areas in which the EL needs such support.

STAFFING REQUIREMENTS

CA EL Roadmap Alignment: Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

CA EL Roadmap Alignment: Principle 3, Element D:
"Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers."

Teachers who have been assigned to provide ELD and/or access to the core curriculum for English Learners shall hold the appropriate authorization. Provisionally, assigned teachers shall be enrolled in training that will result in authorization.

Authorization for the teaching of ELD include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- California Teachers of English Language (CTEL)
- SB 1969 Certification of Completion for SDAIE/ELD or ELD
- University or district bilingual internship credential

- Any teacher who is documented as being in training for one of the above certifications.

Authorization for providing SDAIE include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- California Teachers of English Language (CTEL)
- SB 1969 Certificate of Completion for SDAIE/ELD or SDAIE
- Any teacher who is documented as being in training for one of the above certifications.

Authorization for providing primary language instruction include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications.

REQUIRED DOCUMENTATION OF SERVICES TO ELs

Principal	Ensures that each EL has a green EL Student Folder. Establish procedures that ensure services and EL information is documented in each EL's folder.
EL Site Coordinator	Monitors EL Student Folders. Provides support and materials (cards or letters) for teachers.
Assistant Superintendent	Provides technical assistance and support, supplies materials (cards or letters), monitors records.

CA EL Roadmap Alignment: Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

Procedures for Documenting EL Services

- Each ELs shall have a green EL Student Folder. The folder shall contain all the required items for documenting services to the EL. The required items are listed on the outside of the folder.
- Initial testing information and a Local Scoring Tool (LST) printout of preliminary results (ELPAC) shall be in each EL's folder. (*See sample Local Scoring Tool printout in the Appendix.*)
- Placement in EL services shall be documented on the EL's KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT EL Student Placement Folder. Placement into services shall occur **within 30 school days of enrollment or 30 school days after the beginning of each school year.** Appropriate services and the name of the authorized teacher will be listed.
- On an annual basis, each parent shall be sent the Annual Parent Notification Letter. **(See Appendix.)**

SUGGESTED PROGRAM DESIGN

Elementary (K-6)
K-6 ELs should be placed with a teacher who is qualified to teach both ELD and SDAIE. EL students, based on their individual assessed needs, should be placed in the Structured English Immersion Process/Program (less than reasonable fluency) or Mainstream English Classroom with additional and appropriate services (reasonable fluency). ELs who have reached reasonable fluency must continue to receive ELD until all reclassification criteria have been met. Curriculum, materials, and approaches should be designed to promote the EL's second-language acquisition of listening, speaking, reading and writing skills; and to learn the grade level content achieving at parity with their native English speaking peers. ELs who would benefit from extra support and scaffolding, should receive additional services until they have recouped deficits such as additional tutoring, after-school programs, individualized programs, etc.

ELs who have less than reasonable fluency will receive primary language support in all core curricular areas in which the EL needs such support. A BCLAD teacher or a bilingual paraprofessional who speaks the EL's primary language may provide primary language support whenever possible.

ELD instruction is provided during a designated ELD (D-ELD) instructional block of time. Teachers must be highly qualified and appropriately authorized to teach Designated ELD in a whole class setting.

Intermediate (7-8)
Grades 7-8 ELs will be placed with a Core teacher who is qualified to teach using the SDAIE methodology. A Designated ELD (D-ELD) block will be provided for all identified ELs who have less than reasonable fluency in English as required by law (Title V, California Code of Regulations,

Section 11300). The D-ELD block should bridge and provide support for an intensive literacy based language arts program. A second tier block may be provided for ELs who still require additional literacy development. ELs who have reached reasonable fluency should continue to receive ELD until reclassification criteria has been met. Curriculum, materials, and approaches should be designed to promote the EL's second language acquisition of listening, speaking, reading, and writing skills; and to learn the grade level content achieving at parity with their native English speaking peers. ELs who have incurred academic deficits should receive additional services deficits such as additional tutoring, after-school intervention programs, individualized instruction, and literacy block until they have recouped deficits.

Other Core Curriculum Courses

Grades 7-8 ELs will be placed with teachers who are qualified to teach SDAIE for content area instruction. The teacher will be appropriately authorized with a BCLAD, CLAD, CTEL or SB395 training/authorization. Curriculum, materials, and approaches will be designed for the EL to learn grade level content at parity with their native English-speaking peers. ELs who have incurred academic deficits will receive additional services such as additional tutoring, after-school intervention programs, individualized instruction, and literacy block until they have recouped deficits.

PART III

STAFFING AND PROFESSIONAL GROWTH

- **Determining Staffing Needs**

- **Recruitment**

- **Training**

PART III

STAFFING AND PROFESSIONAL GROWTH

> **CA EL Roadmap Principle 3, Element D:**
> *"Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers."*

Principal	Determines staffing and training needs in collaboration with staff; recruits, hires, and places staff in appropriate training programs; monitors and evaluates staff.
Superintendent	Oversees district recruitment, hiring, and placement of appropriate staff.
Assistant Superintendent	Writes and monitors EL Staffing Plan, files documentation for EL Staffing Plan. Collects documentation from schools, provides technical assistance and support.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall recruit authorized teachers and train staff members to meet the needs of English Learners. All teachers providing ELD, instruction/support through the primary language, and/or SDAIE shall hold the appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CCTC) and/or in the case of SB 1969 certification, KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT. Teachers not holding the appropriate credentials or certificates shall be enrolled in accredited training programs to complete the required coursework.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall annually assess the need, supply, and shortage of authorized teachers and incorporate this information into a comprehensive EL Staffing Plan. An EL staffing plan chart shall be designed for each school to provide information regarding the number and proficiency levels of English Learners, the numbers of ELs

needing Structured English Immersion Program, the number needing Additional and Appropriate Services, the current number and names of authorized teachers by credential held, current number and names of teachers in various training programs, the shortage of authorized teachers, and the timeline to remedy the shortage. The English Learner (EL) District Coordinator shall maintain the EL Staffing Plan Charts. The charts shall be updated once per year: in the fall when EL recounts are completed. When shortages exist, KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall establish timelines to recruit, hire, and/or train the needed teachers.

Determining Staffing Needs
Each fall and spring, principals and EL Site Coordinator shall receive a list of EL students by grade level, language group and English language proficiency level from the English Learner (EL) District Coordinator. This information forms the basis for determining the ELD and SDAIE staffing needs. If there is a shortage of teachers, an action plan shall be developed to address the shortage. The Educational Services Office shall assist the schools in collecting information, determining needs and providing technical assistance and support for appropriate placement of ELs.

Recruitment
KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall participate in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements shall be placed in local newspapers. The English Learner (EL) District Coordinator and site administrators shall participate in the recruitment efforts. Every effort shall be made to hire and retain authorized teachers and qualified bilingual instructional paraprofessionals aides.

Training
Teachers who need to obtain appropriate certification may participate in training programs through KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT, the County Office of Education, and/or local colleges and universities. Course offerings available through KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are announced through the District Staff Development calendar. The English Learner (EL) District Coordinator sends course offerings available through the County Office of Education to schools. Training programs are available year round.

Bilingual instructional paraprofessionals are encouraged to further their education to become teachers. KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT collaborates with local universities to support and assist bilingual instructional paraprofessionals in obtaining a teaching credential.

All teachers, instructional paraprofessionals, site administrators and other personnel are given opportunities to participate in staff development that focuses on strategies to meet the needs of ELs. Offerings include Designated and Integrated ELD teaching methodologies, Structured English Immersion, SDAIE, The Sheltered English Instruction Protocol (SIOP), cooperative learning strategies, cross-cultural understanding, reading and writing strategies through Units of Study, etc. Individual school staff development for EL program implementation is provided by the Site EL Coordinator under the direction of the Assistant Superintendent.

PART IV

BASIC AND SUPPLEMENTARY RESOURCES

PART IV

BASIC AND SUPPLEMENTARY RESOURCES

> **CA EL Roadmap Principle 3, Element B:**
> *"The school system invests adequate resources to support the conditions required to address EL needs."*

Principal and EL Site Coordinator	Responsible for reviewing and ordering materials.
Assistant Superintendent	Facilitates text and curriculum adoptions, oversees ordering of materials, reviews requisitions.
Assistant Superintendent	Assists site personnel in selecting appropriate instructional materials. Provides technical assistance and support.

District general funds provide an appropriate core curriculum for each EL. Resources include staff, curriculum materials, instructional supplies and other district services available to students. District sources provide services in ELD, primary language support, and SDAIE, and instruction that promote each student's positive self-image and multicultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL, including, when appropriate, primary language materials used to implement the district's alternative program, i.e., textbooks, and reading materials.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT has policies, procedures and practices in place for the selection and adoption of curriculum materials. Teachers, administrators and parents serve on various committees that participate in the review and selection process. All KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT basic core curriculum materials are purchased through the general fund. Supplemental monies, such Title III funds, Lottery funds, etc., are used to supplement the core curriculum.

Title III resources shall be used for supplemental services and materials. This includes, but is not limited to, the following:

- Hiring supplemental teachers
- Hiring paraprofessionals (including bilingual instructional aides)
- Purchasing EL supplemental teaching materials and assessment instruments
- Providing staff and paraprofessionals in-service training to develop instructional skills

- Supporting parent involvement
- Providing other reasonable expenses, which may include childcare, translation services and training of parent advisory groups

Note: If the district and school site receive other state and federal funds, such as School Improvement Program (SIP). These funds supplement, and do not supplant, the district's core curriculum services or other categorical funds for ELs.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure moneys are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines and suggestions/recommendations for materials and expenditures from the Assistant Superintendent.

PART V

PARENT NOTIFICATION AND ADVISORY COMMITTEES

- **Parent Notifications**

- **English Learner Advisory Committees**

PART V

PARENT NOTIFICATION AND ADVISORY COMMITTEES

> **CA EL Roadmap Principle One, Element D:**
> *"Schools value and build Family and School Partnerships."*
>
> **CA EL Roadmap Principle Three, Element A:**
> *"Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals - over and above compliance via the EL Master Plan and English learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations."*

Principal	Responsible for appropriate parent notification of initial testing and placement; facilitates formation and implementation of ELAC (formally the Bilingual Advisory Committee, BAC)
EL Site Coordinator	Assists and monitors parent notification process, assists with the implementation of ELAC, submits ELAC records to Educational Services. Oversees filing of documentation in EL folders.
District ELPAC Coordinator	Oversees annual parent notification letters and provides technical assistance and support regarding parent notification and the implementation of the ELPAC.
Assistant Superintendent	Oversees parent committee procedures, facilitates and implements the DELAC (District English Learner Advisory Committee). Reviews ELAC records. Provides technical assistance and support regarding parent notification and the implementation of ELAC.

Parents	Participate on committees, review notification information, and sign redesignation form.

Parents form an integral part of the educational process that results from the partnership between school, community and family. In order for parents of English Learners to participate, they must be well informed of all school site and district activities, procedures and policies that directly affect their children. It shall be a joint responsibility of both the school and the district to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for the education of their children. Parents shall be encouraged to participate in all committees to advise at the school, district and board level on services for English Learners.

Parent Involvement activities include parent notifications of assessment results and program options, parent advisory committee participation, parent education (family literacy and language learning, participating in school level theme nights, etc.) and parent classroom/school volunteer activities.

PARENT NOTIFICATION

Initial Assessment Results and Recommended Placement

After ELs are assessed for English language proficiency with the English Language Proficiency Assessment for California (ELPAC), parents/guardians shall receive written notification of the results. (*See Initial Parent Notification Letter in the Appendix*). Depending upon the initial testing results, the parents/guardians receive either:

- Notification of Fluent English Proficient (IFEP) results

> or

- Notification of English Learner results and placement in the appropriate EL service.

Voluntary Participation in Structured English Immersion Process/Program

At any time, including during the school year, a parent/guardian of an EL may request a transfer from the Structured English Immersion Process/Program (decline services). In these cases, the EL shall be placed in an English Language Mainstream Classroom and will receive additional and appropriate services. However, **the language classification of the student shall remain as EL**, and all EL students are required to be tested annually with ELPAC, until all of the reclassification criteria is met and the student becomes identified as RFEP (Reclassified Fluent English Proficient).

Parents/guardians wishing to request a transfer from Structured English Immersion are required to attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives and instructional activities of the Structured English Immersion Process/Program; and that the district remains obligated to provide English Language Development and access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE). To withdraw/decline the Structured English Immersion Process/Program, the parent/guardian shall notify the school that they do not want their EL enrolled in a Structured English Immersion Program.

Redesignation/Reclassification

English Learners are officially redesignated to FEP (RFEP) status when they meet the district's criteria for reclassification, or transition to an English only program (same academic standards that are expected for English only students). **Procedures and parent notification for this process is stated in Part VI.**

Reclassification Criteria

Criteria	State of California	Kingsburg Elementary Charter School District
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	English Language Proficiency Assessment for California (ELPAC) at Overall Level 4.
2	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery	Students' academic performance in class. Progress Monitoring Form on Ellevation. Course Grade Proficient (C or better) on ELA Grade/Common Formative Assessment
3	Parental opinion and consultation	OPTEL Criteria 3 Parental Opinion and Consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.
4	Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic	Met Annual Scale Score on CAASPP (SBAC) for tested grade level. (As compared to State EO)

	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	And/or STAR Assessments (Instructional Reading Level) DRA K-2 – Can be a factor for 3, but AR is a priority. (will be) OPTEL Criteria 4

For Reclassification Guidance from CDE, visit: https://www.cde.ca.gov/sp/el/rd/
For information on OPTEL visit: https://www.cde.ca.gov/sp/el/t3/optel.asp

ENGLISH LEARNER ADVISORY COMMITTEES

English Learner Advisory Committees at both the school and district levels, provide an integrated school staff, parent and community group to help ensure that the district's EL program is well planned, effectively implemented and ultimately successful in achieving its goals for ELs.

> **CA EL Roadmap Principle 3, Element A:**
> *"Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations."*

English Learner Advisory Committee (ELAC) (Combined with Title I)

All school sites with 21 or more ELs shall have an elected ELAC that meets at least four times per year. The committee shall be comprised of parents and staff, with parents of ELs making the majority of the members. Parents of ELs shall be represented in at least the same percentage of EL enrollment at the site. Committee members serve for two years. Election procedures, meeting requirements and sample agendas for implementing the ELAC can be found in the Categorical Programs Handbook for School Site Council (SSC). ELAC agendas, sign-in sheets and minutes shall be submitted to the Educational Services Department after every meeting for review and filing.

The principal shall be responsible to ensure that training is provided in required areas, appropriate procedures are followed, and required activities are carried out. Training is also provided in areas and topics that the individual committee requests. In addition, each ELAC elects a representative and an alternate for the District English Learner Advisory Committee.

The ELAC shall:

- Assist in the development of the school's plan for services to English Learners.
- Have input into the school's needs assessment.
- Assist in the school's efforts to make parents aware of the importance of regular school attendance.
- Be apprised of the school's language census.

District English Learner Advisory Committee (DELAC)

When there are 51 or more ELs in a district, a District English Learner Advisory Committee (DELAC) shall be formed. The DELAC shall be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members shall be parents of ELs who are not district employees. Committee members serve for two years. Committee members shall be trained in regards to their roles and responsibilities and

shall be kept apprised of issues, policies and information that relate to EL programs. District staff and DELAC members shall plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification shall be mailed to all members at least one week prior to the meeting. Notices and handouts shall be translated in Spanish. In addition, DELAC members will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

The DELAC shall:

- Have input in the development of the Master Plan for services for ELs.
- Have input into district-wide needs assessment on a school-by-school basis.
- Have input into the district's EL education goals and objectives.
- Be informed on the language census.
- Review and comment on the written notification of initial enrollment.

PART VI

PROGRAM EVALUATION

- **Governance**

- **Student Evaluation and On-going Monitoring**

- **Student Redesignation to FEP (RFEP)**

PART VI

PROGRAM EVALUATION

CA EL Roadmap Principle 3, Element C:
"A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement."

Principal	Oversees program evaluation procedures at school site, oversees collection of data, submits all required data to the Departments of Educational Services.
EL Site Coordinator	Assists with the program evaluation process at school site, oversees collection of data.
Assistant Superintendent	Coordinates EL program evaluation procedures at district level. Oversees program evaluation at the district level. Provides technical assistance and support. Collects assessment and evaluation data.

The goal of program evaluation is to provide information about the effectiveness of the EL services. The information gives comprehensive direction to district and school staff for continuing, modifying or discontinuing programs and/or program elements. The Assistant Superintendent will provide the data to measure the effectiveness of EL services.

A green EL Student Folder shall be maintained for each English Learner. The purpose of the folder is to assist the teacher, parent, school and district administrators with program placement and development, student monitoring and redesignation. The folder contains the following items/documents: (See Appendix.)

- a copy of the Home Language Survey (HLS)
- initial ELPAC testing information
- primary language testing

- initial testing of primary language, as well as English language proficiency
- copies of parent notification letters
- program placement letter
- annual testing documentation
- copies of each level of ELD test mastered
- reclassification form
- RFEP Monitoring documentation

GOVERNANCE

CA EL Roadmap Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the allocation of sufficient resources. A qualitative program cannot be successfully implemented without all three of these critical elements. The district and the sites have essential and unique roles in program implementation.

Role of the District

The district administration shall be responsible for the provision of sufficient resources to the sites needed to successfully implement this plan. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources and adequate facilities. Guidance in curriculum development, program compliance, program evaluation and data analysis, program improvement, minor modifications, and master plan revisions are also essential district responsibilities to assure quality program implementation.

Role of the School Site

Site-based planning is the most critical element of this plan. The responsibility of school sites is to determine how best to deliver services to the students attending the school. The distribution of the EL population and the diversity of the school community are important factors to be taken into account by sites in planning their programs. All school sites shall be responsible for planning and program implementation. The EL Master Plan shall be the guiding document for this planning. Sites are encouraged to work together and with the district to design their programs to meet EL and parent needs. Program quality and effectiveness are tied to effective use of essential human and material resources and on-going planning and program revision, based on site program evaluation results.

Role of the Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees have a responsibility to assist in the on-going program planning and evaluation through committee and school activities.

STUDENT EVALUATION AND ONGOING MONITORING

English Language Development (ELD)
Progress in ELD shall be monitored through mastery of the ELD standards as indicated by the state Summative ELPAC assessment. Exit criteria for mastery of a language proficiency level shall be when the ELD standards for each area (listening, speaking, reading, and writing). ELD progress shall be assessed according to the school site reporting calendar.

SUMMATIVE ELPAC

ELPAC Levels (Performance Levels)	Level 1 Minimally Developed	Level 2 Somewhat Developed	Level 3 Moderately Developed	Level 4 Well Developed
ELD Standards Proficiency Levels (PLDs)	Emerging	Expanding		Bridging

Academic Achievement
Academic progress in the core curriculum areas shall be evaluated through various standardized tests and or benchmarks. This information is available in a consistent form for all schools. Annually, the Educational Services Department publishes all assessment results in the District Testing Report. The data for most assessments are disaggregated to show how both EL and FEP (RFEP) students performed. In addition, schools assess student progress in a variety of ways: tests from adopted textbooks, teacher made tests, and performance based assessments and grades. All school level testing data shall be analyzed to ensure that ELs are successfully closing the gap in academic English proficiency and are achieving academically at a rate substantially equivalent to that of their native English-speaking peers. EL program services shall be modified based on the results of the evaluation.

Academic achievement progress for grades 2-8 is also monitored. Using the state testing system, ELs shall be monitored for growth. Schools are rated based on the percentage of ELs who meet the specified criteria.

EL Data Base

The Site and District coordinators maintain a district database of EL and FEP (RFEP) students. The data maintained for EL students includes date of entry into EL services, primary language, grade level, and English language proficiency level. The FEP (RFEP) data includes primary language, date of redesignation, and initial designation as FEP or FEP (RFEP) codes. The database is updated annually, in October and as well as when state documentation becomes available on newly tested students. This database is used to produce various reports for EL services including assessment reports, English proficiency levels, etc. The database information is also used for completing the EL Staffing Plan and the school level October census reports.

R-30 Language Census Reports

Annually in the Fall (October), a CBEDS census report shall be completed by each school. The report indicates the number of EL and FEP students in the school by language and grade level. It also reports the type of EL services provided, the number of authorized staff providing the services, and the number of EL students who were redesignated to FEP (RFEP). The information gathered is used to create district matrices for EL and FEP (RFEP). Historical charts indicating growth of EL populations and comparisons of EL services provided from year to year are also maintained. The Assistant Superintendent works with the district office in the process of the Annual October CBEDS Census report date and maintains the documentation.

STUDENT REDESIGNATION TO FEP (RFEP)

Principal	Responsible for the process at school.
EL Site Coordinator	Identifies students and supervises the process at the school site. Establishes and works with the school site team during the redesignation process. Oversees the completion of the Check Sheet and Redesignation Form. Submits completed information to EL District Coodrinator.
Teacher	Administers all necessary assessments: ELPAC, and academic achievement tests. Supplies other curriculum information needed for redesignation.
Assistant Superintendent	Coordinates procedures at district level. Oversees procedures at site level, provides technical assistance and support, and oversees collection of forms.

When an EL demonstrates oral English and academic English language proficiency, a recommendation for redesignation is made. The participation of teachers, support staff, school administrators and parents is required in the redesignation process.

Redesignation Procedures

- The Assistant Superintendent shall coordinate the redesignation process and procedures at the district level and maintain the redesignation database for the district. The coordinator shall also provide technical assistance and support in the collection of redesignation information.
- When a student is identified as having potential for redesignation, a classroom teacher, a parent, or other knowledgeable person may make the recommendation.

  The following criteria may be used but is not limited to:

  > ELPAC data
  > CAASPP
  > Oral Language Criteria
  > DIBELS
  > District Benchmark Tests
  > AR/STAR test
  > Teacher Assessment
  > Parent Input

The Assistant Superintendent, annually at the beginning of the school year, shall publish the district standard for each district-approved assessment.

CAASPP Table for Reclassification Criteria for Example:

Grade	Minimum Scale Score	Standards Nearly Met Mid range <	Maximum Scale Score
3	2114	**2400**	2623
4	2131	**2445**	2663
5	2201	**2472**	2701
6	2210	**2494**	2724
7	2258	**2515**	2745
8	2288	**2527**	2769

Students who meet reclassification criteria have scored in the mid-range of Standards Nearly Met or higher on CAASPP for grade level expectancies.

- The EL Site Coordinator shall oversee the completion of the appropriate redesignation form. All ELs in grades K-8 shall meet **all** the established criteria and standards to be redesignated to RFEP.
- Upon completion of the Redesignation Form and prior to official redesignation to RFEP, parents/guardians shall be invited to a conference to consult on the redesignation of their child. Translation services shall be available. The parent shall sign and date the form. If the parent is unable to attend a conference, a person speaking the parent's primary language shall arrange a home visit or consult with the parent by telephone. This person shall document the communication with the parent.

- The redesignation recommendation form shall be placed in the student's redesignation folder (green).
- The redesignated student shall be placed in the regular (mainstream) academic programs at the school.
- Students who have been RFEP shall receive follow-up monitoring for four years*** after redesignation to ensure that the students have not been prematurely exited; any academic deficit they incurred as a result of participation in the EL program have been remedied; and the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.
- The Assistant Superintendent and EL Site coordinator shall annually provide administrators and teachers with a roster of students who are in this category. If a student's grades fall below C or S in any academic area, the school site team shall be convened to re-evaluate the student's progress and intervention and support measures will be provided.

[***NOTE: Reference updated https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp]

Criteria and Standards for Redesignation

The purpose of the redesignation process is to document that an EL has demonstrated English language proficiency comparable to the average native English speaker and is able to participate equally with average native English speakers in the school's regular instructional program. The standards for redesignation for EL's are set at the same competency levels that are expected for English only (EO) students. The criteria and standards described below shall be used to determine when an EL has developed the English language skills necessary to succeed in English only instruction and may be FEP (RFEP).

	K-2	Grades 3-6	Grades 7-8
ELPAC	Must score Overall Level 4 on the ELPAC	Must score Overall Level 4 on the ELPAC	Must score Overall Level 4 on the ELPAC
Academic Achievement	Must score at or above proficient the district standard on the Kindergarten ELA and Math Benchmark Assessments and end of grade level proficient DRA score	Must score at or above proficient on District ELA Benchmarks and/or AR-IRL and/or mid-point nearly met or higher on CAASPP (see table)	Must score at or above proficient on District ELA Benchmarks and/or AR-IRL and/or mid-point nearly met or higher on CAASPP (see table)
Curriculum Objectives	Must be achieving at or above grade in ELA	Must be achieving at or above grade in ELA	Must be achieving at or above grade in ELA
Parent Opinion and	Parent opinion and	Parent opinion and	Parent opinion and

Consultation	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.

[Additional Note: LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. No additional sub scores or criteria should be added to the Overall PL 4 determination. All other reclassification criteria remain locally determined. https://www.cde.ca.gov/sp/el/rd/reclass1920.asp]

Note: The progress monitoring form is on Ellevation.

APPENDIX

Kingsburg Elementary Charter School District
English Learner Cumulative Folder Checklist

Student Name:

Date of Birth:	SSID:

Initial Documentation:

▫ Original Home Language Survey	Original HLS Date: _____
▫ SSID verified in CALPADS? Date of Verification? _____ By: _____	Language Classification: ▫ TBD ▫ IFEP ▫ EO ▫ EL ▫ RFEP ▫ Other: _____

Language Assessments:

▫ Primary Language Proficiency Assessment	PLA Test Date: _____
Name of PLA Used: _____ *(Pre-LAS 2000, LAS Links Espanol, BINL, BSM, SOLOM, etc.)*	
▫ Other Language Assessment	Other Test Date: _____
Name of Other Assessment Used: _____	
▫ English Language Proficiency Assessment	I-ELPAC Test Date: _____
Initial ELPAC Results: ▫ EL (English Learner) ▫ IFEP (Initially Fluent English Proficient)	
Program Placement: ▫ Structured English Immersion (SEI) ▫ Mainstream English Program ▫ Dual Language Program ▫ Other Program: _____	

Parent Notification Letters:

▫ Initial ELPAC Notification of Testing	Date: _____
▫ Initial ELPAC Student Score Report (SSR Printout)	Date: _____
▫ Initial ELPAC Notification of Results and Program Placement Options (Title III Letter)	Date: _____
▫ Summative ELPAC Student Score Report (SSR Printout) sent with Annual Parent Notification Letters; document dates sent below:	
Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____	Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Date: _____	Date: _____

Reclassification:

▫ Met Criteria 1: Overall ELPAC Score of 4	Date Met:
▫ Met Criteria 2: Teacher Evaluation	Date Met:
▫ Met Criteria 3: Parent Consultation	Date Met:
▫ Met Criteria 4: CAASPP Criteria	Date Met:
▫ Other/Alternative Criteria:	Date Met:
▫ Recommended for Reclassification? By: _____ ▫ Teacher ▫ Parent ▫ SST/LAT ▫ Other	Date of recommendation?
Reclassification was: ▫ Approved ▫ Denied ▫ Reason for denial: _____	Reclassification Date: _____ ▫ Entered in Aeries: By: _____

RFEP Monitoring:

▫ RFEP Monitoring Year 1 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 1 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 2 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 2 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 3 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 3 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 4 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 4 entered in Aeries? Date: _____ By: _____

IEP TEAM RECOMMENDATION FOR EL REDESIGNATION

This form must be attached to:
___ IEP Team Meeting Notes and/or ___ Current complete IEP.

Student: _____ ID#: _____
Date:_____English Language Proficiency Status: EL

How long has the student been receiving English Learner services and instruction in English?
_____
_____

Summarize current performance on the *California English Language Development Test (ELPAC),* other statewide assessments (e.g., *STAR, CAHSEE*), and progress in core academic classes:
_____
_____
_____
_____
_____

Describe student's disability and how it impacts performance in English language skill areas (i.e., communication, reading, and writing).
_____
_____
_____
_____

Indicate why the student's English language difficulties are a function of the student's disability and are not a result of second language acquisition:
_____
_____
_____
_____

Recommendation
___ IEP team recommends language proficiency status be changed to *Redesignated - English Language Proficient (R-FEP).*
___ The School English Learner Coordinator – principal/program manager - participated in today's meeting and is in agreement with the recommendation; or
___ The School English Learner Coordinator – principal/program manager - was unable to attend today's meeting, but was Previously consulted and is in agreement with the recommendation.
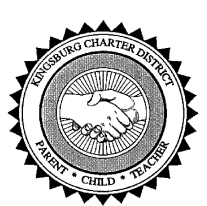___ The parent(s) are in agreement with the recommendation.

Action
___ Forward recommendation to District English Language Coordinator, Director of State & Federal Programs.

Signatures
___ See attached IEP Team Meeting Notes and *Signatures and Parent consent.*

OR
___ See attached *current complete IEP*

Kingsburg Joint Union School District
Reclassification Recommendation

_____ _____ _____ _____
Student's Name   Grade   School   Year

To determine this pupil's language status, the following criteria were considered:

_____ 1. The student has obtained a level indicating fluency on the English Language
        Proficiency Assessment for California (ELPAC).

                                    Overall Score _____   Date _____
                            -and -
- -- -

_____ 2. Student in grade 3- 8 has a score Proficient or higher on District ELA Benchmark

            ● ELA Benchmark score _____   Date _____
and/or
            ● AR-IRL grade level equivalent   - AR-IRL level_____   Date_____
and /or
            ● scored in the mid-range of Standards Nearly Met or higher on CAASPP for grade level
              expectancies (See table)
              Standards Nearly Met Scale Score _____   Date_____
                            -and -
- -- -

_____ 3a. Student in grade 3-8 has scored proficient or above and/or comparatively with class on
        Common Assignments and Common Formative Assessments in English.   Date_____

Recommendation
Student's reclassification assessment data and classroom performance indicate that the student is fluent
English proficient and is therefore reclassified as R-FEP

Required Signatures:
Classroom/LA Teacher   _____   Date _____

Language Coordinator   _____   Date _____

Administrator   _____   Date _____

I agree with the above recommendation. _____   Date _____
                            (Parent Signature)
Additional Comments
_____
_____

Kingsburg Joint Union Elementary School District
Recomendación de Reclasificación

_____   _____   _____ _____
Nombre del estudiante   Grado   Escuela   Año

Para determinar el estatus del lenguaje de este estudiante, los criterios siguientes eran considerados:

_____ 1a. El estudiante ha obtenido un nivel indicando fluidez en la Prueba de Suficiencia en el Idioma de Inglés de California (ELPAC).

Total _____ **Fecha** _____

-y-

- -- -

_____ 2. El estudiante en grado 3 - 8 alcanzó competente (proficiente) o más en el examen del ELA Benchmark del distrito

- Nivel de Benchmark del distrito _____ Fecha _____

y/o

- Un nivel de lectura de acuerdo al grado (AR-IRL level) _____ Fecha _____

y/o

- Anotó un nivel de normas casi alcanzadas o más (Standards Nearly Met) en el CAASPP de las expectativas de nivel del grado (Vea la tabla)
  Nivel de normas casi alcanzadas _____ Fecha _____

-y-

- -- -

_____ 3a. El estudiante en grados (3-8) recibió proficiente o más o relativamente con clase en el examen de Common Assignment o Common Formative Assessment (CFA) en Inglés.   Fecha _____

Recomendación

Los datos de la evaluación de redesignación y ejecución en el salón del estudiante indica que el estudiante es fluido en inglés proficiente y por consiguiente debe ser reclasificado como   R-FEP.

Firmas Requeridas

Maestra/Maestra de Artes Lenguajes   _____ fecha _____

Especialista de Recursos de Lenguaje   _____ fecha _____

Administrador   _____ fecha _____

Yo estoy de acuerdo con la recomendación. _____ fecha _____
(Firma del padre)

Comentarios Adicionales _____

_____

Registration and Home Language Survey (HLS)

Date _____

Kingsburg Elementary School District Student Registration

Grade

PLEASE PRINT – STUDENT'S LEGAL NAME

Legal Last Name	Legal First Name	Legal Middle Name	Other Last Name (if applicable)

	Birth Date:(mm/dd/yyyy)	Birth City:	State:	Country:	U.S. Citizen: ☐ Yes ☐ No
☐ Male ☐ Female	/ /				Social Security Number / /

Father/Guardian: First Name; Last Name	Home Phone: ( ) _____
	Cell Phone: ( ) _____
	Work Phone: ( )

Mother/Guardian First Name; Last Name	Home Phone: ( ) _____
	Cell Phone: ( ) _____
	Work Phone: ( )

Student Residence Address (house # & street name) Apt#   City, State, Zip

Cross Street:

Mailing Address: (if different from above) Apt#   City, State, Zip

Residence – where is your child/family currently living? (federally mandated by NCLB) – Please check appropriate box:
*Kingsburg Elementary School District residency or other valid agreement must be maintained in order to attend Kingsburg Elementary School.
☐ In a single family permanent residence (house, apartment, condo, mobile home)   ☐ In a motel/hotel (09)
☐ Doubled-up (sharing housing with other families/individuals due to economic   ☐ Unsheltered (car/campsite) (12)
   hardship or loss) (11)   ☐ Other (15) (please specify)
☐ In a shelter or transitional housing program (10)

Has your child been suspended? ☐ Yes ☐ No   Has your child _ever_ been expelled? ☐ Yes ☐ No
If so, which school? _____ District _____
(Info. Req. purs to E.C. 48915.1 sub. b.) Reason for expulsion _____
Note: If expulsion/dismissal from Kingsburg Elementary Charter School District becomes necessary, neither the District nor parent/student shall have the right to representation by an attorney during the hearing.
Has your child ever been retained? ☐ Yes ☐ No   What grade?   What school/district?

What special services has your child received? (please check all boxes that apply)
Special Education: ☐ Resource (RSP) ☐ Special Day Class (SDC) ☐ Speech/Language ☐ 504 Plan
Other: ☐ Gifted (GATE) ☐ Remedial Math ☐ Remedial Reading ☐ Counseling ☐ English Language Development
☐ Other (Specify):

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one): ☐ Hispanic or Latino ☐ Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

☐ American Indian or Alaskan Native(100)	☐ Laotian (206)	☐ Samoan (303)
☐ Chinese (201)	☐ Cambodian (207)	☐ Tahitian (304
☐ Japanese (202)	☐ Hmong (208)	☐ Other Pacific Islander (399)
☐ Korean (203)	☐ Other Asian (299)	☐ Filipino/Filipino American (400)
☐ Vietnamese (204)	☐ Hawaiian (301)	☐ African American or Black (600)
☐ Asian Indian (205)	☐ Guamanian (302)	☐ White (700)

Student Info:
Date student first entered CA Schools: ___/___/___   Filed Custody Documentation? ☐ Yes ☐ No
Date student first entered US Schools: ___/___/___   Caregiver Affidavit? ☐ Yes ☐ No
Date student first entered the US: ___/___/___   *Please provide school with all custody documents.

HOME LANGUAGE SURVEY: Indicate only _one_ language (most frequently used) per line:
   1. What language/dialect did your child learn when he/she began to talk? _____
   2. What language does your child most frequently use at home? _____
   3. What language do you use most frequently to speak to your child? _____
   4. Name the language most often spoken by the adults at home? _____
   5. In which language do you wish to receive written communications from the school? ☐ English ☐ Spanish

PLEASE CONTINUE FORM ON THE NEXT PAGE

PARENT EDUCATION – Check the response that describes the education level of the _most educated parent_.
- ☐ Decline to state (6)
- ☐ High School Graduate (2)
- ☐ Graduate Degree or Higher (5)
- ☐ Not a High School Graduate (1)
- ☐ College Graduate (4)
- ☐ Some College or Associate's Degree (3)

Parent/Guardianship Information (with whom the student lives) – check all that apply
☐ Father ☐ Mother ☐ Both ☐ Step-Father ☐ Step-Mother ☐ Guardian ☐ Foster/Group Home ☐ Other _____

Is the above (checked) person(s) the student's LEGAL guardian? ☐ Yes ☐ No If No, please complete a "Caregiver Affidavit"

DUPLICATE MAILING – If divorced/separated & joint custody documentation allows for duplicate mailing to an alternate address, please include the name, address, and phone number below.
*Please note: The School is not responsible for the cost associated with duplicate mailing. Upon a request for duplicate mailing to an alternate address, a pre-addressed and postage paid envelope must be provided for all duplicate mailings.

Cell Phone: ( ) _____

Full Name: _____

Other Phone: ( ) _____

Mailing Address: _____ City: _____ State: _____ Zip code: _____

Friend or relative to contact in case of emergency:

	Name	Relationship	Address	Phone:	Cell Phone:
1					
2					

Children in family living at home:

Number of Children in the home: Boys: _____ Girls: _____

	Name (last, first)	Birthdate	Grade		Name (last, first)	Birthdate	Grade
1				4			
2				5			
3				6			

▶ Has your student ever previously attended Kingsburg Elementary?

☐ Yes - What year: _____ What grade level/school site: _____
☐ No

LAST SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

I declare under penalty of perjury under the laws of the State of California, and/or District dismissal that the foregoing information is true.

Signature of Parent/Guardian: _____ Date: _____

Office Use Only:
Dist Perm ID _____
SpEd Copy _____
Dist Liaison _____
Language _____
(Revised 02/14)

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