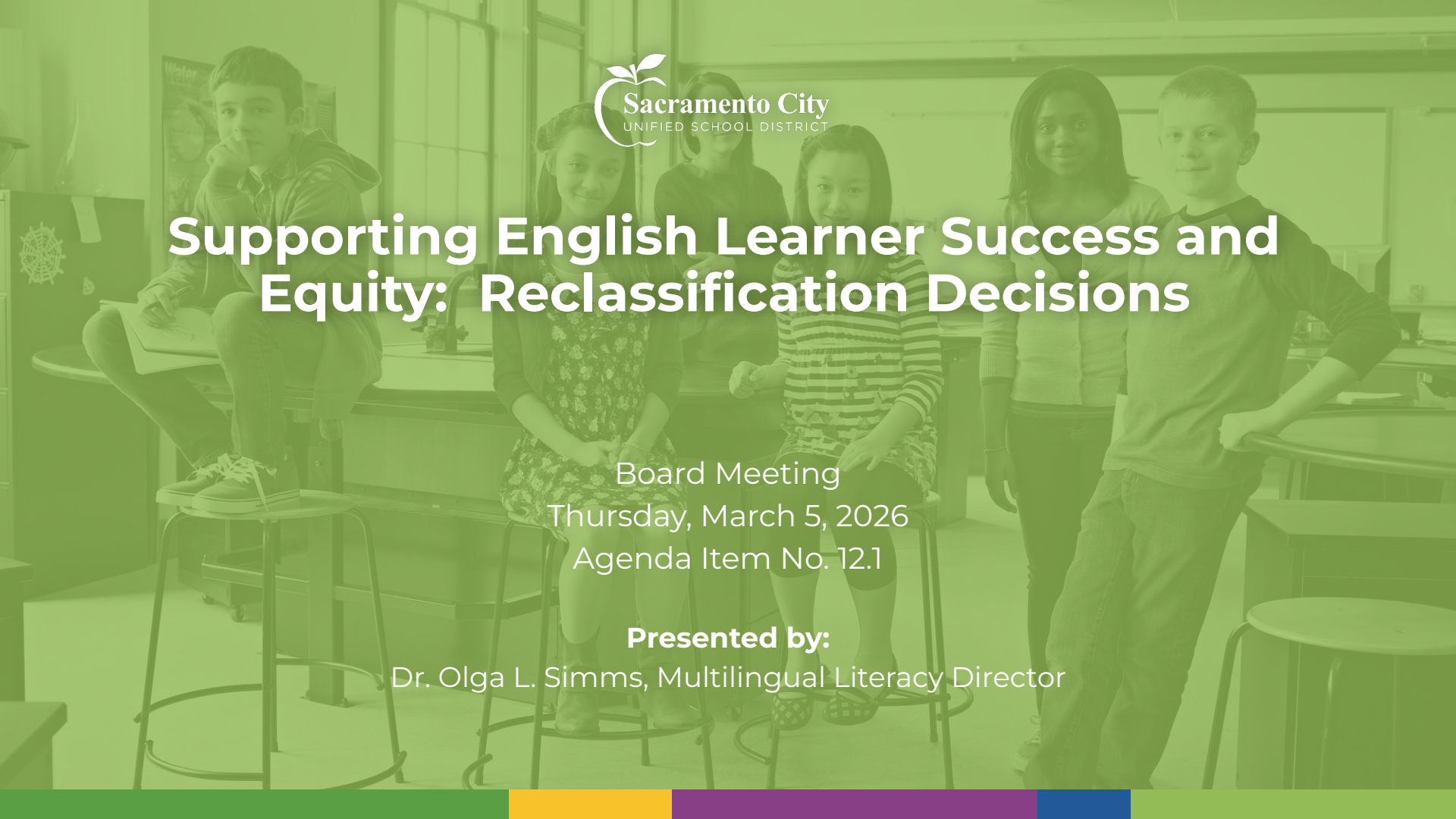


Sacramento City
UNIFIED SCHOOL DISTRICT

Supporting English Learner Success and Equity: Reclassification Decisions

Board Meeting
Thursday, March 5, 2026
Agenda Item No. 12.1

Presented by:
Dr. Olga L. Simms, Multilingual Literacy Director

Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Presentation Outline

I. Multilingual Literacy Department Outcomes

II. Overview of Emergent Bilingual Students in SCUSD

III. Equity and Consistency for English Learners

IV. Criteria for Reclassification

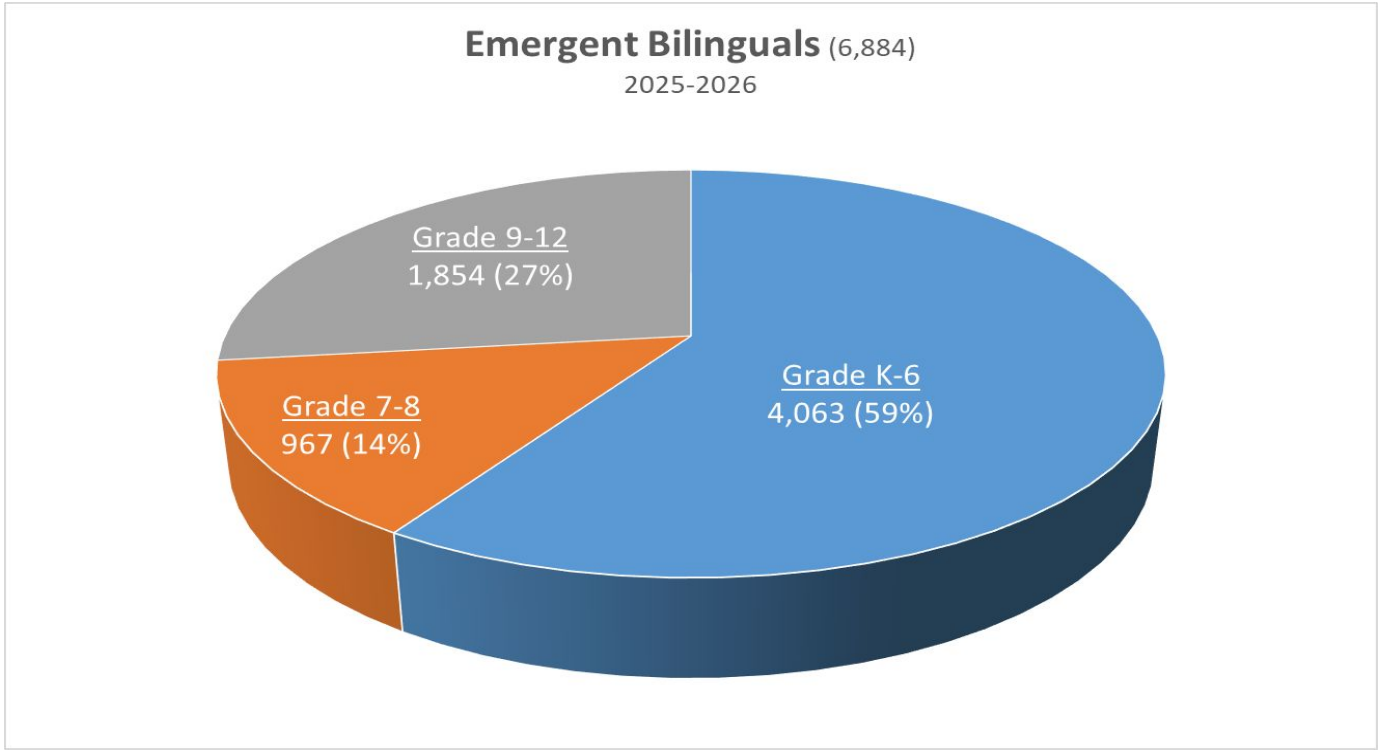
V. Observation Protocol for Teachers of English Learners (OPTEL)

VI. Board Approval

Multilingual Literacy Department Outcomes

- ★ All emergent bilingual students improve on their overall Summative ELPAC Assessments by at least one performance level.
- ★ All emergent bilingual students improve on their CAASPP ELA assessments noted by the student's scale score (3-8th CAASPP, 11th CAASPP);iReady ELA
- ★ Increase reclassification by 10% on a yearly basis.
- ★ 90% of EBs will graduate from high school.
- ★ 80% of High School Emergent bilingual students will be on track for college and career (students meeting A-G requirements).
- ★ **All schools serving at least 21 or more emergent bilingual students will have a functional English Language Advisory Committee (ELAC).**

Emergent Bilingual Students in SCUSD



Infinite Campus download on 1/13/26

Reclassification Rate

SEGMENT (Reclassification)	2022-2023	2023-2024	2024-2025	25-26 To Date
K-6	257 (6%)	297 (8%)	363 (9%)	242 (6%)
K-8	27 (5%)	64 (12%)	37 (8%)	49 (10%)
7-8	90 (13%)	118 (16%)	81 (9%)	26 (3%)
9-12	105 (5%)	101 (5%)	173 (8%)	119 (6%)
TOTAL	479	580	654	436

Equity and Consistency for English Learners

- The ***Every Student Succeeds Act of 2015*** requires states to develop standardized exit criteria for EL students.

- ***California Education Code (EC) Section 313.3***
  - Requires the CDE "to develop a standardized English language teacher observation protocol for use by teachers in evaluating a pupil's English language proficiency."
  - Specifies that the OPTEL is to be useful for teachers' discussions with parents or guardians regarding students' progress toward English language proficiency.

Criteria for Reclassification



The Summative English Language Proficiency Assessment of California overall score of 4 has been approved the State Board of Education.

To include, but not limited to, a review of student's curriculum mastery.

Meaningful parent involvement, parent opinion and consultation in the reclassification process.

Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

CDE, 2025

Intended Uses of the Observation Protocol for Teachers of English Learners (OPTEL)

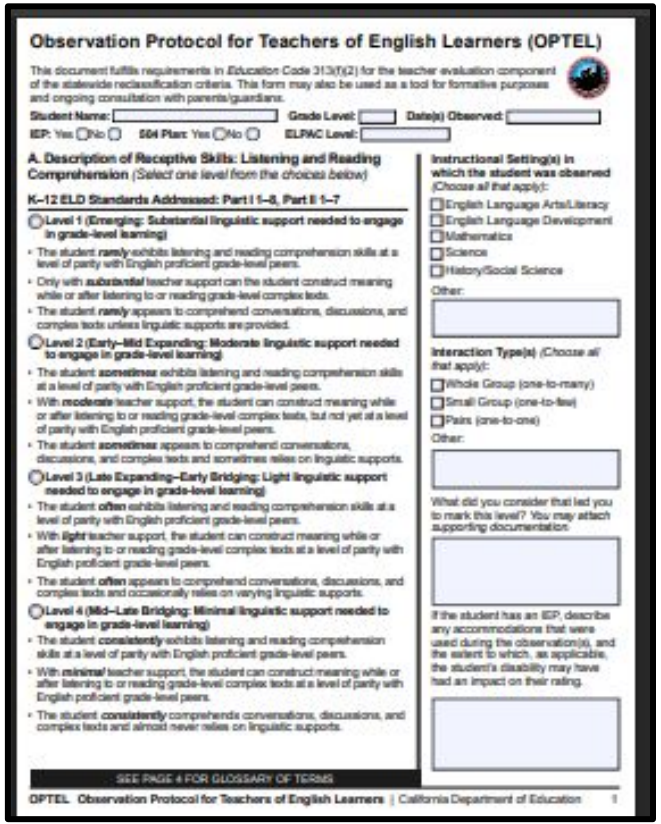
- **Reclassification Criterion 2:** Teacher Evaluation
  - Educators determine and document a student's English language proficiency via expressive skills (speaking and writing) and receptive skills (listening and reading).

- **Reclassification Criterion 3**: Parent Consultation
  - Parent Consultation Form (pg. 3 of the OPTEL tool) guides educators in consultation with parents/guardians of EL students regarding their progress toward English proficiency.

OPTEL Tool Design

Four-page fillable PDF:

- **Pages 1 and 2:** Designed for teachers to fill out to evaluate students' language proficiency levels.
- **Page 3:** OPTEL Parent Consultation Form-designed to record consultations with parents/guardians about the students' progress toward English language proficiency.
- **Page 4:** Glossary of Terms



Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code* 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Name: Grade Level: Date(s) Observed:

IEP: Yes ☐ No ☐ 504 Plan: Yes ☐ No ☐ ELPAC Level:

A. Description of Receptive Skills: Listening and Reading Comprehension *(Select one level from the choices below)*

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

☐ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with **substantial** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

☐ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **moderate** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

☐ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **light** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **often** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

☐ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

SEE PAGE 4 FOR GLOSSARY OF TERMS

Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

☐ English Language Arts/Literacy
☐ English Language Development
☐ Mathematics
☐ Science
☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? You may attach supporting documentation:

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

OPTEL Observation Protocol for Teachers of English Learners | California Department of Education 1

Standardization and Consistency

- Validated, standardized tool to objectively observe EL students, including dually identified students.
- Standardized tool will create opportunities for equitable and consistent evaluations of student proficiency levels.
- Determinations around reclassification criteria 2 and 3 can be more consistent.

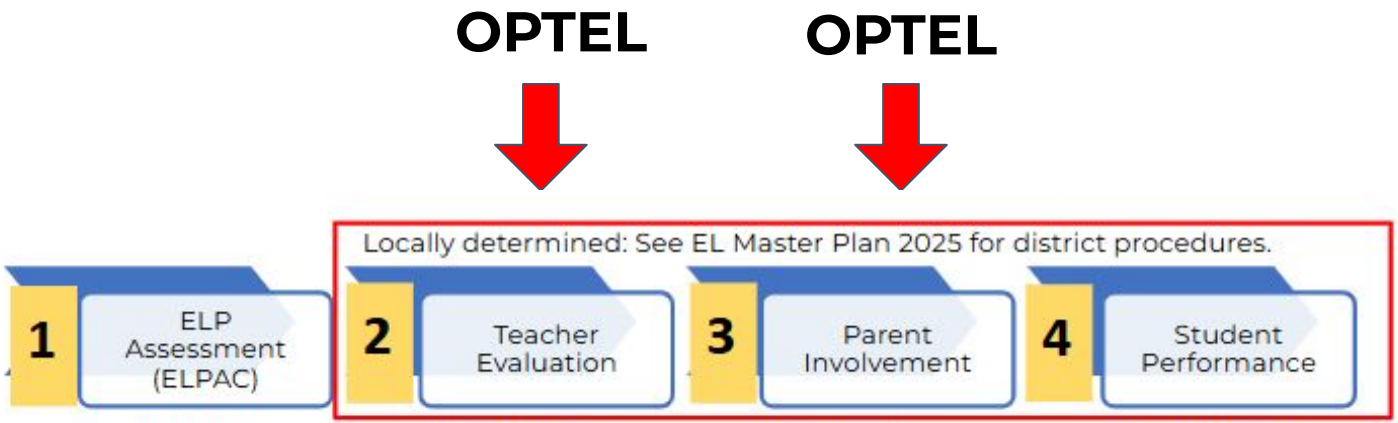
Additional Benefits

- The OPTEL can also be used:
  - As a regular formative assessment tool to support EL student progress monitoring toward proficiency.
  - To inform effective language instructional practices.

Equity Based Application–Criterion 4

- **Establishes Consistent, Equitable Measures:** Criterion 4 provides locally approved reclassification standards with developmentally appropriate assessments across all grade levels.
- **Uses Valid Evidence of Skills:** Incorporates CAASPP ELA, i-Ready ELA, Benchmark Unit Assessments (K–6), and My Perspectives ELA (7–12) to ensure students demonstrate foundational English skills.
- **Supports Consistent Implementation:** Promotes uniform practices across grades, aligning with state requirements for English Learner reclassification.
- **Maintains Rigor and Equity:** Balances high expectations for English Learner success while providing fair and accessible assessment opportunities.

Updated EL Reclassification Criteria



A. CAASPP ELA
B. iReady ELA
C. BMA Unit Assessment
D. My Perspectives Unit Assessment

Board Action Request-OPTEL for EL Reclassification

APPROVAL A: Approve the adoption and implementation of the ***Observation Protocol for Teachers of English Learners (OPTEL)*** as part of the district's English Learner reclassification process (Criterion 2 and 3) to ensure compliance with the Every Student Succeeds Act (2015) and California Education Code Section 313.3.

APPROVAL B: Approve the addition of Benchmark Advance Unit Assessments and My Perspectives ELA Unit Assessments to Criterion 4 as locally approved assessments for reclassification purposes.

Proud Suy:u 5th Grade Bilingual Scholars



Questions