

# Corcoran Joint Unified School District

## Master Plan for English Learners



2024-2027

# Table of Contents

<b>Chapter 1</b>	<b>4</b>
<b>Identification, Initial Assessment, Typologies and Parent/Guardian Notification</b>	<b>4</b>
Identification: Home Language Survey	4
Determining the Administration of the Home Language Survey (HLS)	6
English Learner Identification & Placement Flowchart	7
Placement Flowchart for Previously Enrolled Students	8
English Language Proficiency Assessments for California	8
Initial English Language Proficiency Assessments for California	9
Typologies	10
CJUSD Newcomer Students	11
Parent/Guardian Notification	13
<b>Chapter 2</b>	<b>14</b>
<b>Instructional Setting and Placement</b>	<b>14</b>
Option 1: Structured English Immersion (SEI)	14
Option 2: Alternative Programs	16
<b>Chapter 3</b>	<b>17</b>
<b>Curriculum and Instruction</b>	<b>17</b>
CJUSD ELD Instruction	18
Integrated ELD	18
Designated ELD	19
Data Informed Instructional Planning and Support	20
<b>Chapter 4</b>	<b>21</b>
<b>Monitoring and Reclassification</b>	<b>21</b>
Monitoring Student Progress	21
Use of Data for Instructional Planning	22
Summative ELPAC and Summative Alternate ELPAC	22
ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels	23
Reclassification	24
CJUSD's Locally Defined Reclassification Criteria	25
CJUSD Reclassification Criteria	25
Reclassification Process	27
Documentation	27
Monitoring of Reclassified Students	28
<b>Chapter 5</b>	<b>29</b>
<b>English Learners with Disabilities</b>	<b>29</b>
Identifying English Learners with Disabilities	29
ELD Instruction for English Learners with Disabilities	29
Initial and Summative ELPAC	30
Initial and Summative Alternate ELPAC	32
Reclassification	34
CJUSD Reclassification Criteria for Students with Disabilities	35

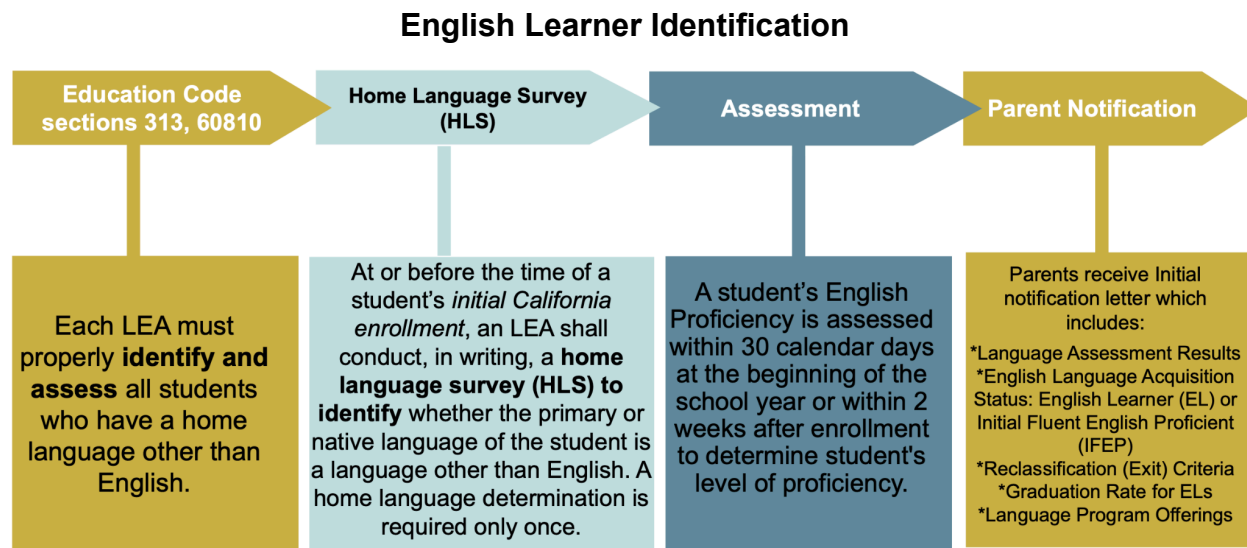
<b>Chapter 6</b>	<b>38</b>
<b>Staffing and Professional Development</b>	<b>38</b>
CJUSD Staffing	38
CJUSD Professional Development	38
Monitoring of Professional Development and Support	40
<b>Chapter 7</b>	<b>41</b>
<b>Family and Community Engagement</b>	<b>41</b>
Communication	41
Engagement	41
English Learner Advisory Committees (ELAC and DELAC)	42
English Learner Advisory Committee (ELAC)	43
District English Learner Advisory Committee (DELAC)	44
<b>Appendix</b>	<b>45</b>
Chapter Resources	45
District 2023-24 Forms and Letters	50
Site Integrated ELD Matrices	50
Additional CDE Resources	50

# Chapter 1

## Identification, Initial Assessment, Typologies and Parent/Guardian Notification

### Identification: Home Language Survey

Corcoran Joint Unified School District is responsible for assessing and identifying students who have a primary language other than English to ensure we provide proper educational programming and support. This process starts with reviewing the Home Language Survey (HLS) information provided by each parent/legal guardian. This document is used to determine the primary language of the student. The HLS is available in both English and Spanish.



From TCOE EL Network 9/23

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student (California Education Code 52164, et al.). In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for all children TK-12 when they enroll them in a California public school district **for the first time**. This includes students coming from outside of the state of California (either moving from another state or country). If a student was previously enrolled anywhere in California, the student record in CALPADS will include language fluency designation and the HLS is not to be filled out.

The HLS is kept on file for each student in their cumulative folder and within the student

information system Aeries. There is to be only one HLS. If an additional HLS is mistakenly completed, the information provided on the original HLS takes precedence. and only the original HLS is kept on file.

The HLS consists of the following four questions:

1. What language did this student learn when he or she first began to speak?
2. What language do you use most frequently to speak to this student?
3. What language does this student most frequently use at home?
4. What is the language most often spoken by the adults at home?

The HLS will be administered by office personnel who can explain the purpose of the Home Language Survey. Community Contacts may be scheduled when requested or necessary.

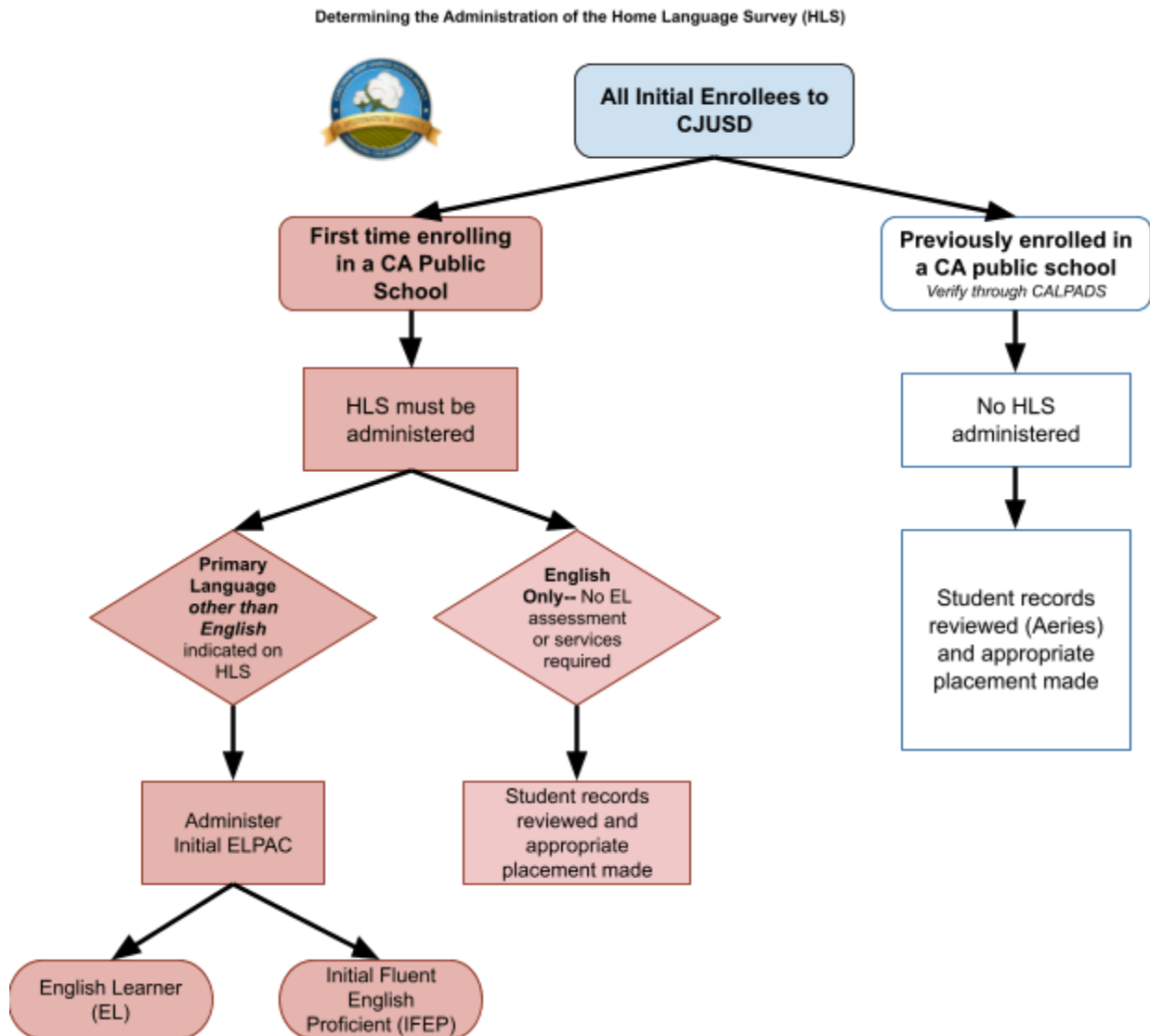
Students are designated as *To Be Determined* (TBD) if any responses on questions 1-3 are a language other than English. Students who have *English* recorded as a response on all 4 questions or on the first 3 questions of the HLS are not designated as *To Be Determined* (TBD) or *English Learners*. They are to be designated as English Only (EO). Site staff will input answers from each question and create a new Student English Language Acquisition (SELA) record in Aeries based on parent or guardian responses on HLS form.

What Do I Record in Aeries?	
If <b>all</b> responses on questions #1-3 = <i>English</i>	
<ul style="list-style-type: none"><li>• Then student = <i>English Only</i><ul style="list-style-type: none"><li>○ Create <i>EO</i> SELA record</li><li>○ Process stops. No ELPAC Testing</li></ul></li></ul>	
Reporting Language:	00   English ▼
Language Fluency:	E   English Only ▼
If <b>any</b> responses on questions #1-3 = <i>Another Language</i>	
<ul style="list-style-type: none"><li>• Then student = <i>To Be Determined</i><ul style="list-style-type: none"><li>○ Create <i>TBD</i> SELA record</li><li>○ Administer <i>Initial ELPAC</i> within 30 days</li></ul></li></ul>	
Reporting Language:	11   Arabic ▼
Language Fluency:	T   To Be Determined ▼
Question 4 = Language spoken by adults in the home	

- Not used to determine student's English language proficiency; site use only

SELA = Student English Language Acquisition

## Determining the Administration of the Home Language Survey (HLS)

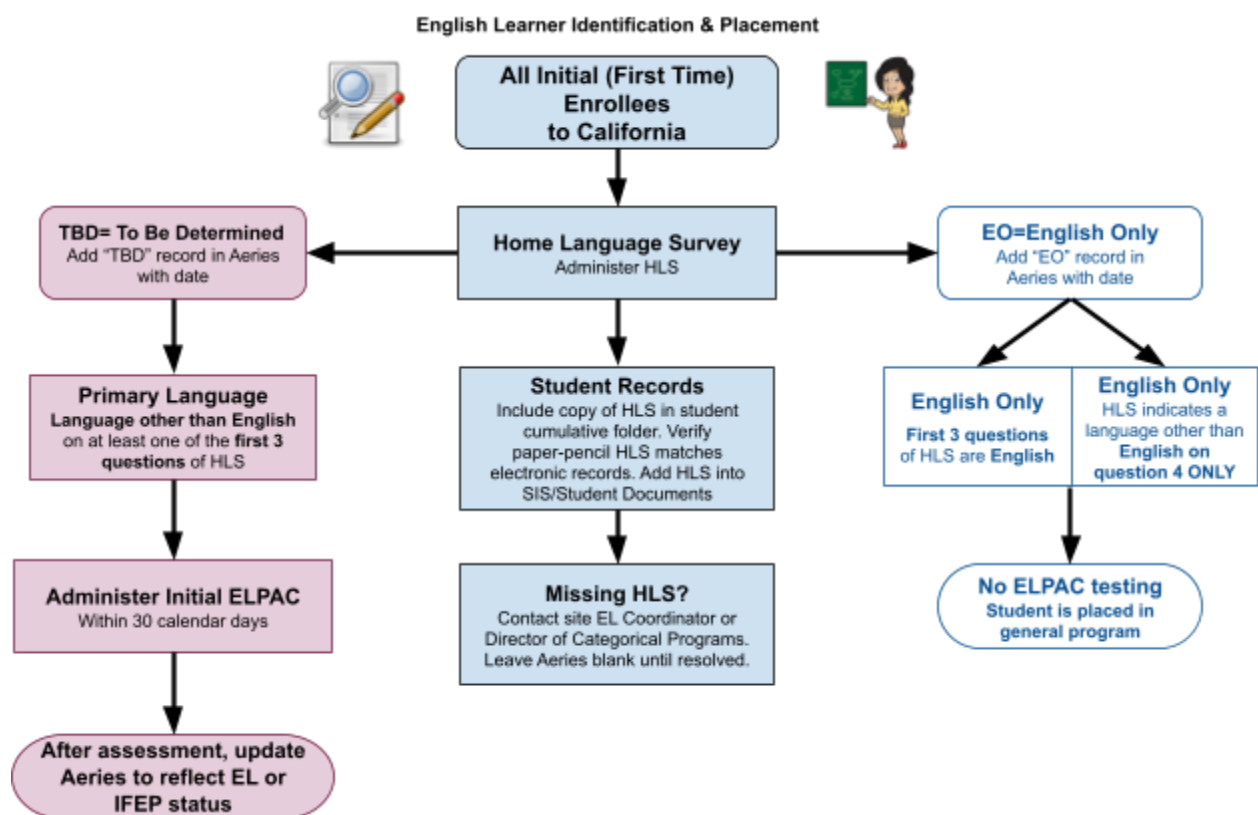


It is important to note that the HLS does not determine if a child is multilingual. The

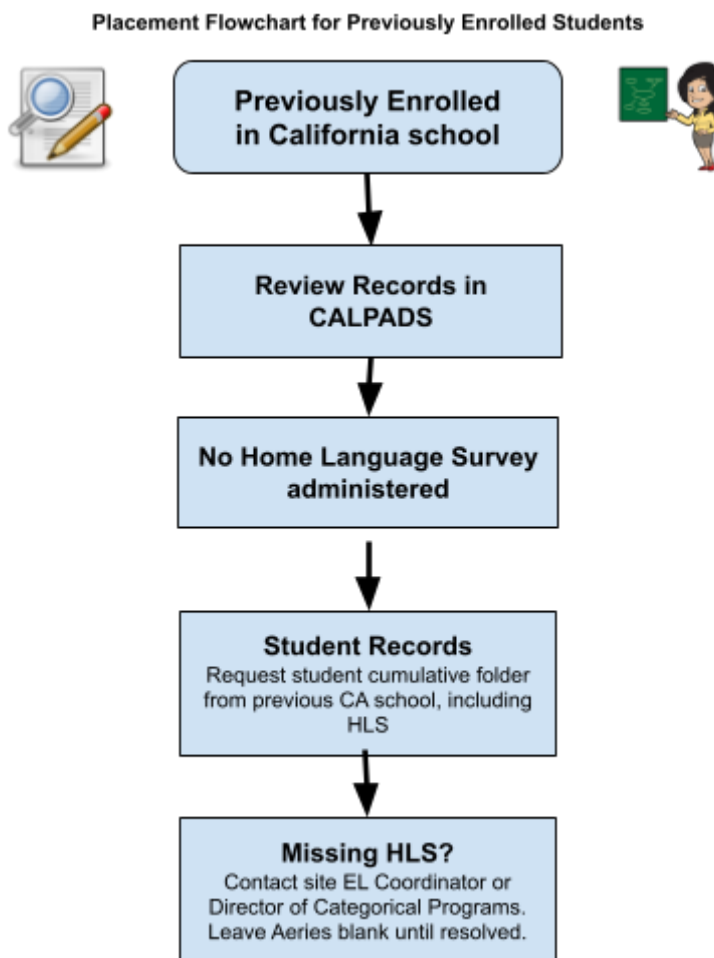
responses determine if a child is learning the English language and whether additional support in the classroom and possible pull-out support will continue until reclassification. If HLS responses require editing, a new form will be provided to the parent/legal guardian (information should not be crossed out and changed). If information is inaccurate on the HLS, the family may contact the school and request to change it upon receiving Initial ELPAC testing notification.

If a student is new but has transferred from another California school or district, sites must locate the original HLS. If help is needed locating previous records or searching for data in CALPADS (California Longitudinal Pupil Achievement Data System), contact your site EL Coordinator or Student Services & Data Systems Coordinator.

## English Learner Identification & Placement Flowchart



## Placement Flowchart for Previously Enrolled Students



## English Language Proficiency Assessments for California

The [English Language Proficiency Assessments for California \(ELPAC\)](#) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. Eligibility for this assessment is based on Home Language Survey responses. State and federal law requires districts to administer a state ELP test to eligible students in grades TK-12.

The ELPAC consists of two separate assessments:



1. Initial for the initial identification of students as English learners (EL). It is administered **only once** during a student's enrollment in the California public school system.
2. Summative for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English Language Proficiency.

## Initial English Language Proficiency Assessments for California

The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible *TBD* students within the first 30 days of enrollment. This includes first time California students from out of state and country.

ELPAC is aligned with the *2012 California English Language Development Standards*. It tests four different areas: listening, speaking, reading and writing. The Initial ELPAC is administered in six grade spans: K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one. Writing and Speaking domains are locally scored.

English Learners with Disabilities take the Initial ELPAC (based on Home Language Survey responses) at the beginning of their enrollment in California schools. For students with **significant cognitive disabilities whose primary language is a language other than English**, an Alternate ELPAC is available (see Chapter 5 for additional information).

Additional Resources for Educators and Parents/Guardians

[Initial ELPAC Resources](#)

[Parent Guardian Resources](#)

**Initial ELPAC test results will determine the student's official score based on three levels:**

Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate	Students at this level have somewhat to moderately developed

English Learner (EL)	oral & 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 (EL)	Students at this level are beginning to develop oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

## Typologies

In addition to considering initial ELPAC data, CJUSD embraces the idea that each student brings a unique set of strengths to our district. *The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities* (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed in order to determine appropriate placement and services. This includes consideration of English learner student typology.

[CANN: California Newcomer Network](#) explains English language learners... *are a heterogeneous population possessing various profiles depending on the type of schooling students received prior to entering the US school system, proficiency of their first language, socioeconomic status of the families and the individual learner's ability to acquire language and literacy skills.* English learner profiles include but are not limited to the following:

- Refugees
- Non-Refugee Newcomers
- Highly Schooled Newcomers
- Students with Limited or Interrupted Formal Education
- Dually Identified Newcomers
- Migrant ELS
- Long-Term English Learners
- Dreamers
- English learners with disabilities

To learn more about the characteristics of these typologies, review [CANN ELL Typologies](#). See below for additional information on CJUSD newcomer support.

## **CJUSD Newcomer Students**

The California Department of Education (CDE) defines *Newcomer* as an *umbrella term for foreign-born students who have recently arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies (LEAs). Newcomer students come from many different countries and diverse cultural backgrounds. These students come to school with various levels of educational experiences and speak a variety of languages, which may or may not include English. As newcomer students enter into a new education system, they may experience different academic, language, and social-emotional challenges from those of U.S. born students.* CJUSD recognizes the unique needs of the newcomer and realizes newcomer support may need to be provided for 1-3 years.

Welcoming newcomers and ensuring that they thrive in a new school and community is a responsibility shared among school staff, newcomers and their families, and the wider community (US Department of Education: Newcomer Tool Kit, Chapter 2). As a student is enrolled, knowledge about the student, including their prior school and life experiences, is gathered. Communication with parents during enrollment is in their home language. Information is provided in English and Spanish to notify them of the rights of their child and navigate school policies. This includes access to the school handbook.

Upon enrollment, learning directors, academic coaches, and resource teachers are notified. Teachers are provided support including but not limited to instructional resources, demonstration of strategies, and classroom coaching. Opportunities are created for classroom teachers including the designated ELD teacher (grades 6-12) to collaborate on how to best meet student needs. This is the beginning of the collaborative process designed to support the student as they become familiar with their new country's culture and customs, a new school system and may be adjusting to life in a new family or home environment.

New students are supported in a variety of ways. For example, on the student's first day, they may be provided the support of a student ambassador for the first few weeks (grades 2-12). This ambassador has been trained to expose the new students to school culture and systems from the student point of view. At other sites, Designated ELD teachers (grades 6-12) may provide access to student-created slide decks that

introduce the new student to the school community and culture. This resource can be accessed by the student at any time on their school issued device. Middle school and high school have immersion ELD classes. Hallway and classroom communication among students who share the same home language is encouraged to support the newcomer. These are just some examples of the support our newcomers initially receive.

In classrooms, teachers provide access to grade level standards and curriculum by embedding integrated ELD strategies in their lessons. Kagan Structures and Explicit Direct Instruction not only engage the student, but support the language acquisition process with a focus on engagement (including partner and small group interactions) and the development of academic vocabulary. Teachers attend ongoing monthly ELD professional learning which include understanding the needs of newcomers, using strategies to support language acquisition and making data based instructional decisions using initial ELPAC scores. Other teaching resources utilized to best meet the needs of the newcomer include CA ELA/ELD Framework, CA ELD standards, ELlevation strategies, EL Toolkit and grade level ELD curriculum (K-3 Wonders; 4-8 and Kings Lake/Mission Community Day iLitELL; 9-12 Edge). Additionally, materials from ELRise, CA Newcomer Network, TESOL, Kings and Tulare County Offices of Education are made available.

As the newcomer student completes their first few weeks of school, follow-up contact with the family is made by Community Contact. During this conversation, the Community Contact answers any questions about the school and/or district, shares information about ELAC and DELAC, and informs the family of any community based organizations that may be helpful depending on family need. The Community Contact also asks for additional information the family would like to share that might be helpful for teachers and/or administrators to know in order to best support the student. Community Contact provides this information to site resource teacher (TK-5), vice principal (6-8) or learning director (9-12).

The social emotional needs of newcomer students are also addressed. Knowing that newcomers may have had journeys that involved hardship and trauma, mental health support is available at all school sites. Across the district, teachers and administrators are trained to utilize SEL strategies from *Capturing Kids Hearts*. Mindfulness activities from *Mindful Schools* curriculum are led and practiced in Immersion ELD classes at CHS. Additionally, appreciation of and sensitivity to inclusivity and equity is a priority supported through district wide professional learning.

To further support the needs of newcomers and other students, each site also has a school counselor and the district has two mental health clinicians. These mental health professionals are prepared to support students who have recently dislocated from their home country and community. For students needing additional support, CJUSD counselors can refer to outside agencies for additional support.

### **Parent/Guardian Notification**

Parent Notification letters related to EL programs, services and assessments are updated and provided to families/guardians by site EL coordinator on a yearly basis. Notifications are provided in a variety of ways: USPS, email, Parent Square, sent home with students or hand delivered to parent/guardian. Parent notification letter templates are housed within Ellevation and on the ELD drive. The following notifications are provided to parents/guardians:

<b>Parent/Guardian Notification Letters</b>	
<b>All letters to be included in yellow folder within cumulative folder</b>	
Annual Notification Letters	Provided to families of all English Learners within first 30 days of school
Initial ELPAC Notification of Testing	Provided to families of students identified as TBDs based on Home Language Survey at least 10 days prior to test administration
Notification of Not Qualifying for EL Program Placement/Initial Fluent English Proficient (IFEP)  or  Notification of Qualifying for EL Program Placement/English Learner (EL)	Provided to families within 30 days following enrollment. This includes Student Score Report
Student Score Reports	Provided to families through Aeries Parent Portal
Notification of English Language Program Exit	Provided to families of students who met state and district reclassification criteria.  Presented and signed at Reclassification Meeting

## **Chapter 2**

### **Instructional Setting and Placement**

As English Learners are placed into an instructional setting, CJUSD with the support of the California Department of Education (CDE) strives to achieve the following goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

In order to accomplish these goals, all English learners are provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in a language acquisition program. [California Code of Regulations - 5CCR (c)(1)].

For CJUSD students, program options include Option 1: Structured English Immersion (SEI) or Option 2: English Language Mainstream (ELM). Alternative Programs are not currently implemented in CJUSD.

Instructional setting and placement are both determined by assessment results on the Initial ELPAC. If results indicate the student is reasonably fluent in English, the student is identified as Initially Fluent English Proficient (IFEP) and placed in English Language Mainstream (ELM) classes with no additional support. If a student is not reasonably fluent in English according to the established criteria, the instructional setting will be Structured English Immersion (SEI). The SEI placement includes support services in the form of integrated and designated ELD instruction. In SEI, the instruction is in English. However, when available, the student's primary language can be used to support learning.

#### **Option 1: Structured English Immersion (SEI)**

All districts are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). CJUSD provides Structured English Immersion at all sites.

Structured English Immersion (SEI) is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with instruction designed for pupils who are learning English. Students are offered both designated and integrated ELD.

Integrated ELD gives students access to grade level academic content standards by authorized teachers using district-adopted and supplementary materials. Integrated ELD strategies are incorporated into daily class instruction.

Designated ELD provides students time to develop critical English language skills, knowledge and abilities needed to content learning in English. Students receive both integrated and designated ELD instruction until they have met reclassification criteria. Below are the designated ELD time requirements for ELs in the Structured English Immersion (SEI) program:

<b>CJUSD Designated ELD Requirements and Additional Supports</b>	
TK-5	<p>Must be on the master schedule, given priority and protected from interruptions</p> <p>Must provide daily for a minimum of 30 minutes of instruction based on 2012 ELD Standards</p> <p>Must provide a minimum of 150 minutes a week</p> <p>May be combined or divided into groups within classrooms or with other teachers based on proficiency level</p>
6-12	<p>Must provide 1 period of designated ELD daily</p> <p>Must place students by proficiency level</p>
Additional Considerations	<p>Include integrated ELD strategies and scaffolding during all instruction</p> <p>Provide in class targeted literacy support and scaffolding based on language proficiency levels and individual EL student need</p> <p>Offer mini-lessons or small group instruction for students who need additional support with new content and vocabulary</p> <p>Adjust lessons, strategies and pacing to reinforce language skills ELs need to participate fully, develop student autonomy, and demonstrate content mastery</p> <p>Provide primary language support if needed when possible, especially at the emerging level.</p>

***All CJUSD English learners are placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.***

## **Option 2: Alternative Programs**

Additional alternative programs may be implemented in districts in California. At this time CJUSD has not implemented any alternative programs.

### **Parent Choice and Language Acquisition Program Options**

*Language acquisition program* refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the 2012 ELD standards. All language acquisition programs shall be based on sound instructional theory and must lead to grade level proficiency and academic achievement in both English and another language. They must also help students overcome language barriers and provide access to grade level curriculum.

Each school site shall notify parents of the language acquisition programs available. This annual notice includes a description of the language acquisition programs provided at CJUSD

This annual notice is provided with other parent and guardian rights and responsibilities. The format can be written and/or electronic based on parent/guardian communication preferences. Parents of students enrolling after the beginning of the academic school year shall be provided this notice upon enrollment.

Parents/Guardians may choose a language acquisition program that best suits their child verbally or in writing to their school site. The request shall include date, student name and current grade level, parent/guardian name placing request and general description of request. Requests shall be maintained for at least three years from the date of request. Schools where parents/legal guardians of 30 pupils or more or the parents/legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (ED Code 310).



## Chapter 3

### Curriculum and Instruction

CJUSD strives to provide rigorous, standards-based instruction and meaningful access for students as described in Principle #2 of the [California English Learner Roadmap](#):

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

[California English Language Development Standards](#), [ELA/ELD Framework](#), [California English Learner Roadmap](#), [California Practitioners' Guide for Educating English Learners with Disabilities](#) and [Content Standards](#) are the documents that drive instruction and curriculum provided to and used with CJUSD English learners.

CJUSD Curriculum and Instruction Guiding Documents	
California English Language Development (ELD) Standards	When used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. These standards were adopted by the State Board of Education in November 2012.
California ELA/ELD Framework	The 2014 Framework was developed to support and incorporate the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). The SBE (California State Board of Education) adopted the ELA/ELD Framework on July 9, 2014.
California English Learner Roadmap	The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The <i>California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)</i> builds on the EL Roadmap Policy and provides further guidance on educating English learners. The <i>CA EL Roadmap</i> supports LEAs as they implement the EL Roadmap Policy.
California Practitioners' Guide for Educating English Learners with Disabilities	A guide to identifying, assessing, supporting, and reclassifying English learners with disabilities as required by Assembly Bill 2785, Chapter 579, Statutes of 2016.

Content Standards	Designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Includes ELA, Math, CTE, Computer Science, Health, History-Social Science
Additional Resources	For Parents: <i>How your English Learner will Learn English</i> <a href="#">English/Spanish</a> <a href="#">Implementation Support Videos aligned with ELA/ELD Framework</a> <a href="#">Implementation Support for ELA/ELD Framework</a>

## CJUSD ELD Instruction

ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.

**Integrated ELD** is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards (Title 5 *California Code of Regulations* [CCR] Section 11300[c]).

**Designated ELD** is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR Section 11300[a]).

## Integrated ELD

The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons.

Integrated ELD is provided throughout the day and across the disciplines. Teachers provide language scaffolding and support for ELs during content lessons. The level of scaffolding is to be *appropriate to specific tasks and learners' cognitive and linguistic needs* ([EL Toolkit of Strategies](#)). Scaffolds and supports may be substantial, moderate or light depending on student need. They are selected based on student proficiency levels (emerging, expanding, bridging) in each of the four domains (listening, speaking, reading, writing). Teachers provide both planned and just in time scaffolds.

## Designated ELD

*Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... (CA ELA/ELD Framework, Ch. 2, p. 91)*

Designated ELD is provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments. Lessons are designed for ELs to develop language proficiency in English as rapidly and effectively as possible.

Curriculum and Instruction	
TK-5 Designated ELD Curriculum	<ul style="list-style-type: none"> <li>• TK-3 McGraw-Hill Wonders</li> <li>• 4-5 iLit ELL</li> <li>• ELPAC Practice/Interim/Training tests</li> <li>• Standards-based supplemental materials</li> <li>• Protected time</li> <li>• Focused on proficiency level</li> <li>• 30 minutes daily</li> <li>• Teachers may combine or divide students into groups within their classrooms or with other teachers</li> </ul>
6-12 Designated ELD Curriculum	<ul style="list-style-type: none"> <li>• iLit ELL (4-8, 9-12 at Kings Lake)</li> <li>• National Geographic Edge (9-12).</li> <li>• Focused on proficiency level</li> <li>• Students placed in proficiency level ELD classrooms/sections</li> <li>• One period in master schedule</li> </ul>
TK-12 Access to Core Content Instruction	<ul style="list-style-type: none"> <li>• Designated and Integrated ELD</li> <li>• Integration of academic language development across all content areas</li> <li>• Scaffolding to provide light, moderate and substantial support</li> <li>• Research-based instructional strategies</li> <li>• Systematic language approach across proficiency levels</li> <li>• Primary language support when available</li> </ul>
Additional Curriculum and Instruction Resources	<ul style="list-style-type: none"> <li>• ELlevation Strategies</li> <li>• Site Based Integrated ELD Matrix</li> <li>• <a href="#">2014 ELA/ELD Framework</a></li> <li>• ELPAC Practice Tests/Interim Assessments</li> <li>• School City Practice Tests</li> <li>• <a href="#">Strategies for ELD</a></li> <li>• <a href="#">EL Toolkit of Strategies</a></li> <li>• Imagine Learning</li> <li>• Educeri</li> <li>• Standards based supplemental materials as needed</li> </ul>

Multiple Measures of Annual Progress	<ul style="list-style-type: none"> <li>• Interim ELPAC</li> <li>• Summative ELPAC</li> <li>• District Benchmarks (ELA, Math)</li> <li>• STAR Reading Assessment</li> <li>• Teacher formative assessments</li> </ul>
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## **Data Informed Instructional Planning and Support**

Teachers use multiple measures to analyze student progress on a regular basis. Formative assessments are utilized to identify areas of growth and areas of need. Student grades, teacher observations, and assessment scores inform the planning of strategic and intensive interventions. These interventions may be provided within or outside of the student's classroom and the school day. Additional support may be provided by the classroom teacher, ELD teacher, or another professional on campus. When students meet or exceed grade-level benchmarks, they are encouraged to accelerate or move to more advanced groups/classes.

When unable to meet interim expectations in academic content, students are referred for academic intervention support. The intervention directly targets the identified academic need. Delivery of the intervention is monitored, documented, and discussed with parents. The effectiveness of the intervention is determined by student performance through ongoing formative and summative assessments. The academic interventions available at each site will vary based on available programs and resources.

## **Chapter 4**

### **Monitoring and Reclassification**

#### **Monitoring Student Progress**

District-adopted language and academic assessments are given throughout each school year to monitor students' progress in English language development (listening, speaking, reading, and writing), language arts, and math. This includes Curriculum-based assessments and District Benchmarks in ELD, English Language Arts, and Math.

Students are also monitored annually based on a set of District-adopted assessments, State-mandated assessments and teacher evaluation. The assessments in use are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the CJUSD student information system (SIS), School City, Ellevation and the student cumulative folder.

State-mandated tests are given to all students regardless of their language classification. The Summative English Language Proficiency Assessment for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) are administered every spring. ELPAC is designed to measure student proficiency in English domains including reading, writing, listening and speaking. CAASPP measures knowledge and skills in academic areas such as English Language Arts (ELA) and Math. All English Learners take both. One exception is if an EL student has been in the United States for less than 12 months. This allows the student to be exempted from the ELA portion of CAASPP.

In addition to assessments, **teacher input is collected once yearly by TK-5 classroom teachers and 6-12 ELA and ELD (other core subjects including math, science, social studies/history may be included) for all ELs.** Progress monitoring forms are assigned through Ellevation and reviewed by site EL coordinators. Input forms indicating teacher concerns are flagged within Ellevation and additional supports/scaffolds are provided to teacher and/or student. These scaffolds/supports may include, but are not limited, coaching cycles, additional integrated/designated ELD resources, increase frequency of ELD strategies, adjust use and types of ELD strategies, tutoring or other RTI programs.

## **Use of Data for Instructional Planning**

Teachers use the curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use formative assessments to identify areas of improvement and areas of need. Students' grades, teacher recommendations and the results of standardized tests are used in planning strategic and intensive interventions. This includes, but is not limited to, assigning them to appropriate instructional schedules. Students who meet or exceed grade-level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress occurs during grade level and/or department team meetings. Teams examine student data, determine short-term goals and plan instruction accordingly. These meetings may include assignment of ELs to appropriate supplemental support.

## **Summative ELPAC and Summative Alternate ELPAC**

The [Summative ELPAC](#) is given to students in grades TK–12 who have been identified as English learners. This yearly assessment measures a student's progress in learning English and identifies the current level of English language proficiency. The yearly administration window is from February 1 through May 31. It must be administered to all English learners during this window. There is no exemption available for this assessment. Students continue to take the Summative ELPAC yearly until they are reclassified as Fluent English Proficient (RFEP).

The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains: reading, writing, listening and speaking. The task types are aligned with the 2012 California English Language Development (ELD) standards.

The Summative ELPAC is an untimed Computer Based Assessment administered in the following grade spans: TK, 1, 2, 3–5, 6–8, and 9–10, 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain. The speaking domain is assessed one-on-one and scored in real time.

When administering any ELPAC assessment to a pupil with a disability, the district shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student (See Chapter 5 for additional information).

The Summative Alternate ELPAC is available when a student is determined to have **the most significant cognitive disabilities** and their primary language is other than English. Summative Alternate ELPAC provides information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP). The Alternate ELPAC is aligned with 2012 California English Language Development Standards via the [English Language Development Connectors](#) (DOCX) which are reduced in depth, breadth, and complexity for this population. The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed below:

### ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

Level 1	English learners at this level have minimally developed oral (listening & speaking) and written (reading & 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.
Level 2	English learners at this level have somewhat developed oral (listening & speaking) and written (reading & writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts. They need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have moderately developed oral (listening & speaking) and written (reading & writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.

Level 4	English learners at this level have well developed oral (listening & speaking) and written (reading & 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 in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the 2012 ELD Standards.
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Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening. Parents/guardians are notified when Student Score Reports are available and can access them within Aeries.

Additional Resources for Educators and Parents/Guardians

[Summative ELPAC Resources](#)

[Parent Guardian Resources](#)

## Reclassification

CJUSD follows the reclassification criteria set forth in [California EC Section 313](#) and Title 5 California Code of Regulations (5 CCR) Section 11303.

Local educational agencies (LEAs) must use the following four criteria to **locally establish reclassification policies and procedures**:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC) (**ELP Criterion: Summative ELPAC Overall Performance Level 4; Alternate ELP Criterion: Summative Alternate ELPAC Level 3 [Fluent English Proficient]**)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (**locally defined**)
3. Parent opinion and consultation (**locally defined**)
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age (**locally defined**)

In addition to demonstrating English language proficiency, a student must demonstrate that they can participate effectively in a curriculum designed for pupils of the same age, whose native language is English in order to be reclassified as Fluent English Proficient



(RFEP). CJUSD recognizes the importance and irreversibility of reclassification and has established the following criteria and process to fully address this obligation.

### **CJUSD's Locally Defined Reclassification Criteria**

The State Board of Education's Reclassification Guidelines serve as the foundation for Corcoran Joint Unified School District's reclassification criteria. This drives the development of Board Policy and Administrative Regulations for English Learners (BP/AR 6174).

Readiness for reclassification is determined through the following criteria:

1. Overall Summative ELPAC proficiency of a 4
2. Review of district and classroom assessments by ELA and ELD teachers and site ELD coordinator. They provide input on student's academic achievement and English language development progress using Reclassification Teacher Input form through Ellevation
3. A minimum of one state or district assessment listed below that demonstrates the student is either performing near, at or above grade level or performing as well or above English proficient students of the same age
4. Parent/guardian input and consultation with school staff (meetings may include learning directors, site administrators, resource teachers, or academic coaches).

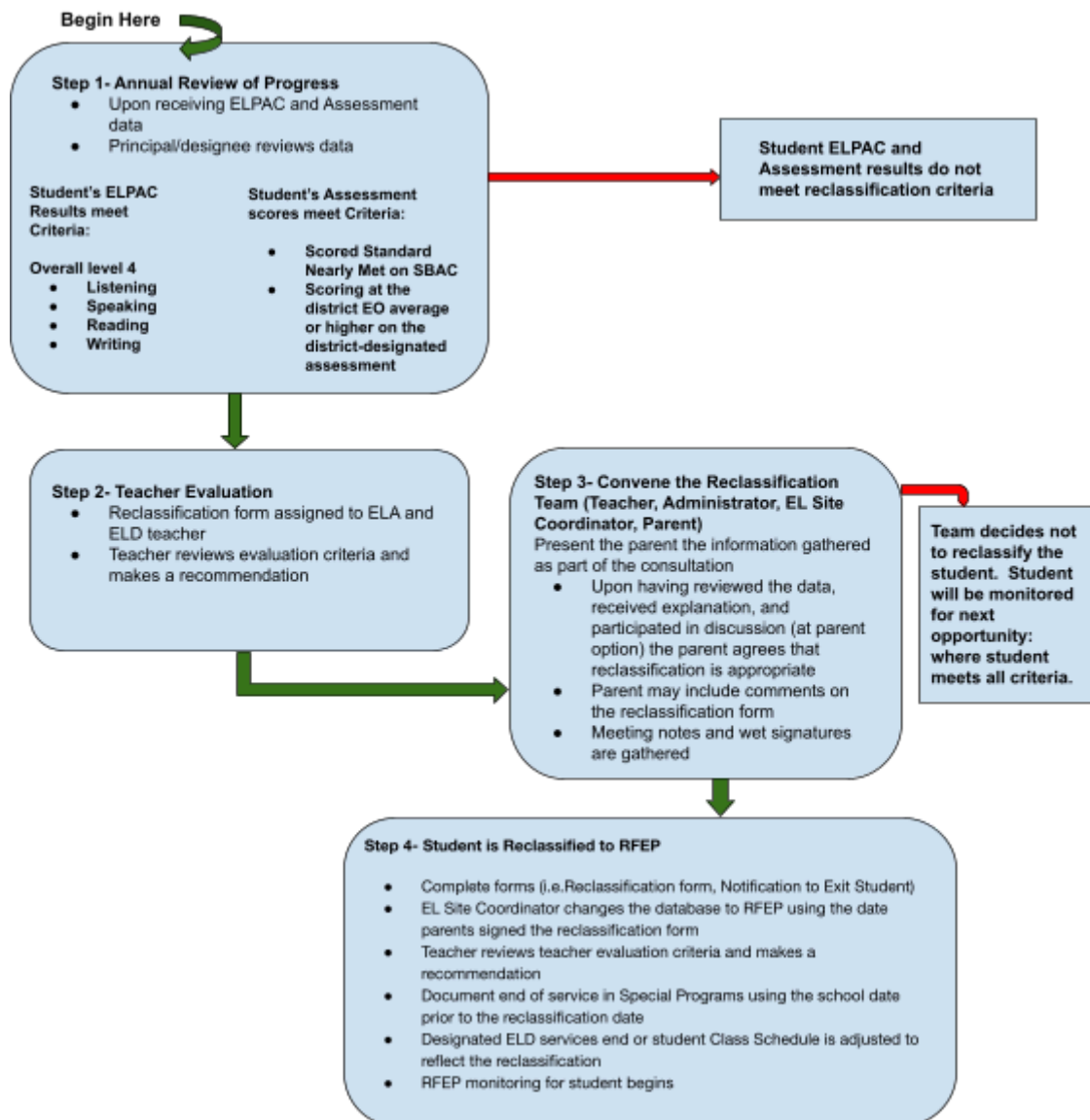
### **CJUSD Reclassification Criteria**

<b>GR</b>	<b>ELPAC</b>	<b>Comparison of Performance of Basic Skills</b>	<b>Teacher Evaluation</b>	<b>Parent Consultation</b>
TK-5	Overall Score of 4 on most recent Summative ELPAC*	Scoring as well or above English proficient students of the same age on one of the following: <ul style="list-style-type: none"> <li>• STAR</li> <li>or</li> <li>• DRA</li> <li>or</li> <li>• SBAC (grade 3 and above)</li> <li>or</li> <li>• District Benchmark</li> </ul>	Teacher completes recommendation form considering the following:  <i>Approaching Proficiency</i> or higher on reading/language arts standards listed on the report card (mark of 2 or higher)** or Grade level writing sample indicates student is at least <i>approaching proficiency</i> in English writing	Facilitate discussion which includes: <ul style="list-style-type: none"> <li>• Review data</li> <li>• Explain progress</li> <li>• Review program exit</li> <li>• Answer questions</li> <li>• Give parents opportunity to sign the Reclassification Meeting and Program Exit forms</li> </ul>
6-12	Overall Score of 4 on most recent Summative ELPAC*	Scoring as well or above English proficient students of the same age on one of the following:	Teacher completes recommendation form considering the following:  Minimum of <i>D</i> in language arts and	Facilitate discussion which includes: <ul style="list-style-type: none"> <li>• Review data</li> <li>• Explain progress</li> <li>• Review program exit</li> </ul>

		<ul style="list-style-type: none"> <li>• STAR</li> <li>• <b>or</b></li> <li>• SBAC (grade 3 and above)</li> <li>• <b>or</b></li> <li>• District Benchmark</li> </ul>	<p>mathematics on most current report card**</p> <p><b>or</b></p> <p>Grade level writing sample indicates student is at least <i>approaching proficiency</i> in English writing</p>	<ul style="list-style-type: none"> <li>• Answer questions</li> <li>• Give parents opportunity to sign the Reclassification Meeting and Program Exit forms</li> </ul>
<p>* For students taking an Alternate ELPAC, an overall score of 3 is required. See Reclassification Criteria in <i>Chapter 5: English Learners with Disabilities</i> for additional information.</p> <p>**If there are any deficits, the teacher documents in writing the following on the Reclassification Input form:</p> <ul style="list-style-type: none"> <li>• The student is performing successfully in academic areas</li> <li>• Any deficits in motivation or performance are unrelated to English language proficiencies</li> </ul> <p>Such exceptions must be approved by the Director of Categorical Programs.</p>				

## Reclassification Process

The annual reclassification process begins as soon as official ELPAC results are received by the school.



## Documentation

To ensure the transfer of documentation throughout the student's academic career, all CJUSD sites maintain the following in the student's cumulative record:

- Language and academic performance assessments
- Participants in the reclassification process
- Any decisions regarding reclassification

## **Monitoring of Reclassified Students**

Local Education Agencies (LEA) are required to progress monitor students for a minimum period of four years following reclassification. The site principal, site English learner coordinator, and teachers collaboratively monitor reclassified students.

CJUSD school staff use the State and District assessment results, report card grades, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students. **Teacher input is collected once a year** through progress monitoring forms in Ellevation. TK-5 classroom teachers and 6-12 English teachers provide feedback about RFEP student progress in class and indicate whether the student is in need of further intervention.

There is a follow-up meeting with students who may need additional support to determine their progress toward meeting grade-level standards and or graduation. Appropriate interventions will be determined as needed. The monitoring of RFEP students is recorded and filed in each student's cumulative folder.

# **Chapter 5**

## **English Learners with Disabilities**

### **Identifying English Learners with Disabilities**

*Chapter 5: Developing an Individualized Education Program for English Learners of California Practitioners' Guide for Educating English Learners with Disabilities* provides educators, IEP teams and families information on the legally required practices for making decisions regarding eligibility for special education for students who are English learners. CJUSD recognizes the importance of distinguishing whether an English learner's academic difficulties stem from language acquisition issues or the presence of disabilities. Using Chapter 5 and the resources below will guide the IEP team in making the eligibility determination for special education services:

- [Comparison of Language Differences Versus Disabilities](#)
- [Pre-Referral Flowchart](#)
- [IEP Team Checklist for English Learners](#)

As CJUSD IEP teams develop IEPs, considerations will include:

- What accessibility tools will be used for ELPAC?
- Does the student meet criteria for Alternate ELPAC?
- How, when and who will provide designated ELD instruction?
- Is there a Language Goal to support language proficiency in the IEP?

### **ELD Instruction for English Learners with Disabilities**

All English learners with disabilities have a right to a free and appropriate public education (FAPE). This includes access to core curriculum in the least restrictive environment and to an education that promotes maximum interaction with children or youth who are not disabled. Educational programs for English learner students with disability "must be appropriately ambitious in light of his or her circumstances, and every child should have the chance to meet challenging objectives" (California Practitioners' Guide for Educating English Learners with Disabilities, Chapter 6).

CJUSD and California Department of Education embrace the following values for educating English learners with disabilities:

- Culturally and Linguistically Sustaining Practices
- Equity in Intellectual Richness
- Content Knowledge and Language Development in Tandem
- Attention to Specific Language Learning Needs
- Attention to Specific Disability-Related Needs
- Universal Design for Learning
- Appropriate Evaluation of Progress
- Sharing the Responsibility

English learner students with disabilities are provided access to both designated and integrated ELD. Integrated ELD is a regular part of instruction. Teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards for their discipline (ELA, Math, Science, History/Social Science). Designated ELD is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. These ELD Supports and Services are provided in the least restrictive environment for the student which includes but is not limited to the following:

- General education classroom
- General education classroom with supplemental aids and services
- General education classroom with collaboration from special education staff
- General education classroom with specialized academic instruction (pull-out or push-in)
- Separate classroom with specialized academic instruction for most core instruction
- Separate classroom with specialized academic instruction using an alternative curriculum for the majority of core instruction

### **Initial and Summative ELPAC**

English Learners with Disabilities take the Initial ELPAC (based on Home Language Survey responses) at the beginning of their enrollment in California schools and participate in the yearly administration of the Summative ELPAC until meeting reclassification criteria. Alternate versions of both assessments are available if an IEP is in place and if the IEP team determines California Alternate Assessments as the most appropriate. This decision means the student will take the alternate assessment for all standardized state assessments including ELA, Math, Science and ELPAC. There is no parent/guardian opt out or medical exemption for ELPAC.

The Initial ELPAC has a 30 calendar day window. Therefore, it is possible for students with **significant cognitive disabilities** whose primary language is a language other

than English to take the Initial ELPAC. The Initial Alternate ELPAC may only be administered if an IEP has already determined that an alternate assessment is the most appropriate measure for the student. If no IEP is in place, the site will administer the Initial ELPAC with the appropriate designated supports and universal tools.

A variety of assessment accessibility resources and tools are available for all students and students with IEPs or 504 Plans. Tools, supports, accommodations, resources and exemptions are designed to increase accessibility to the Initial and Summative ELPAC.

For more information, consult the [CA Assessment Accessibility Resource Matrix web page](#).

<b>Universal Tools</b>	<b>Available to all students</b> on the basis of student preference and selection
<b>Designated Supports</b>	Designated supports are <b>available to all students</b> when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
<b>Accommodations</b>	Accommodations must be permitted to all eligible students taking CAASPP and ELPAC tests if specified in the student's IEP or Section 504 plan.
<b>Unlisted Resources</b>	Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan and only with approval from the California Department of Education (CDE).
<b><a href="#">Domain Exemption</a></b>	The IEP or 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.

It's important to note that Universal tools are available to all students. Designated supports are determined based on student need or teacher request. Neither Universal

Tools nor Designated Supports require an IEP or IEP addendum. However, Designated Supports may be identified in an IEP.

Domain exemptions are possible for an English learner (EL) student or a potential EL student who has a disability that precludes meaningful participation in one or more of the Initial and Summative ELPAC domains (i.e., Speaking, Listening, Reading, and Writing). A student may be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite. Section 504 plan and IEP teams determine if this is appropriate for the English Learner by using the [Domain Exemption Decision-Making Tool](#).

### **Initial and Summative Alternate ELPAC**

For students with **significant cognitive disabilities whose primary language is a language other than English**, an Alternate ELPAC is available (see below for eligibility criteria). Specifically, the Initial Alternate English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students with **the most significant cognitive disabilities**.

To be eligible for the Initial Alternate ELPAC, a student must

- have an individualized education program (IEP) that indicates the student has significant cognitive disabilities and should take alternate assessments
- be newly enrolled in California public school
- have a home language survey that indicates the student has a primary language other than English, which results in an ELAS of TBD

The Summative Alternate ELPAC is for students who are identified by their IEP teams as eligible for alternate assessments and are ELs. The following resources provide guidance on identifying students for alternate assessments including Alternate ELPAC:

- [Alternate Assessment Decision Making Worksheet](#)
- [Alternate Assessment IEP Guidance](#)

Only a trained test examiner may administer the Alternate ELPAC assessments. This **test examiner should be the educator who is the most familiar with the individual**



**needs of the student as well as the student's individually preferred communication modes.** The Alternate ELPAC assessments allow for:

- Communication that matches student's daily during instruction
- Alternate ways to provide directions
- Alternate text for a student with visual impairment
- Optional individualization
- Considerations for a student using augmentative and alternative communication devices
- One to one setting

#### **504 and IEP Teams Considerations for ELPAC**

##### **Determining Designated Supports and Accommodations**

1. Can the student access and take the domain with or without using Accessibility Resources?

Teams document the use of designated supports, accommodations or unlisted resources to determine test settings. If an unlisted resource is required, seek approval from the CDE.

##### **Exemption of Domain(s)**

2. Should the student be exempted from the domain?

If the student has an IEP or 504 and the disability precludes meaningful participation in one or more domains, a student may be exempted from one domain per composite if Accessibility Resources fail to provide needed access.

##### **Alternate Assessment Determination**

3. Does the student have a significant cognitive disability and an IEP?

Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP. Student may be eligible for Alternate ELPAC.

## Reclassification

Under current state law, all English learners must participate in the annual administration of ELPAC, until they are reclassified as Fluent English Proficient (RFEP). Students with disabilities, including severe cognitive disabilities, are to be provided the *same opportunities to be reclassified* as students without disabilities.

The reclassification process is based on guidelines approved by the State Board of Education and recommendations in Chapter 9: *Reclassifying Students with Disabilities from English Learner Status* in *California Practitioners' Guide for Educating English Learners with Disabilities*.

Local IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC 313[f]). In accordance with federal and state laws, the IEP team may address the individual needs of each English learner with a disability, using multiple criteria in concert with the four reclassification criteria in EC 313(f).

These following four criteria are the minimum required components that LEAs must include in their local reclassification policy:

Criterion	Reclassification Consideration
Criterion 1: Use of Objective Assessment Instrument	Summative ELPAC (Score of 4) or Summative Alternate ELPAC (Score of 3)
Criterion 2: Teacher Evaluation	Student's academic performance information, that is based on the student's IEP goals for academic performance and ELD.
Criterion 3: Parent Opinion and Consultation	Parent or guardian participation on IEP team in understanding and making a decision on reclassification
Criterion 4: Comparison of Performance in Basic Skills	The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using

	other assessments that are valid and reliable and designed to compare the basic skills of English learners with disabilities to primary speakers of English with similar disabilities to determine whether the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.
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### CJUSD Reclassification Criteria for Students with Disabilities

GR	ELPAC	Comparison of Performance of Basic Skills	Teacher Evaluation	Parent Consultation
TK-5	<p>Overall Score of 4 on most recent Summative ELPAC</p> <p><b>OR</b></p> <p>Overall Score of 3 on most recent Alternate Summative ELPAC*</p> <p>(Assessment determined by IEP team)</p>	<p>Scoring equivalent or above an English proficient peer with similar disabilities on one of the following:</p> <ul style="list-style-type: none"> <li>• STAR</li> <li><b>or</b></li> <li>• DRA</li> <li><b>or</b></li> <li>• SBAC (grade 3 and above)</li> <li><b>or</b></li> <li>• District Benchmark</li> </ul> <p>Additional assessments that may be reviewed include:</p> <ul style="list-style-type: none"> <li>• Woodcock-Johnson</li> <li>• Wyatt</li> <li>• KTEA 3</li> </ul>	<p>Teacher completes recommendation form considering the following:</p> <p><i>Approaching Proficiency</i> or higher on reading/language arts standards listed on the report card (mark of 2 or higher)**</p> <p><b>or</b></p> <p>Grade level writing sample indicates student is at least <i>approaching proficiency</i> in English writing</p> <p><b>or</b></p> <p>English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities</p>	<p>Facilitate discussion which includes:</p> <ul style="list-style-type: none"> <li>• Review data</li> <li>• Explain progress</li> <li>• Review program exit</li> <li>• Answer questions</li> <li>• Give parents opportunity to sign the Reclassification Meeting and Program Exit forms</li> </ul>

6-12	<p>Overall Score of 4 on most recent Summative ELPAC</p> <p><b>OR</b></p> <p>Overall Score of 3 on most recent Alternate Summative ELPAC*</p> <p>(Assessment determined by IEP team)</p>	<p>Scoring equivalent to an English proficient peer with similar disabilities on one of the following:</p> <ul style="list-style-type: none"> <li>• STAR</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• SBAC (grade 3 and above)</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• District Benchmark</li> </ul>	<p>Teacher completes recommendation form considering the following:</p> <p>Minimum of <i>D</i> in language arts and mathematics on most current report card**</p> <p><b>or</b></p> <p>Grade level writing sample indicates student is at least <i>approaching proficiency</i> in English writing</p> <p><b>or</b></p> <p>English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities</p>	<p>Facilitate discussion which includes:</p> <ul style="list-style-type: none"> <li>• Review data</li> <li>• Explain progress</li> <li>• Review program exit</li> <li>• Answer questions</li> <li>• Give parents opportunity to sign the Reclassification Meeting and Program Exit forms</li> </ul>
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\*In the event that all modifications, accommodations, including domain exemption and use of Alternate Assessments, have been exhausted an IEP team may recommend a dually identified student for reclassification if they determine that it is the student's disability and not English language proficiency that is preventing them from achieving an ELPAC level 4 or Alternate ELPAC level 3. The IEP team **must be able to support their decision and demonstrate that all language development services have been provided.**

**This decision must be thoroughly documented and be approved by the Director of Special Services and Director of Categorical Programs.**

\*\*If there are any deficits, the teacher documents in writing the following on the Reclassification Input form:

- The student is performing successfully in academic areas
- Any deficits in motivation or performance are unrelated to English language proficiencies

**Such exceptions must be approved by the Director of Categorical Programs.**

If reclassification criteria is not met, the student continues to be closely monitored as an English Learner with disabilities for the annual/triennial IEP process and future reclassification consideration. When reclassification is met, the IEP Team continues to monitor the student progress for 4 years and discuss at annual IEP meetings. This team consults with the site ELD coordinator as appropriate.

## **Chapter 6**

### **Staffing and Professional Development**

#### **CJUSD Staffing**

Under the management of the Human Resources department, CJUSD takes an active role in the staffing of authorized personnel for all English learner programs and makes it a priority to hire credentialed teachers when possible. The following staff positions contribute to CJUSD's commitment to developing English proficiency and preparing ELs to meet grade-level academic achievement standards in addition to building partnerships with parents, guardians, families, and other caretakers of ELs.

Teachers who provide instruction in an English Language Mainstream (ELM) and Structured English Immersion (SEI) are authorized to provide appropriate core content and language instruction (integrated ELD).

Teachers who provide instruction in ELD possess the appropriate authorization to provide language instruction during this designated time (Designated ELD).

Community Contact at each site serves as a translator and interpreter of written and oral communications between school and home. They serve as a parent liaison in order to bridge and augment the school and home relationships. They are available to connect families with district and community resources.

Site based Academic Coaches (K-12), Technology Coaches (K-12) and Resource Teachers (K-5), in collaboration with the District EL Coach, provide ELD professional development, participate in planning instruction and design of pacing guides, share resources, support in class instruction through co-teaching and modeling, and engage in ongoing coaching cycles.

#### **CJUSD Professional Development**

To build staff capacity to leverage the strengths of English learners, CJUSD supports professional learning and collaboration at all levels of the school system including, but not limited to, teachers, site leaders and district leaders. Professional development is designed to provide research-based methodologies and practical application of the Master Plan for English Learners. The goals of CJUSD professional development are to

help educators acquire and strengthen specific skills needed to work with ELs, to deliver comprehensible core content instruction, to meet District curriculum expectations, to follow District processes, and to provide services for ELs.

Professional development is designed to meet the specific needs of each site and the individual roles and responsibilities of staff members. Survey data informs where and how professional development is provided. This data is collected from a variety of sources including staff, students and parents. Meetings such as LCAP and DELAC also help to identify areas to target. Finally, both qualitative and quantitative data collected during site/classroom visits impacts the focus of professional development.

Ongoing professional development aims to increase staff awareness and sensitivity to the cultural diversity and linguistic needs of our student population. It is also designed to ensure equal access of all students, including ELs, to the core curriculum.

Since teachers are responsible for differentiating instruction and monitoring student progress, a variety of resources and supports are available for them. Director of Educational Services, Director of Categorical Programs, District EL Coach, Site Resource Teachers, Site Academic Coaches and Site Technology Coaches work collaboratively to provide ongoing professional learning opportunities for all teachers and support staff working with ELs. Additionally, District EL Coach, Site Resource Teachers and Site Academic and Technology Coaches provide an additional layer of support through classroom coaching cycles which include opportunities for modeling lessons, co-teaching, cycles of inquiry, and inclusive coaching practices.

Professional Development includes but not be limited to:

- Training for classroom teachers to use district adopted core curriculum for designated ELD including utilizing the ELD/ELA standards for planning instruction. Additional training on language acquisition, monitoring development of language skills and assets of multilingual learners.
- Training to administer ELD monitoring assessments and/or ELPAC Interim Assessments followed by support in analyzing student data and support in modifying instruction based on results.
- Training to use English Language Proficiency Assessments for California (ELPAC) results to improve instruction.
- Training for paraprofessionals, resource teachers, classroom teachers and site administrators to use 2012 English Language Development Standards to support best practices in ELD instruction at their school sites.

- Training of SPED teachers in the use of the [\*California Practitioners' Guide for Educating English Learners with Disabilities\*](#). This includes IEP supports and language goals, integrated and designated ELD, ELPAC accommodations, domain exemptions and Alternate ELPAC.
- Training of district academic coaches to support both integrated and designated ELD (K-12) at their school sites
- Additional opportunities of support for teachers of newcomers including coaching cycle, data analysis and access to additional resources.
- Facilitation of monthly Community of Practice for designated ELD classroom teachers (6-12).
- Classroom coaching cycles and support by district academic coaches to support both integrated and designated ELD (K-12)
- Monthly Beginning/New Teacher ELD Support sessions designed to build capacity to meet academic needs of multilingual students.
- Monthly District-wide ELD Newsletter providing access to resources and strategies.
- Collaboration time for teachers to consider student needs, share effective strategies and plan instructional modifications as needed.

## **Monitoring of Professional Development and Support**

Participation attendance is monitored through sign-in forms. Training attendance is on file at each school site or district office and reported by corresponding administrators.

All presentations, newsletters and resources related to ELD are housed within a [district website](#). Materials are available for all CJUSD staff to review.



## **Chapter 7**

### **Family and Community Engagement**

Parents, guardians and families are an integral part of CJUSD. The district and each school site values family involvement and strives to build strong partnerships with both family and community.

It is necessary for families of English learners to stay informed of site and district activities, procedures, and policies impacting their children. It is the joint responsibility of the school and district to ensure parents/guardians clearly understand educational program options and student opportunities. CJUSD is committed to open communication, opportunities for involvement, and parent/guardian input on District/Site initiatives including goals, policies, procedures, funding and services for English learners.

#### **Communication**

Families are informed about CJUSD and school site opportunities, activities, and programs through a variety of communication tools. Interpretation and translation is provided to ensure accessibility of information to all families, as required by law and when possible (written communication in the primary language of the parent when 15% or more of the students speak a language other than English).

The following tools are available to all families:

- Parent Square
- District, site and classroom newsletters/bulletins/flyers/mailings
- Community Contact serving as liaison between students, parents, school and community
- Notifications (report cards, annual notices, etc.)
- [District Web Site](#)
- Social media

#### **Engagement**

Families are welcome to participate in a range of site and district meetings, advisory committees, school and community events and classes. This includes but is not limited to the following:

- Committees/Meetings
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

- School Site Council (SSC)
- LCAP Guidance Meetings

#### Site/District Events/Meetings

- Back-to-School Night
- Open House
- Literacy/Math Nights
- Technology Use Workshops
- Parent Square Training
- Donuts with the Administrator
- Field Trips
- Parent/Guardian/Teacher Conferences
- Award, Celebration, Holiday Events
- Sports, Games, Competitions

#### Adult Education

- Corcoran Adult School
- Sequoia Adult Education Consortium

#### Community Festivals, Activities, Partnerships

- Cotton Festival
- Homecoming
- Rotary and Kiwanis
- Community and Schools Together (CAST)
- Recreation Association of Corcoran (RAC)

#### Volunteer Opportunities

- Contact school sites and/or teachers for more information

### **English Learner Advisory Committees (ELAC and DELAC)**

The goal of Parent Advisory Committees (ELAC and DELAC) is to promote positive collaboration between parents, schools and district personnel. Through such committees, CJUSD includes parents and community members in decision-making, planning and evaluation of English learner programs. Committees allow for the development of a working partnership between families and schools to provide

educational access for all students. Participation promotes open communication between families, community members and district staff.

School Sites and District Office must do as follows:

- Establish a functioning ELAC and DELAC
- Notify parents/guardians of all ELs of opportunity to participate or elect ELAC members
- Plan and provide training
- Publically announce ELAC and DELAC meetings at least 72 hours in advance
- Post ELAC and DELAC meeting agenda
- Provide information such as draft of Single Plan for Student Achievement, School budgets and planned expenditures which may impact ELs, draft and results of annual school needs assessment, goals and objectives for programs offered to ELs, updates on programs goals and objectives, and evaluations of programs based on school site needs assessment data

During all committee meetings, Corcoran Joint Unified School District provides training and materials in the home language of the parent members of advisory committees, pursuant to Title III and EC section 51101.1(b)(3).

### **English Learner Advisory Committee (ELAC)**

Pursuant to California Education Code, sections 35147(c), 52176(b), and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, Section 11308 (b), (c), and (d), 20 United States Code Section 6312 (g)(4) each school with 21 or more ELs must establish a school-level advisory committee (ELAC). Parents or guardians of ELs elect parent members to the school committee. All parents of ELs will be provided the opportunity to vote for committee members. Parents of ELs not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee (DELAC).

The site committee advises the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement, which impacts education services for ELs. Pursuant to the above Ed. Code, the ELAC must certify that it has provided guidance to the SSC regarding the Single Plan prior to its formal approval. The minimum required meetings in a school year is five. The ELAC

meetings are informative and develop family understanding of the school system and its programs. ELAC meeting topics include but are not limited to the following:

- Collaborate on site plan for English learners
- Assist in development of schoolwide needs assessment
- Discuss regular school attendance
- Elect a member to represent site on DELAC
- Review ELPAC results

### **District English Learner Advisory Committee (DELAC)**

Pursuant to California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, sections 11308 (b) and (d), and 20 United States Code Section 6312 (g)(4) Corcoran Joint Unified School District, having more than 51 ELs, must establish a District English Learner Advisory Committee (DELAC). The minimum required meetings in a school year is six. Parents and or guardians of ELs who are not employed by the District shall constitute a majority of the committee. The percentage of parents of ELs on the DELAC must be at least the same as that of ELs in the District.

DELAC responsibilities include but are not limited to the following:

- Contribute to the district master plan for education programs and services for English learners.
- Contribute to a district-wide needs assessment
- Provide feedback on district programs, goals, and objectives on programs and services for English learners.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

CJUSD English Learner Advisory Bylaws provide additional information on responsibilities, membership, executive committee and meetings.

# Appendix

## Chapter Resources

### Chapter 1

English Language Proficiency Assessments for California (ELPAC)

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



Initial ELPAC Resources

<https://www.elpac.org/about/initial-elpac/>



Parent Guardian Resources

<https://www.elpac.org/resources/parent-resources/>



CANN: California Newcomer Network

<https://www.calnew.net/>



CANN ELL Typologies

<https://www.calnew.net/newcomers/elltypology>



## Chapter 2

## Chapter 3

California English Learner Roadmap

<https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp>



For Parents: *How your English Learner will Learn English*

English [https://www.scoe.net/castandards/Documents/parent\\_overview\\_eld.pdf](https://www.scoe.net/castandards/Documents/parent_overview_eld.pdf)



Spanish [https://www.scoe.net/castandards/Documents/parent\\_overview\\_eld\\_es.pdf](https://www.scoe.net/castandards/Documents/parent_overview_eld_es.pdf)



Implementation Support Videos aligned with ELA/ELD Framework

<https://www.cde.ca.gov/ci/rl/cf/isvideos.asp>



Implementation Support for ELA/ELD Framework

<https://www.cde.ca.gov/ci/rl/cf/implementationssupport.asp>



EL Toolkit of Strategies

<https://drive.google.com/file/d/1JtMkQFIK2pSa6m0c14KsHyA3X38EUVz-/view?usp=sharing>



## 2014 ELA/ELD Framework

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>



## Strategies for ELD

<https://commoncore.tcoe.org/Content/Public/doc/Alpha-CollectionofELDStrategies.pdf>



## Chapter 4

### Summative ELPAC

<https://www.elpac.org/about/summative-elpac/>



### English Language Development Connectors

<https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>



### Summative ELPAC Resources

<https://www.elpac.org/about/summative-elpac/>



### Parent Guardian Resources

<https://www.elpac.org/resources/parent-resources/>



### California ED Section 313

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=1.&chapter=3.&article=3.5](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=1.&chapter=3.&article=3.5)



## Chapter 5

### *California Practitioners' Guide for Educating English Learners with Disabilities*

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>



### CA Assessment Accessibility Resource Matrix

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



### Domain Exemption Decision-Making Tool

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





### Alternate Assessment Decision-Making Worksheet

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



### Alternate Assessment IEP Guidance

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



## Chapter 6

### *California Practitioners' Guide for Educating English Learners with Disabilities*

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>



## Chapter 7

### Corcoran Unified District Website

<https://sites.google.com/corcoranunified.com/cjusdeld?usp=sharing>



## **District 2023-24 Forms and Letters**

[CJUSD Initial ELPAC Notification](#)

[CJUSD Initial Alternate ELPAC Notification](#)

[CJUSD Summative ELPAC Notification](#)

[K-5 Reclassification Teacher Input](#)

[6-12 Reclassification Teacher Input](#)

[TK-5 EL Progress Monitoring](#)

[6-12 EL Progress Monitoring](#)

[K-5 RFEP Monitoring](#)

[6-12 RFEP Monitoring](#)

## **District 2024-25 Forms and Letters**

### **Site Integrated ELD Matrices**

[Bret Harte](#)

[JC Fremont](#)

[Mark Twain](#)

[John Muir](#)

[Corcoran High School/Kings Lake](#)

### **Additional CDE Resources**

[Sample Initial Student Score Report](#)

[Sample Summative Student Score Report](#)

[The Correction of Classification Process At a Glance](#)