



## **St. HOPE Public Schools English Learner Identification and Assessment, Program Placement, and Reclassification Policy**

### **Identification and Assessment**

The Chief of Schools or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on the St. HOPE Public Schools (SHPS) Reclassification criteria (below).

SHPS schools will identify and assess all students who have indicated a language other than English on the first three questions of the Home Language Survey (HLS). (EC §§ 313, 60810)

A home language survey will be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a])

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, will be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511)

The admissions team will work with schools and the data and accountability team to identify potential English Learners (ELs) for testing.

1. Admissions will identify all new students who indicate on the school enrollment application that a language other than English is spoken by indicating the language in the school's Student Information System (SIS).
2. The data and accountability team will review all new students with a language other than English versus the California Longitudinal Pupil Achievement Data System (CALPADS) within one week of enrollment. A correct designation will be assigned to the student based on the current CALPADS English Learner designation, or for students new to the California public school system, as 'To Be Determined'.
3. School site testing coordinators will review the EL status of new students and test all 'To Be Determined' using the Initial ELPAC. A notice will be sent to parents 10 days prior to Initial ELPAC testing.
4. Based on the initial test scores, using the publisher's thresholds, students will be classified as English Learners or Initial Fluent English Proficient.
5. Parents of new EL students will be notified within 30 days of enrollment of their student's EL status.

SHPS schools will annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306) All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b]) Schools will send a notice

of Annual Testing to each EL student prior to Summative ELAC testing.

Each EL on an active individualized education plan (IEP) or Section 504 Plan will be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5)

Each school will identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. §7011; EC § 60810) Upon admissions, students will complete an application that includes initial date of enrollment in a US school. This data will be compared to data available in CALPADS (if available) and immigrant students will be identified via CALPADS reports.

### **Program Placement**

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

SHPS schools are required to provide, at a minimum, a **Structured English Immersion (SEI)** program option. EL students will be placed in a classroom that uses mostly English for instruction. SEI is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or 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. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact *your school leader* to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 *California Code of Regulations* Section 11302).

### **Reclassification**

SHPS schools shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency, using an objective assessment instrument including, but not limited to the ELPAC.
  - a. The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized ELP criterion. In practice, this means that all students with an ELPAC Overall PL 4 are eligible to be considered for reclassification in conjunction with other locally determined criteria.
  - b. Some EL students with unique needs, or dually-identified students, may need specific considerations for this criterion as described in the student's individualized learning plan (IEP); see the "Establishing Criteria" tab
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation. The Chief of Schools or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.
  - a. For applicable grade levels, the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).
  - b. For all other grade levels, benchmarks in ELA for the current school year will be used to assess student English proficiency towards this criterion.

SHPS will maintain board approved specific reclassification criteria as allowed by the California Department of Education. Reclassification criteria will be provided to all EL students annually via letter.

The SHPS process for reclassification is as follows:

1. When current year ELPAC and CAASPP scores are made available, the school assembles a list of students who meet the minimum criteria for reclassification (test scores).
2. Current English Language Arts teachers will complete an evaluation form for each student that meets the minimum criteria.
3. If a teacher recommends that a student be reclassified based on English course performance, a notice will be sent to the parent/guardian of the EL student requesting input on reclassification.
4. Students will be reclassified if the parent/guardian signs the form OR otherwise does not return the form to the school OR otherwise does not indicate in some form that they do not wish their student to be reclassified.

The Chief of Schools or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304) The Chief of Schools or designee shall monitor students for at least four years following reclassification.