



English Learner Program and Reclassification Guidelines 2018-2019

The purpose of the English Learner Program is to develop fluency in speaking, reading, and writing English in each student whose primary language is not English; promote cross-cultural understanding; and provide equal opportunity for academic achievement.

Goals of the plan include:

- The fundamental goal of our program is to have English learner (EL), reclassified English fluent proficient (RFEP), and initial fluent English proficient (IFEP) students function successfully in the English language.
- Students will have equal access to the curriculum provided for all students. These students will make progress through the curriculum, experience success, and will sustain adequate social/emotional adjustment. This is their civil right.
- Students will achieve adequate yearly progress at the same rate as students whose primary language is English.
- Students will work towards mastering grade level standards.

California State Board of Education adopted the [California English Language Development Standards](#) in November 2012.

English Learners are identified using the initial assessment of the English Language Proficiency Assessments of California (ELPAC) upon entry into the state of California. We have 30 days upon enrollment to assess a student that reports a language other than English on their Home Language Survey.

Annual progress in English proficiency is measured by the summative assessment of the ELPAC between February 1 - May 31.

Staff Responsibilities

- **All certificated staff with CLAD credentials** - provide integrated ELD instruction
- **All site administration** - ensures all EL/RFEP student needs are met and develop site services, etc.
- **Site ELD Teacher** - provides designated ELD instruction during a protected time, creates a personalized education plan for each student, supports site teachers, follows RFEP student growth, and organizes ELAC
- **District ELD TOSA & Bilingual Director** - works with site registrars to ensure proper Synergy coding, reviews student records, monitors new enrollees, coordinates ELPAC testing, supports site teachers, follows RFEP growth, and organizes the DELAC
- **Site Registrar** - notifies ELD teachers of any new students that list a language other than English on their Home Language Survey



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EL/RFEP Student Support

Awareness: All site admins and teachers must be aware of EL, RFEP, and IFEP students. Once properly coded into Synergy, ELD teachers are the lead staff member responsible for providing administrators and appropriate teachers and staff with lists of students who are both EL and RFEP.

Instruction: All CUSD certificated staff hold CLAD credentials, thus certified to instruct using appropriate scaffolds and instructional supports for EL and RFEP students. EL students have the greatest need in becoming proficient speakers, readers, writers of English and must receive no less than 150 minutes per week of **designated ELD instruction**, as well as **integrated ELD instruction** in the classroom.

Instructional Differences	Integrated ELD	Designated ELD
TEACHER	Classroom Teacher	ELD Teacher
TIME	Within regular classes in ALL content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

Though **RFEP** do not receive specific ELD services any longer, we must ensure that they also have the support of each of their teachers in order to continue their development of becoming fully proficient speakers, readers, and writers of English and **monitor their progress for four years**.



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Exit / Reclassification

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	Coronado Unified School District Criteria
English Language Proficiency Assessment	Overall ELPAC Level 4 TK-5: Overall, Oral Language, and Written Language Scores: ALL Level 4 6-12: Overall Score: Level 4, Oral Language Score: Level 3.5+, Written Language Score: Level 3.5+
Teacher Evaluation	Teacher believes the student has acquired the English language skills to be successful in learning in English commensurate with peers classified as English-Only (EO) using student work as their evidence.
Parental Opinion and Consultation	Parent agrees that the student is ready to be reclassified.
Comparison of Performance in Basic Skills	Local Assessment on a benchmark assessment meeting or exceeding grade level standards: DRA2, Writing Benchmarks, MAP Reading and Language, Achieve 3000 Lexile level, Essays, Benchmark Assignments, etc.

Reclassification Team

- Site Principal or admin designee
- ELD Teacher
- Teachers who have the greatest and most current knowledge of a student's needs including the current teacher(s) and/or recent previous teacher (including, but not limited to, a review of the student's mastery of standards)
- Parent consultation (face to face conference is preferred; phone conference is acceptable)

Students can be reclassified at **any time of the year**, as they show progress towards meeting the criteria for reclassification. Many students are typically reclassified at the beginning of the year as we review summative ELPAC and previous year's data.

A copy of the reclassification form must be placed in the student's permanent record, sent to the ELD TOSA for correct coding in Synergy, and the ELD teacher should retain a copy.