English Language Learner Policy

EL Assessment & Reclassification Criteria

Assessment of English Language Proficiency

Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to *EC* Section 60810 :

● All newly enrolled students at Sol Aureus College Preparatory must submit a home language assessment as part of their initial enrollment and registration process.

Reclassification

Criterion 1: ELPAC

The English Language Proficiency Assessments for California (ELPAC) constitute the required state assessments for English language proficiency (ELP) administered to students whose primary language is a language other than English. With the possible exception of students with unique needs or who are dually identified, EL students who do not have either a Summative ELPAC or Summative Alternate ELPAC score are not eligible to be reclassified, even if they have met other locally-determined criteria.

- ○ The Summative ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education (SBE) as the statewide standardized ELP criterion for the Summative ELPAC. LEAs shall use ELPAC Overall PL 4 to determine whether a student assessed with the Summative ELPAC has met that criterion.
  - ■ Students who score at Summative ELPAC Overall PL 4 should be considered for reclassification.
  - ■ Students who score at Summative ELPAC Overall PL 3 or lower should not be considered for reclassification. However, LEAs are encouraged to convene interest holders for a larger conversation to inform planning, placement, and personal goals for the short term and the next school year. These convenings should include parents, whenever possible, and focus on strengths, growth areas, and opportunities for the student.
  - ■ Some EL students with unique needs, or dually-identified students, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, members of the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.
- ○ The Summative Alternate ELPAC is the state test for ELP for students with the most significant cognitive disabilities. LEAs shall **use Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) as the Alternate ELP criterion**.

■ All students with a Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) are eligible to be considered for reclassification in conjunction with the other three locally determined required reclassification criteria.

Criterion 2: Teacher Evaluations

Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery:

This criterion remains locally determined. Teacher evaluation is not to be interpreted as teacher opinion and is based on data including but not limited to testing and classroom evaluations.

- **For students who score Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient),** teacher evaluations may be considered in possible reclassification.

Because the student may have different language support needs across different subject areas, all teachers and certificated staff with direct responsibility for teaching or placement decisions of the student will be afforded the opportunity to evaluate.

If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers will discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.

Please note: **Deficits in academic success, although currently unrelated to ELP,** may indicate a student has incurred a deficit while learning English. Although this situation does not preclude a student from reclassification, the LEA is obligated to ensure the student is provided ongoing academic support, and any other necessary support, designed to recuperate and remedy any such deficits before reclassification, during the four-year RFEP monitoring period or beyond, until the deficits are remedied.

Criterion 3: Parent Consultation
Parental opinion and consultation:

●This criterion remains locally determined. S.A.C. Prep. may connect with EL families to answer questions, discuss student performance on each criterion (Criteria 1–4), and set goals for the next school year. Parental consultation and opinion, not consent, is required per *EC* Section 313 (f)(3). 5 *CCR* Section 11303 mandates parental involvement through encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.

- S.A.C. Prep. can reach out to parents of all students eligible for reclassification to consult via phone, virtual school platforms, or other technology that is available to parents in order to give parents the opportunity to discuss progress and data or to voice any concerns and questions about their child's likely reclassification.
- S.A.C. Prep. will focus on the information that makes the student eligible, any necessary support for the student to succeed in rigorous, grade-level learning, and how to monitor and meet these needs via the RFEP monitoring process.

Criterion 4: Basic Skills Relative to English Proficient Students
Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English:

- **Performance in basic skills:** The score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- **Range of performance in basic skills:** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range of scores within a performance level.

○ **Students of the same age:** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification.

- Smarter Balanced Assessment Consortium English language arts scores, LEA benchmarks, or other assessments identified by S.A.C. Prep. that measures progress in English language arts can be used to meet the requirements for Criterion 4. Progress can be measured by a set score or point span depending upon the educational research and value.