

Kerman Unified School District

Educational Services

MASTER PLAN

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ENGLISH LEARNERS

Striving for Systemic Excellence

Initially Prepared: January 2003

District English Learner Advisory Committee Annual Review and Approval

February 11, 2026

Local Governing Board Annual Review and Approval

February 19, 2026

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Section 1: Introduction

Purpose and Commitments

“The limits of my language are the limits of my world.”

Ludwig Wittgenstein

Kerman Unified School District administrators and the Board of Trustees have always viewed cultural and linguistic diversity as a resource. Emphasis across the District is placed on the four principles outlined in the 2017 CA English Learner Roadmap which will continue to inform the District’s English learner instructional program. Effectively educating students who are in the process of learning English remains a priority. The Governing Board advises to “provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district’s regular course of study.” **The Kerman Unified English learner program serves as the pathway to fulfill this commitment, our obligation, to ensuring all students reach their full academic, linguistic, and social-emotional potential.** Every aspect of the program is designed to promote the mission of the district:

Kerman Unified School District will provide students with a balanced education through quality programs in a safe learning environment. Each student will demonstrate the skills necessary to be productive, responsible citizens through partnerships with the school, home, and community.

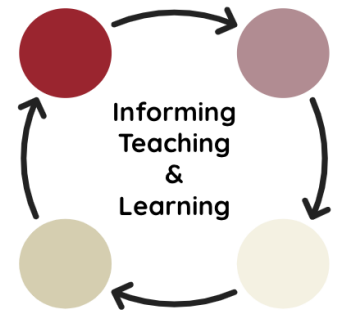


English learner students face the extra challenge of accessing grade level content standards while acquiring academic English. Every learner requires equitable opportunities to reach such potential. It is the responsibility of the entire school community to make this happen. Instructional leaders and all educators must be fully equipped to identify and build upon the assets of their diverse learners, implement strategies to overcome instructional barriers, enrich meaningful learning experiences

throughout all courses of study, and support the daily well being of their students. All efforts within the English learner program emphasize and rely upon data-driven inquiry cycles and ongoing professional growth opportunities to inform teaching and learning.

Through high quality instruction, English learners in Kerman Unified will:

- engage in daily comprehensive English Language Development and advance toward full proficiency in all domains of English (listening, speaking, reading, and writing) as rapidly as possible and equal to that of their English proficient peers.
- have equal access to a challenging core curriculum through effective implementation of English learner “evidence-based” strategies and primary language support.
- experience meaningful instruction and enrichment opportunities that lead to positive self-esteem and appreciation of their culture and language.



PURPOSE of the MASTER PLAN for ENGLISH LEARNERS

The purpose of the district’s Master Plan for English Learners (also referred to as the EL Master Plan) is to serve as a guide for all educational partners regarding the aligned set of practices and services that support English learner (EL) and multilingual (ML) students. The EL Master Plan, as a working document, intends to build a shared understanding of the Kerman Unified English learner program as well as communicate and strengthen alignment with the district’s Local Control and Accountability Plan (LCAP) and current State guidelines and policies, particularly the California English Learner Roadmap (2017).

To achieve the district’s LCAP priorities, we must move beyond just meeting legal obligations for English learners (compliance) to **demonstrating exemplary practice throughout the entire system.**

Current analysis of English learner demographic and performance data emphasize our continued areas of focus:

- ☐ Providing site administrators the necessary professional learning opportunities to support EL program goals
- ☐ Strengthening Designated ELD in all targeted settings and addressing newcomer and long term EL challenges
- ☐ Ensuring every teacher at every school site is fully equipped to teach Integrated ELD
- ☐ Implementing more robust and routine monitoring practices for EL and RFEP students
- ☐ Expanding system resources to improve access and efficiency of EL and RFEP data collection
- ☐ Increasing outreach to students and families to promote engagement
- ☐ Further aligning EL and MTSS Improvement Team efforts to support systemic change in behavior and academics

ENGLISH LEARNER DATA and DISTRICT COMMITMENTS

In Kerman Unified, efforts are continually in place to improve the English learner program. We commit to meeting the needs of every learner. For the EL Master Plan and Program to be impactful, we must analyze current data and identify clear goals at the district, site, and individual student level. The [CA Dashboard](#) measures EL progress in multiple areas and through multiple state indicators. English learner goals are outlined and approved in the Local Control and Accountability Plan (LCAP) and reviewed annually. Demographic details, performance outcomes, and English learner typologies (student backgrounds, learner characteristics, and current needs) provide the necessary analysis to help define and drive improvement steps.



The [English Learner Progress Indicator \(ELPI\)](#) reports on the progress English learner (EL) students are making towards English language proficiency at their schools and local educational agencies (LEAs). The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.

According to the 2025 [CA Dashboard English Learner Progress Indicator \(ELPI\)](#) results, 456 English learners made progress, and 153 students with long term English learner (LTEL) status improved. We commit to continuous English learner improvement as demonstrated by the annual Summative ELPAC results.

For EL students taking the Summative ELPAC, progress is advancing at least one ELPI level. For EL students taking the Summative Alternate ELPAC, progress is advancing at least one level on the Summative Alternate ELPAC or a scale score change of at least plus ten.

All Students All Students State  Orange 44.9% making progress	Grade	2L SS Range	2H SS Range	3L SS Range	3H SS Range
	K	1374-1397 (24 pts)	1398-1421 (24 pts)	1422-1447 (26 pts)	1448-1473 (26 pts)
	1	1411-1432 (22 pts)	1433-1454 (22 pts)	1455-1480 (26 pts)	1481-1506 (26 pts)
	2	1424-1446 (23 pts)	1447-1470 (24 pts)	1471-1500 (30 pts)	1501-1531 (31 pts)
	3	1448-1467 (20 pts)	1468-1487 (20 pts)	1488-1510 (23 pts)	1511-1534 (24 pts)
	4	1459-1478 (20 pts)	1479-1498 (20 pts)	1499-1523 (25 pts)	1524-1548 (25 pts)
	5	1467-1489 (23 pts)	1490-1513 (24 pts)	1514-1536 (23 pts)	1537-1559 (23 pts)
	6	1475-1495 (21 pts)	1496-1516 (21 pts)	1517-1541 (25 pts)	1542-1566 (25 pts)
	7	1481-1503 (23 pts)	1504-1526 (23 pts)	1527-1550 (24 pts)	1551-1575 (25 pts)
	8	1486-1509 (24 pts)	1510-1533 (24 pts)	1534-1561 (28 pts)	1562-1589 (28 pts)
	9-10	1493-1518 (26 pts)	1519-1544 (26 pts)	1545-1574 (30 pts)	1575-1605 (31 pts)
	11-12	1500-1526 (27 pts)	1527-1554 (28 pts)	1555-1584 (30 pts)	1585-1614 (30 pts)

Students who do not advance on the ELPAC and demonstrate at-risk or long term English learner characteristics must be monitored closely.

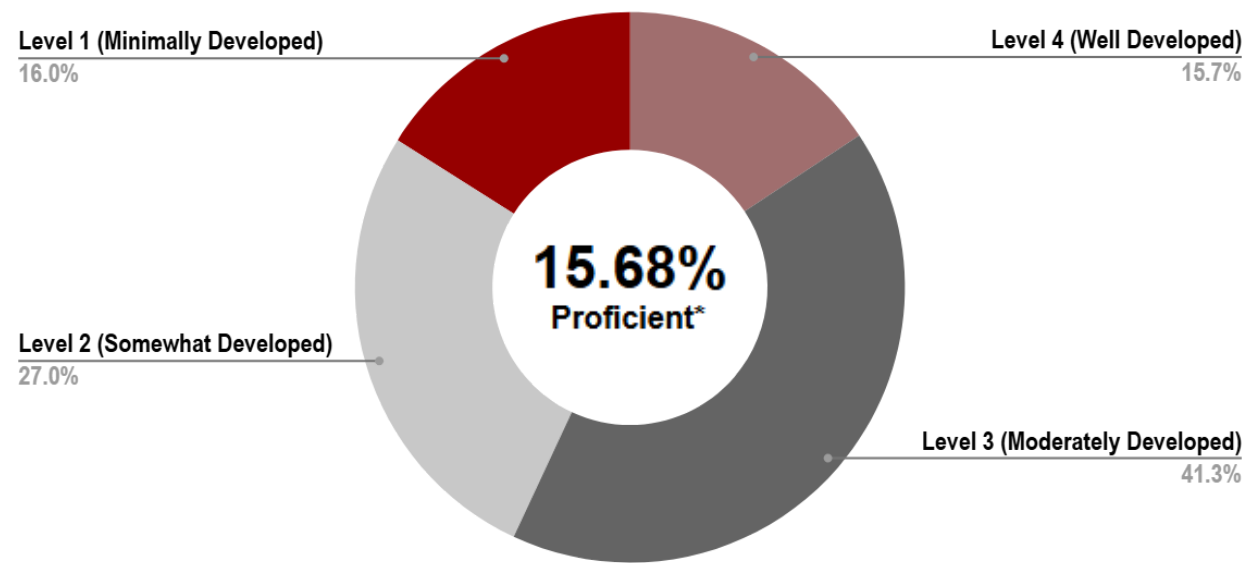
English Learner	Key Characteristics
At-Risk of Becoming Long Term English Learner	- Enrolled in U.S. schools for four or five years - Has scored at level 1 or 2 on English language proficiency assessment - Has scored at the “Standard Not Met” level in the fourth or fifth year CAASPP-ELA (grades 4-9)
Long-Term English Learners (LTEL): <i>DataQuest, CAASPP and ELPAC</i>	- Enrolled in U.S. schools six or more years without reaching English proficiency (grades 6-12 on Census Day) - Remained at same ELPAC level for 2 or more consecutive prior years, or has regressed to a lower level - Has scored at the “Standard Not Met” level on the prior year CAASPP ELA (grades 6-9) - Often dominant in English oral fluency but behind in reading & writing; may have lost or not developed the primary language
LTEL: CA Dashboard	An EL who has not attained English proficiency for 7+ years

The percentage of English Learners who are At-Risk of Becoming LTEL decreased from 6.7% to 5.1% which aligns closely with County and State totals. We commit to enhance progress monitoring practices and comprehensive English Language Development instruction across all sites, ensuring students reclassify to fluent English proficient in a reasonable amount of time.



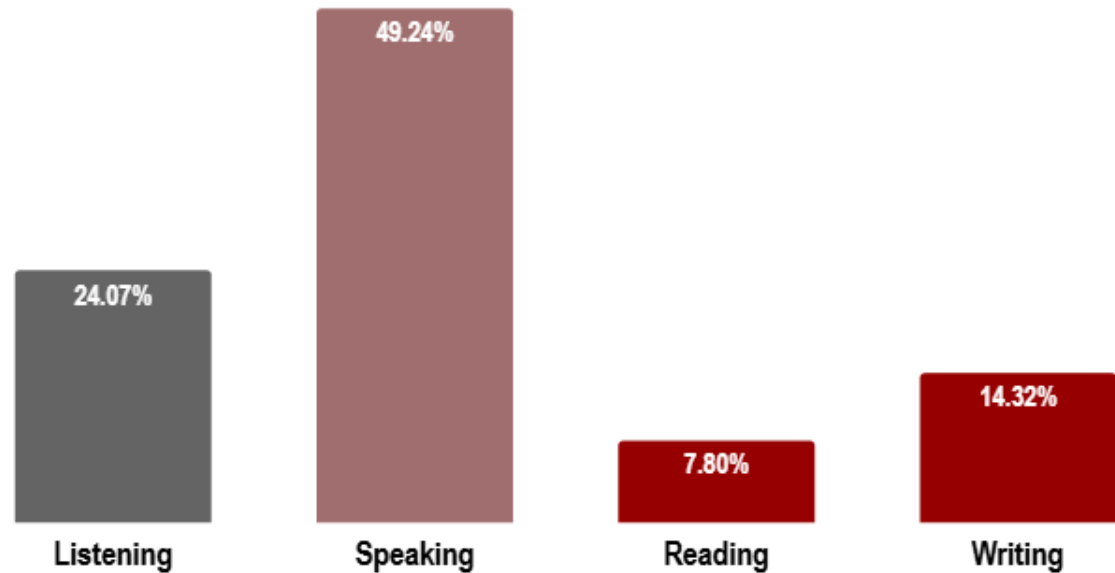
The percentage of ELs in Kerman Unified who scored proficient on the 2024-25 Summative English Language Proficiency assessment is comparable to the State average of 15.53%. We commit to maximize English learner instructional experiences and target Level 3 students to increase our annual reclassification rate and reach the goals outlined in the district’s LCAP.

Percent of students within each ELPAC performance level



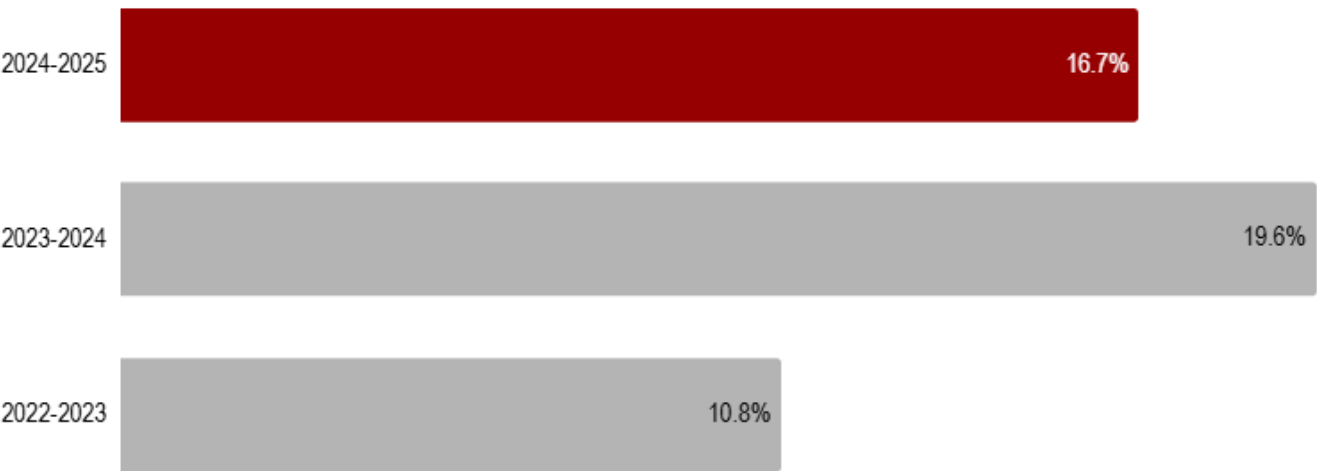
The majority of English learners continue to score Well Developed in Speaking compared to other areas. We commit to place greater emphasis on strategies that effectively integrate and accelerate reading and writing throughout all content areas.

Percent of students scoring Well Developed by domain



Every school site in Kerman Unified commits to high quality English language development instruction that prepares students to demonstrate progress toward fluency in English on the annual English Language Proficiency assessment. We strive to reach higher reclassification rates each school year.

Percent of students who have Reclassified to Fluent English Proficient in Kerman Unified over the past three years



English Learner and Reclassified Fluent English Proficient Learner Comparison

English Learner and Reclassified FEP percentages in Kerman Unified continue to exceed the County and State totals. The number of EL students has decreased while RFEP counts have increased.

School	2022-2023				2023-2024				2024-2025			
	English Learner		Reclassified FEP		English Learner		Reclassified FEP		English Learner		Reclassified FEP	
	Count	Enrolled %	Count	Enrolled %	Count	Enrolled %	Count	Enrolled %	Count	Enrolled %	Count	Enrolled %
EHS	25	39.1%	21	32.8%	18	28.1%	19	29.7%	13	22.8%	20	35.1%
GES	327	37.5%	72	8.3%	286	33.3%	76	8.8%	169	27.4%	66	10.7%
HES									147	27.5%	40	7.5%
KFE	334	47.4%	47	6.7%	294	44.3%	48	7.2%	203	35.8%	58	10.2%
KHS	281	18.2%	608	39.5%	274	18.5%	562	38.0%	235	15.7%	609	40.8%
KMS	221	27.7%	218	27.3%	202	25.3%	246	30.8%	177	21.9%	299	36.9%
KUOS	45	23.9%	49	26.1%	57	26.8%	63	29.6%	32	22.9%	46	32.9%
LES	168	26.7%	42	6.7%	146	23.8%	38	6.2%	100	17.8%	53	9.4%
SEE	227	40.5%	39	7.0%	227	37.2%	56	9.2%	194	39.6%	59	12.0%
KUSD	1,628	30.4%	1,097	20.5%	1,504	28.4%	1,109	20.9%	1,270	24.1%	1,251	23.7%
County	39,107	19.0%	29,177	14.1%	37,614	18.3%	29,227	14.2%	34,783	16.8%	29,945	14.5%
CA	1,112,535	19.0%	927,723	15.9%	1,074,833	18.4%	924,460	15.8%	1,009,066	17.4%	909,319	15.7%

English Language Acquisition Status - Census Comparison (Fall 1)

English Language Acquisition Status Count - Source CALPADS 2.9											
School Name	2024-2025					2025-2026					% Change of ELs between previous and current year
	#EL	#IFEP	#RFEP	#TBD	# FEP (IFEP + RFEP)	#EL	#IFEP	#RFEP	#TBD	# FEP (IFEP + RFEP)	
Enterprise High	13	1	20	0	21	10	0	16	0	16	-23%
Goldenrod Elementary	169	27	66	9	93	125	26	72	16	98	-26%
Harvest Elementary	147	16	40	18	56	151	20	52	17	72	3%
Kerman High	235	23	609	0	632	191	20	651	0	671	-19%
Kerman Middle	177	8	299	2	307	149	25	291	2	316	-16%
Kerman Unified Online	32	3	46	0	49	29	3	52	0	55	-9%
Kerman-Floyd Elementary	203	23	58	26	81	170	24	65	16	89	-16%
Liberty Elementary	100	15	53	21	68	104	20	45	11	65	4%
NPS School	0	0	1	0	1	0	0	1	0	1	0
Sun Empire Elementary	194	22	59	10	81	178	21	61	16	82	-8%
Kerman Unified	1270	138	1251	86	1389	1107	159	1306	78	1465	-13%

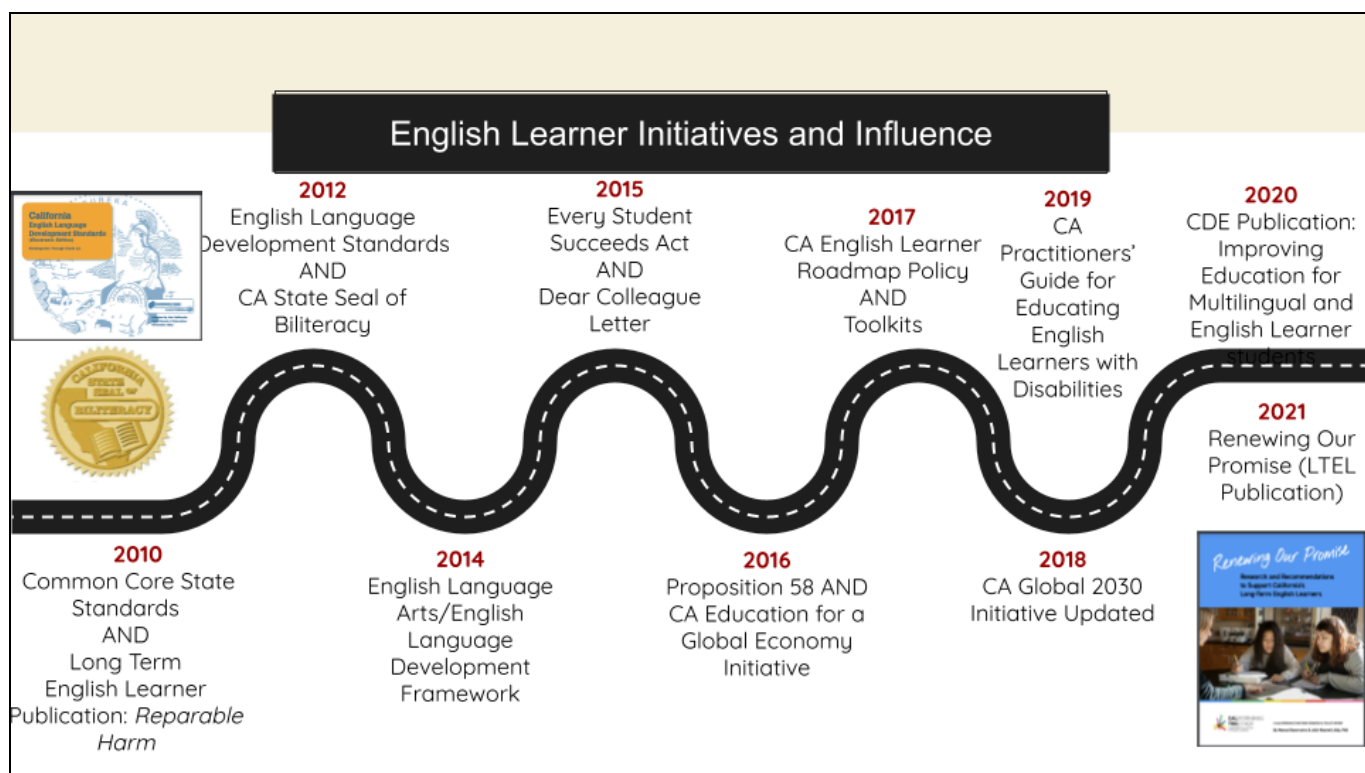
Kerman Unified Language Group Data for 2024-25

The highest represented language groups in Kerman Unified are Spanish, Punjabi, and Arabic.

Language	# of ELs	# of FEP Students	Total EL and FEP Students	% of Total Enrolled (EL and FEP)
Spanish	1,206	1,298	2,504	47.49%
Punjabi	27	83	110	2.09%
Arabic	23	1	24	0.46%
Mixteco	8	3	11	0.21%
Philippine languages	2	1	3	0.06%
Hindi	2		2	0.04%
Other non-English languages	2		2	0.04%
Russian		2	2	0.04%
Gujarati		1	1	0.02%
Kerman Unified	1,270	1,389	2,659	50.45%
Fresno County	34,783	35,743	70,526	34.16%
State of California	1,009,066	1,175,116	2,184,182	37.62%

ALIGNMENT WITH CALIFORNIA ENGLISH LEARNER POLICY

The [California English Learner Roadmap \(2017\)](#) is a comprehensive and visionary state policy that was developed to guide local education agencies in their planning and development of high quality English learner programs. Dedicated attention to California English learner policy is a critical step toward strengthening the most essential elements of an effective English Learner Program and EL Master Plan. Just as our state initiatives have evolved extensively over the past decade, our English Learner Program must do the same.

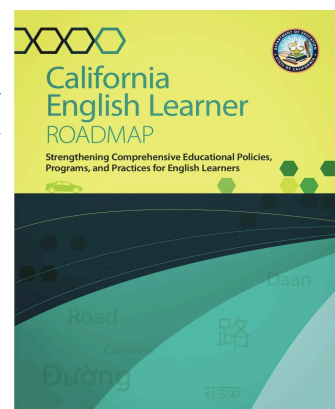


Commitment to the CA English Learner Roadmap Policy

Kerman Unified instructional leaders engage in deeper levels of professional learning and inquiry cycles to help refine current practices, improve systemic approaches, and advance initiatives consistent with our Governing Board policy and the CA EL Roadmap vision, mission, and four guiding principles.

The Four Inter-Related Principles are:

- Research Based
- Intended to guide all levels of the systems towards a coherent, aligned set of practices, services, relationships, and approach
- A shared responsibility of all educators



CA English Learner Roadmap	
VISION	MISSION
English learners fully and meaningfully participate in a 21st century education from early childhood through grade twelve that results in their <i>attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.</i>	California schools affirm, welcome, and respond to a diverse range of English Learner needs, strengths, and identities. California schools prepare graduates with the <i>linguistic, academic, and social skills they require for college, career, and civic participation</i> in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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.

Principle Three: System Conditions that Support Effectiveness

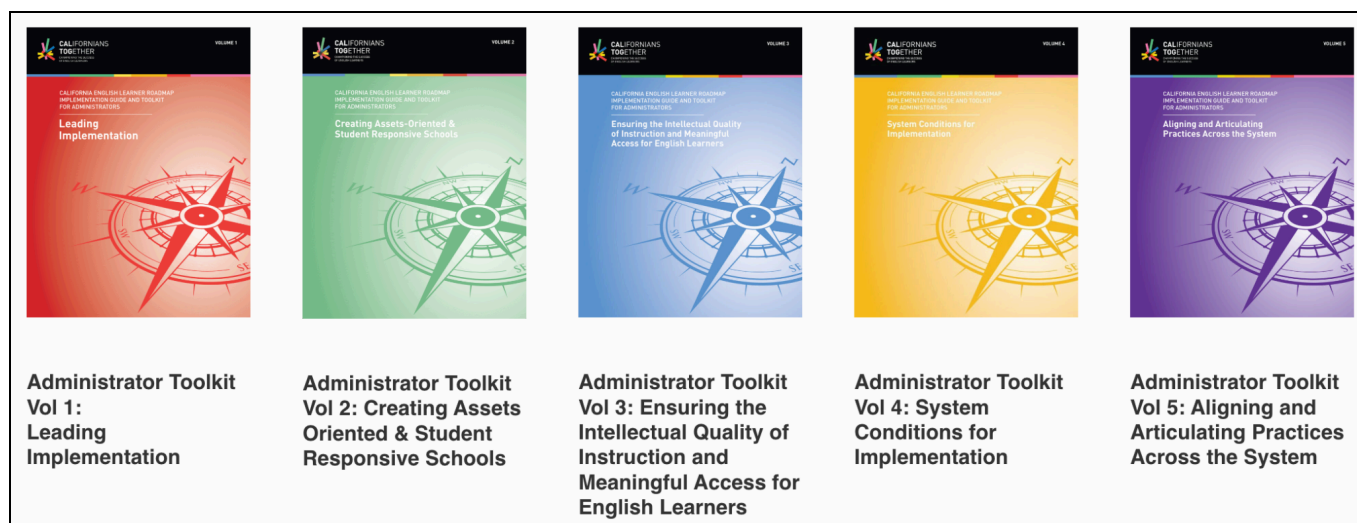
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.



The [administrator toolkits](#) from Californians Together serve as a resource for the district's EL improvement team and help site leaders support implementation of the four principles:



Commitment to ALL English Learners

The English learner population consists of a multi-faceted group of students. Principle One of the CA English Learner Roadmap emphasizes there is no single EL profile and that we must know our students well in order to appreciate the linguistic and cultural assets they bring with them. English learner typologies consist of factors beyond English language proficiency that impact participation and achievement in school. In order to best serve every learner, we must quickly identify each student's strengths and areas of need and consider the extent of diversity among multilingual students. The [Glossary of Terms for English Learner Reports](#) defines the English Language Acquisition Status for all learners compiled in district data. For educators, the [English Learner Toolkit of Strategies](#) provides detailed characteristics and important considerations for supporting the various English learner typologies throughout all instructional settings.



The District will increase measures to be well versed in the typologies of all English learners through additional collaboration with students, families, and staff members who work with the learners. This includes extending our enrollment practices to survey learners or their families and generate more background information. Robust intake assessments in English and the primary languages of learners should be administered to plan appropriate instructional experiences upon student entry.

Multilingual Learner Students

All students who are engaged in developing two or more languages

Birth to Age 5	Grades TK-12
Dual Language Learners: Children ages birth to five who use a language other than English in their home.	English Learners: Students with a primary language other than English, whose English proficiency upon enrolling in school dictates a need for support to access instruction in English and develop English proficiency.
	Initially Fluent English Proficient (IFEP) Students: Students with a primary language other than English who demonstrate proficiency in English upon enrolling in school.
	Reclassified Fluent English Proficient (RFEP) Students: Students who were initially identified as English learners upon enrolling in school but have since achieved English proficiency.
	Native English Speakers Learning a Non-English Language: Students who have never been identified as EL, IFEP, or RFEP but who are developing proficiency in an additional language.

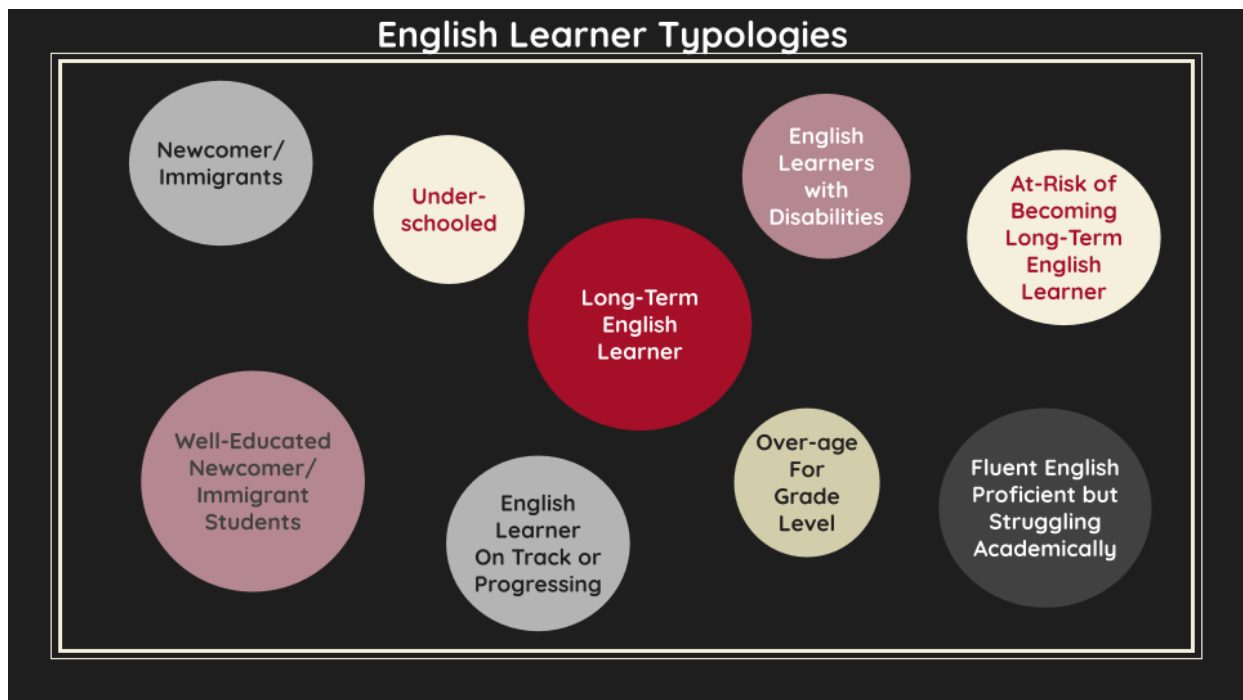
All English learner typologies require specific attention and support. Newly arrived students also need special orientation and transitional support in schooling.

Newcomer Typology	Key Characteristics	Implications and Needs
Immigrant/Newcomer	-Recent arrival, attending U.S. school <u>three</u> years or less -Little or no U.S. English proficiency on arrival -Some with transferrable credits, some without	-Support for cultural transition to U.S. -Survival English ELD often needed -Supports related to refugee or immigration experience may be needed -Enrollment during the school year requires flexible placements -Foreign transcript analysis -Comprehensive initial assessment
Well-educated newcomer	-In U.S. <u>school</u> three years or less -Schooling in home country strong -Strong literacy skills in L1 -Often highly motivated	-Can make rapid progress toward English proficiency -Support for cultural transition -Survival English ELD often needed -Knowledgeable foreign transcripts analysis -Supports related to refugee or immigration experience may be needed -Gaps in U.S. curriculum lead to need for accelerated credit accumulation and acquisition of H.S. graduation requirements.

Newcomer Students with Limited Interrupted Formal Education (SLIFE):

Students with two or more years of educational interruption face large academic gaps to close. They may need to acquire English in addition to foundational literacy concepts and other basic skills necessary for academic success. Instructional blocks of time and specially designed classes are typically needed initially to support transitioning into a regular ELD sequence of study.

Adapted from: [The CA EL Roadmap Administrator Toolkit Volume II](#)



Commitment to English Learner Program Effectiveness

Kerman Unified School District leaders review English learner data regularly through state and local data system resources. [DataQuest](#) is highly utilized as a main source of information. Demographic data include the most common languages spoken by our multilingual families to inform verbal and written translation services as well as English learner counts to help us prepare and improve instructional settings. Other English learner data, such as annual reclassification and graduation rates, Long Term English Learner and At-Risk of Becoming LTEL counts provide evidence of areas to investigate across the district. State and County comparisons inform us of potential strengths or problems of practice. Additional student details and assessment results are available through the California Educator Reporting System (CERS), our Student Information Systems (Aeries and SEIS), and Renaissance Learning for data and assessment purposes. Improvement practices and data protocols are necessary to ensure the English learner program is effectively meeting the needs of all learners.



Our current response to impacting positive change includes but is not limited to:

- Engaging in site EL Improvement team huddle sessions to review district data and maintain high priority improvement initiatives
- Maintaining a district MTSS leadership team that focuses on supporting students' social emotional learning and academic needs using tiered levels of support
- Surveying staff members to inform professional learning opportunities
- Planning professional learning opportunities for administrative teams, teachers, and paraprofessionals focused on best practices for English learners
- Preparing English learner site leads and part-time newcomer teachers to exemplify and support quality English learner instruction
- Increasing measures for students to demonstrate biliteracy and be recognized accordingly
- Extending bilingual paraprofessional positions to provide more service to our English learners
- Refining EL protocols at the site and district level that focus on professional learning communities and classroom observations to impact ELD instruction and student learning

Section 2: Program Development

Staffing, Professional Learning, Funding

“Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners.”

Source: CA EL Roadmap Principle 4

DISTRICT RESPONSIBILITIES - STAFFING

Assistant Superintendent Personnel	Oversees district recruitment, hiring, and placement of appropriate staff.
Assistant Superintendent Educational Services	Determines training needs in collaboration with principals and district administrators. Coordinates district-wide professional development opportunities. Maintains training records.
Director of Pupil Personnel Services	Oversees the needs of the Pupil Personnel Department. Provides professional learning and guidance to educators and site leaders as needed to ensure English learners with disabilities are well served.
Coordinator Educational Services	Supports English learner professional development and collaborates with site administrators and EL site leads as advised by the Assistant Superintendent of Educational Services.
Site Principal	Determines teaching assignments and training needs in collaboration with staff. Monitors, evaluates, and supports ongoing development of all staff members.

Teacher Authorization and Credentials

The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. The Kerman Unified School District Personnel Department verifies that all students are placed with highly qualified staff members and that all teachers have the proper credentials to teach English learners. In Kerman Unified, EL services include English Language Development (ELD), access to other core curriculum through Integrated English Language

Development and Specially Designed Academic Instruction in English (SDAIE), and primary language support as needed. The district will hire qualified bilingual support staff reflective of the language needs of the school community.

The Assistant Superintendent of Educational Services monitors district-wide professional development and ensures all staff members working with English learners continue to receive professional learning opportunities to expand their understanding and instructional capacity. KUSD administrators partner with Fresno State University in support of the Rural Residency Program. Residents must apply through Fresno State to be accepted. Participants in the program receive professional development that is ongoing throughout the school year. ELD training is included. Additionally, Kerman Unified participates in recruitment fairs sponsored by universities, colleges, and other organizations. Every effort is made to hire and retain authorized teachers.

PROFESSIONAL DEVELOPMENT SPECIFIC TO ENGLISH LEARNERS

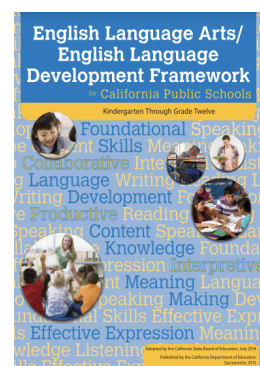
Kerman Unified School District will provide high quality professional development specific to strengthening implementation of the English learner program to all pertaining staff members. This may include principals, teachers, administrators, paraprofessionals, and other school or community-based personnel as needed. Professional development offerings must be research based and of sufficient intensity and duration to have a positive and lasting impact on the staff member's performance to improve the instruction and assessment of English learners. Capacity building occurs at all levels of the system and should include the following components as described in the [CA EL Roadmap Administrator's Guide Vol. 1](#).

For school leaders:

- Effective EL programs, services, and instructional practices
- EL data and methods to ensure continuous improvement
- An understanding of the EL laws, policies, guidance, and history to inform and support leadership moves

For educators:

- [English Language Development Standards](#) - Integrated and Designated ELD
- [English Language Arts/English Language Development Framework](#) - language development integrated with content
- High quality literature and academic text
- Differentiation - use of formative assessment
- Affirming assets oriented classroom climates - and culturally responsive and inclusive practice
- Engaging, intellectually rich instruction



The Assistant Superintendent of Educational Services collaborates with district and site leaders to plan and provide professional development that will empower teachers with the skills, attitudes, and strategies to effectively meet the specific needs of English learners. Data points from the CA Dashboard, district needs assessment, staff surveys, and other data sources provide insight and inform decisions for extended learning opportunities. The **KUSD Professional Development Schedule** is shared with all staff members at the beginning of the school year and serves as a

continual reference. The professional learning schedule is a growing and responsive document to support ongoing growth during the current school year and plan for extended learning. Contracts with consultants from the Fresno County Superintendent of Schools (FCSS) and other educational organizations emphasize professional learning sessions with in-classroom coaching. In addition to training sessions focused on state content standards and state testing administration, professional learning centered around English learner instruction is emphasized yearly.

Bilingual paraprofessionals are highly valued and appreciated for their daily commitments to students. They continue to develop as instructional partners through meaningful and relevant professional learning opportunities based on current need.. In addition to district scheduled training for their specific areas of focus, they are invited and encouraged to join training opportunities at their school sites.

Through extended professional learning opportunities and team collaboration, the district and site administrators in collaboration with EL site leads commit to supporting a comprehensive ELD program comprised of the following elements:

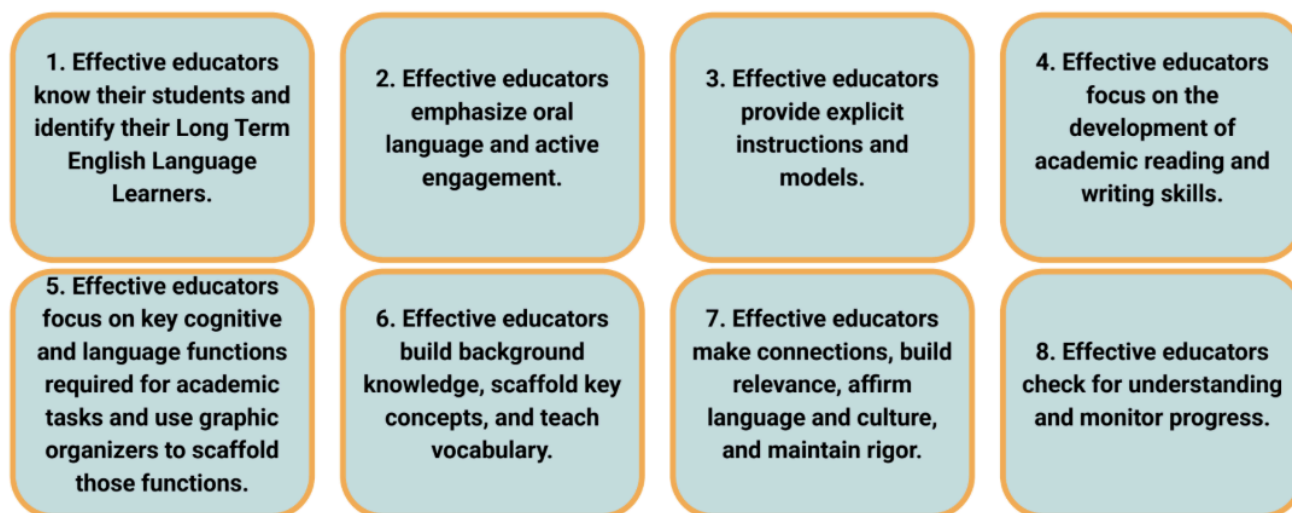
<u>10 Essential Features of Designated and Integrated ELD</u> (ELA/ELD Framework)	
Designated ELD	Integrated ELD
1. Intellectual Quality 2. Academic English 3. Extended Language Interaction 4. Focus on Meaning 5. Focus on Forms 6. Planned and Sequenced Events 7. Scaffolding 8. Clear Lesson Objective 9. Corrective Feedback 10. Formative Assessment Practice	1. Intellectual Quality 2. Academic English 3. Interactive & Engaging Interactions 4. Focus on Content Knowledge 5. Focus on Integration 6. Planned and Sequenced Events 7. Scaffolding 8. Clear Lesson Objective 9. Corrective Feedback 10. Formative Assessment Practice

To extend learning further, individual educators, administrators, and site teams are encouraged to continue their professional development pathway to strengthen their expertise using highly recommended resources from CDE, county offices, and other training opportunities. Some of the recommended resources to support comprehensive ELD implementation include:

- [CDE: Integrated and Designated ELD Video Series](#)
- [Improving Education for Multilingual and English Learner Students](#) and [Video Series](#)
- [Improving Outcomes for English Learners with Disabilities](#)
- [EL RISE Offerings](#) and [EPiCC](#) (Newcomer and Long Term EL sessions included.)
- [B.E.L.I.E.F. Professional Learning Modules](#)
- [CDE Newcomer Resource Hub](#) and [CDE Long Term English Learner Webpage](#)
- [CDE ELD Standards Webinars](#)
- [ELPAC Results Are In - Now What? Professional Learning Series \(Moodle\)](#)

Characteristics of Effective Educators

With a commitment to professional growth and tailored instructional support, Kerman Unified educators emphasize and elevate language and content learning through the following practices:



TITLE III PLAN - SUPPLEMENT NOT SUPPLANT

The purpose of the “Title III Language Instruction for the English learner program” is to ensure that all English learners attain English language proficiency (ELP), develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. 20 United States Code (U.S.C.) §§1703(f), 6825(a). The funds may be used for the following purposes:

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs;
2. Provide effective professional development;
3. Provide activities and strategies that enhance educational programs for English learners which include parent, family and community engagement

Title III funds are used to provide ELs with supplemental services and materials that are not already covered by general funds. General funds are used to secure services, programs, and access to the standard instructional program for English learners. The Assistant Superintendent of Educational Services oversees the LCAP Addendum and use of federal Title III funds in conjunction with the Coordinator of Educational Services. Annually, the addendum is reviewed with team members to consider the most appropriate use of funds. Kerman Unified uses Title III funded professional development to improve the instruction and assessment of English learners. Primary language support and family engagement opportunities are also prioritized. Helpful guides from CDE provide examples of authorized activities for [Title III EL Student Program Funds](#) and [Title III Immigrant Student Program Funds](#).

Category	Allowable (Authorized) Examples	Unallowable (Unauthorized) Examples
Instructional/ Professional Staff	- English Language Development (ELD) coaches and EL specialists' salaries. - Teachers for extended day/extended year. - Teachers for Title III supplemental parent EL classes.	Standard instructional programs/instruction teachers, including EL and ELD teachers, during the school day.
Support Staff Salaries (Paraprofessionals & Instructional Aides)	Portion of the salary of paraprofessionals (Bilingual & Instructional Aides) to assist EL students in classrooms during designated times.	- Entire salary of paraprofessionals who assist all students in the classrooms. - Screening students for EL status.
Stipends	- Teacher collaboration to upgrade an already established EL curriculum. - Stipends for teachers to attend professional development (PD) to benefit the language acquisition of EL students. - Tutors under the direction of an EL-licensed teacher.	- Funding for district interpreters/translators serving all students. - Funding to write EL curriculum.
Contractual Services	- Consultants for PD to improve best practices for the teaching of EL students. - Consultants for private school equitable services participation.	Required contractual professional development provided to all teachers by LEAs.
Supplies & Materials	- Supplemental supplies to be used strictly for Title III-sponsored PD. - Summer/extended day programs for EL students only. - Supplemental reading texts for classroom language enhancement. - Private school materials for EL students as agreed to through district consultation. - Note: Materials remain the property of the public school and must be labeled and inventoried.	- Supplies to be used in the classroom or by students for core programs or instruction. - Evaluation system-related data systems to manage linking student teacher data. - Assessment materials for the LEA.
Site Administrator/ Clerical Personnel	- A portion of the salary for a site administrator of district Title III-funded activities. - A portion of the salary for a data clerk who enters data only for Title III programs.	- The entire salary of a site administrator who, as part of their duties, administers district Title III-funded activities. - The salary of a data clerk who enters data for all LEA programs.

Note: For detailed lists of Title III allowable example costs and their rationale, please see the CDE Title III Authorized Costs web page at: <https://www.cde.ca.gov/taip/tiia/authorizedcosts.asp>.

Section 3: Parent and Community Outreach

“Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.”

Source: CA EL Roadmap Principle 3

OVERVIEW

Parents of English Learners in Kerman Unified form an integral part of the educational process. To participate fully in the education of their children, they must be well informed of all school and district activities, procedures, and policies that directly affect their children. It is the joint responsibility of both the school and district to help parents clearly understand the educational process, so they can positively interact and contribute to educational decisions and student opportunities. Parents are encouraged to attend parent education training sessions and participate in committees to advise at the school, district, and governing board level on services for ELs. Parents are also informed of numerous school, district, and community events in order to become more involved in the school community with their children.

The district must send notices and hold regular meetings for the purpose of formulating and responding to parent recommendations. In addition, parents must receive training on how they can be involved and become active participants in assisting their children to:

- Attain English proficiency
- Achieve at high levels in core academic subjects
- Meet challenging state academic content and achievement standards of all students

PARENT COMMUNICATION and TRANSLATION OF INFORMATION

When 15 percent or more of the pupils enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

Information regarding all parent involvement activities including parent notification of assessment results and program options, parent advisory committee participation, parent education, parent classroom/school activities should be provided in a format and, to the extent practicable, in a language the parents can understand. Kerman Unified utilizes online resources, programs, and interpreters as needed to ensure parents are appropriately informed. Communication methods have improved substantially with the ParentSquare platform now available through our Student Information System. Parents are able to receive phone, text, and email notifications in addition to written communication. Parent outreach also includes weekly updates, school newsletters, and social media.

Kerman Unified supports continuous learning opportunities for all educational partners, including parents and community members. The district partners with Parent University and other organizations to offer courses on Computer Literacy, Social Emotional Learning, Success in School, Healthy Living, and more. Parents are strongly encouraged to participate. Additionally, the Coordinator of Student Services and district migrant liaison oversee the migrant advisory committee and host the annual Migrant Mini Conference for Kerman Unified and other surrounding districts.

PRIVATE SCHOOL CONSULTATION and PARTICIPATION

Annually, the Assistant Superintendent of Educational Services communicates with private school officials in the LEA boundaries regarding the Title III services available to them. If any schools decide to participate, the Assistant Superintendent of Educational Services will consult with them throughout the design and development of the program.

PARENT ADVISORY COMMITTEES

Site and district leaders partner regularly with the community through numerous activities and have established committees to support parents and their families. The two committees specifically focused on English learner students are the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Parents are encouraged to participate in committees to advise the school and district on services provided to English learners. Parent input is valued and helps promote program improvements that are student, family, and community centered.



English Learner Advisory Committee - ELAC

The California Department of Education requires that each school with 21 or more EL students will establish an English Learners Advisory Committee (ELAC) at their school site. The committee shall be comprised of parents and staff with at least 50% of EL parents not employed by the district. Parents of ELs shall be represented in at least the same percentage as the EL enrollment at the site. An election of members for this committee will be held each school year.

An existing school site council and/or school site committee may be designated as the ELAC if parents of EL students are represented in at least the same percentage as the percentage their children represent in the total school enrollment. When an existing committee is used, a subcommittee on English Learners (which has a majority of parents of EL students) must be established. The chairperson of the subcommittee assumes sign-off responsibility.

ELAC members will receive training and materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal responsibilities. The English Learners Advisory Committee (ELAC) will meet at least two times per year or as often as parents request.

The English Learners Advisory Committee (ELAC) will advise the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA) for the individual school. By June of each school year, the ELAC will advise the school of any modifications to the Single Plan for Student Achievement. The School Site Council will submit the Single Plan for Student Achievement to the governing board where it will be presented, and the signature of the Chairperson will be obtained. The ELAC will also advise the principal and staff on the school's program for English learners and assist in the development of the school's:

- Needs assessment
- Efforts to make parents aware of the importance of regular school attendance

ELAC members will have the opportunity to elect at least one member to the district's EL advisory committee (DELAC).

District English Learner Advisory Committee – DELAC

The California Department of Education requires that districts having 51 or more English Learners must form a functioning advisory committee to represent all English Learners. The majority of the members shall be parents of ELs who are not employed by the district. Each school ELAC will elect at least one member to the District English Learners Advisory Committee (DELAC). These individuals will serve on the District committee for two school years and advise the school district governing board on the following tasks:

- Development (or revision) of a district master plan, including policies, per the SBE EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that take into consideration the SPSAs.
- Conducting of a district-wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners per the SBE-adopted EL Roadmap Policy.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the school district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) and consolidated application.

Kerman Unified School District will provide all members of the DELAC with appropriate training and materials, planned in full consultation with committee members, appropriate to assist them in carrying out their legal advisory responsibilities. The District English Learner Advisory Committee will meet at least two times per year or as often as parents request.

Section 4: English Learner Program *Identification, Assessment, and Access*

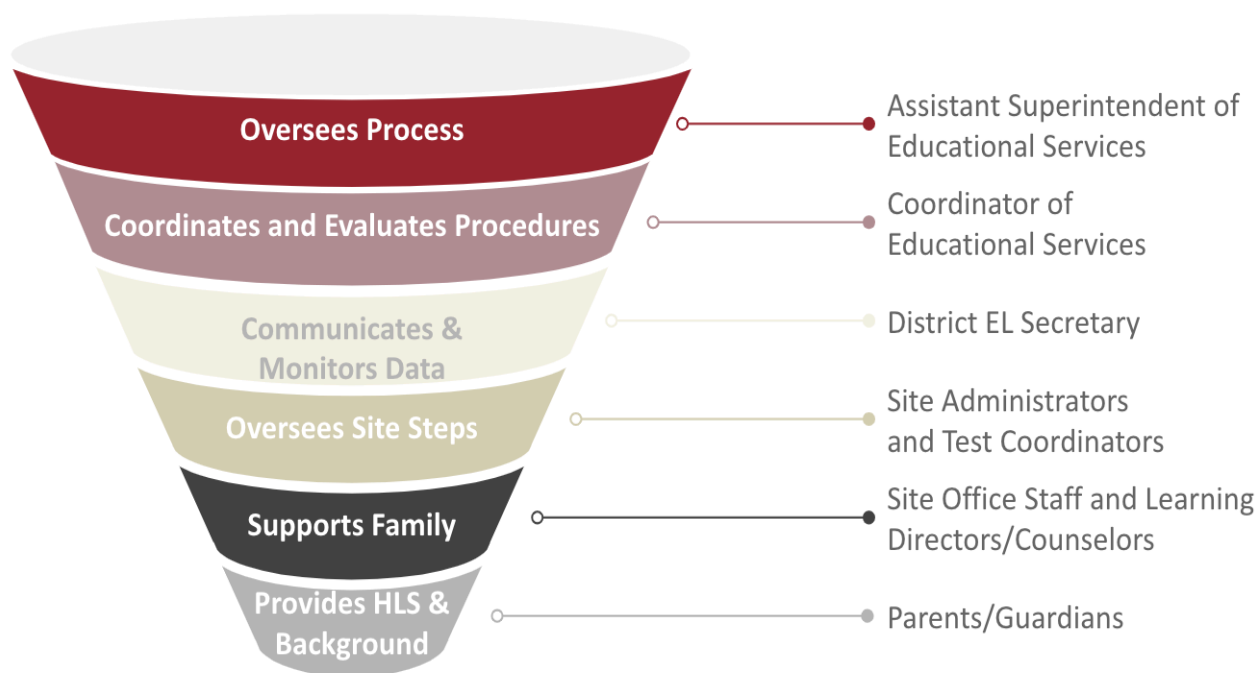
“The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.”

Source: ELPAC Information Guide 2021-22

OVERVIEW

Kerman Unified School District must properly identify and assess all students who have a primary language other than English. Initial identification procedures, mandated by federal law, ensure that English learner services are provided to all qualifying students. Required steps must be followed at the site and district levels while maintaining proper documentation. The Educational Services Department continually strives to improve English learner procedures through reflection and collaboration. Site and district staff members work together to identify and place students in settings where they will thrive.

A Shared Responsibility



HOME LANGUAGE SURVEY

The English learner identification process begins when a student enrolls in a California public school for the first time. During the registration process, parents or guardians complete the Home Language Survey (HLS) to determine the primary or native language of the entering student. Site secretaries and counselors welcome and assist families with registration and completion of the HLS as needed. Interpreters on site or within the district may be contacted to support the families. Multiple translations of the Home Language Survey are available, including [Spanish](#), [Arabic](#), and [Punjabi](#). Additional languages will be provided upon request by the school site. The Home Language Survey has four questions that must be answered by the parent or guardian. If the answer to any of the first three questions on the Home Language Survey contains a language other than English, the student will be referred for assessment of English language proficiency.



1. Which language did your child learn when he or she first began to talk?
2. What language does your child most frequently speak at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Newly enrolled students in grades K-12 whose primary language is not English must be tested according to the most recent administration guidelines for the Initial English Language Proficiency Assessments of California (ELPAC). Site secretaries scan the HLS into each student's online cum folder for the district ELPAC secretary to verify. The district ELPAC secretary confirms the ELAS for all students using the California Longitudinal Pupil Achievement Data System (CALPADS). Once the student's English Language Acquisition Status (ELAS) of TBD is verified in (CALPADS), the district ELPAC secretary notifies the parents or guardians in writing of testing that will occur. The district ELPAC secretary informs site coordinators of the need to assess and then documents the information, including parent notification of testing, on the ELAS-TBD Google sheet.

The LEA test Coordinator updates the ELAS-TBD Google sheet at the start of every school year and makes sure it is shared with all site test coordinators. This document serves as the main source of communication for new or returning student details. Information regarding the student's background is obtained from the parents and entered into the Student Information System by the site secretaries. Additional site administrators also utilize the shared document to ensure most appropriate placement and scheduling of courses for each student. Details of the student's prior experiences related to enrollment and testing are added to the notes section on the Google sheet.

If the original HLS is completed in error, the parent or guardian may contact the Educational Services Department to request to change it prior to the Initial assessment. If a request is made after the Initial ELPAC has already been administered, the site test coordinator must contact the LEA test coordinator. The district will follow steps outlined in the most recent [ELPAC Information Guide](#) (webpage-Resources section) regarding the [Correction of Classification](#) if applicable. When a student is identified as an English learner based on the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not impact the initial determination of the student’s primary language. At that point, the student’s English learner status will change only when reclassification criteria are met.

ASSESSMENT of ENGLISH LANGUAGE PROFICIENCY (ELP)

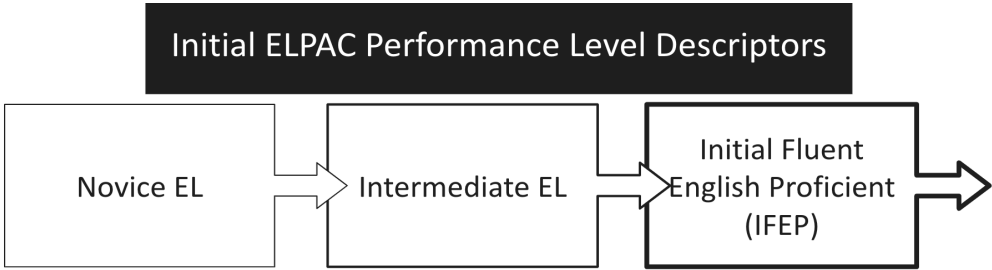
The designated ELP test for California’s students in public schools is the English Language Proficiency Assessments of California (ELPAC) which is administered as an initial assessment or summative assessment. The ELPAC is aligned with the 2012 ELD Standards. Parents or guardians cannot opt out of the ELP assessment. Regardless of the ELPAC purpose (initial identification, annual growth, or reclassification criterion), students must have full access to the assessment and should utilize the same embedded and/or non-embedded types of support that are provided during regular classroom instruction. Universal tools, designated supports, and accommodations are described on the [California Assessment Accessibility Resources Matrix](#). Many parent resources, including practice tests for students, are posted on the [ELPAC website](#).

Initial ELPAC

The Initial ELPAC assesses students in four domains (listening, speaking, reading, writing) and is used to identify students who are English learners or Initial Fluent English Proficient (IFEP). Initial ELPAC testing will occur within 30 calendar days after students are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1. During the school year, students should be assessed within two weeks. Based on test results, students receive a language designation that is considered for placement, instruction, and further assessment.

The Initial ELPAC has three performance level descriptors: Novice EL, Intermediate EL, and IFEP.

The IFEP performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 CA English Language Development Standards. The



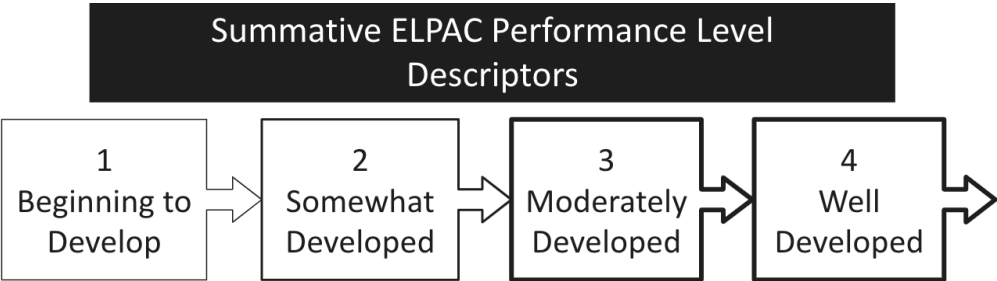
Intermediate test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level. The Novice test performance level

corresponds to the “Emerging” proficiency level. Students in K-12 meet the ELPAC criterion for English proficiency when the Overall score is in the IFEP range. No further English Language Proficiency testing is required for IFEP students; a regular instructional program is implemented. An appropriate English Language Development program is implemented for students identified as English learners.

Summative ELPAC

The district will conduct the Summative ELPAC administration annually to identify the English Language Proficiency (ELP) level of English learner students and assess their progress in acquiring listening, speaking, reading, and writing skills in English. English learners are given the Summative Assessment every spring between February and May until they are reclassified to Fluent English Proficient. Parents are notified of the testing window and online [ELPAC parent-student resources](#).

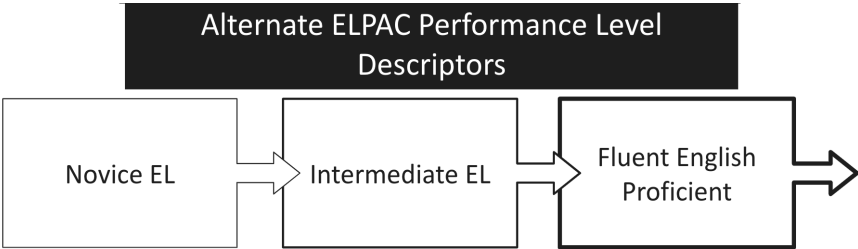
The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score indicating which of the four performance levels



the student received and scale scores and levels for the two oral and written composites. The four performance levels are: Beginning to Develop (1), Somewhat Developed (2), Moderately Developed (3), and Well Developed (4). Domain level performance is reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC Overall score of 4 is the first criterion, among other local measures, for an English learner student to be considered for Reclassification to Fluent English Proficient.

Initial and Summative Alternate ELPAC

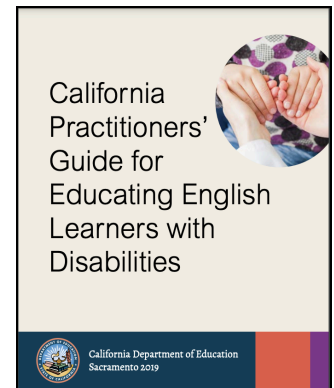
Students with the most significant cognitive disabilities will be assessed with the Summative Alternate ELPAC assessment when IEP team members determine the alternate assessment is appropriate and necessary. The IEP team must follow a decision



making process that is based on the [Alternate Assessment IEP Team Guidance](#) provided by CDE. For further information, the district will refer to the [Annual ELPAC Information Guide](#) Section: *Administering the Initial Alternate and Summative Alternate ELPAC*.

Assessing Students with Disabilities

The IEP team must establish appropriate academic and functional goals for ELs with disabilities, determine the instructional program that will meet their unique needs, and decide how students can participate in the state summative assessments (ELPAC and CAASPP). The appropriate assessment and test settings must be identified annually in a student's IEP. Using the [California Assessment Accessibility Resources Matrix](#) as a guide, IEP teams determine if any of their English learner students require accommodations to access the assessments. Additional IEP information is used to determine appropriate academic and EL services including primary language support, as needed. For further guidance, the district utilizes the [The CA Practitioners' Guide for Educating English Learners with Disabilities](#), the [Accessibility Resources webpage](#), and the [ELPAC Information Guide](#).



PRIMARY LANGUAGE ASSESSMENT

The primary language proficiency of English learner students provides helpful information regarding students' educational backgrounds as well as their academic strengths and needs. Home languages are valued as a foundation and resource for language learners who are trying to make meaning and access content. Site leaders and teachers are encouraged to utilize additional assessments and tools to assess or obtain the primary language proficiency of English learner students to ensure the most appropriate instructional settings and support services are in place for all learners. A recommended resource is the [List of Intake Interview Questions](#) or the [CDE Informal Assessment of Primary Language Proficiency](#). Additionally, [The CA Practitioners' Guide for Educating English Learners with Disabilities](#) provides helpful English learner questionnaires for parents and students. These resources and others identified in the appendices section further assess the student's academic background and schooling experiences (English learner typologies) to share with each student's teacher. Resources to assess Spanish literacy are also available in the district's screening and progress monitoring platforms.

ONLINE ENGLISH LEARNER FOLDER

An electronic EL student folder is established as soon as initial testing is completed and shall be maintained within the district's online filing system for every EL. The purpose of the folder is to assist the teacher, parent, and school/district administrators with access to school records, inform program placement, and maintain student monitoring and reclassification documents.

The following items are scanned into the EL folder:

- Original Home Language Survey
- CALPADS Evidence of English Language Acquisition Status (ELAS)
- Testing Results (unless available electronically)
- Copies of Initial and Annual Parent Notification Letters
- EL Reclassification Documents
- Follow up monitoring forms for RFEP students (if applicable)

PARENT/GUARDIAN NOTIFICATION

It is the responsibility of the Educational Services Department to prepare and send written notification of the following parent notification letters within the required timeline. Additional measures to inform families may include email and phone notifications generated through the district's Student Information System communication platform. The most recent templates from CDE will be reviewed annually to ensure all required components are included in each parent notification.



Notification of ELPAC Testing and Student Score Reports

Kerman Unified notifies parents of the Initial and Annual ELPAC administration prior to students being assessed. Following test administration, district personnel provide individual Summative English Language Proficiency results to parents or guardians within 30 calendar days after they are received from the testing contractor. If the Summative ELPAC results are received from the test contractor after the school year's last day of instruction, the district will provide notification within 15 working days at the start of the new school year.

Kerman Unified utilizes multiple methods of communication to parents and guardians, including written parent notification letters as the primary source as well as additional electronic messaging such as email, phone, and text. Through the Student Information System automation features, parents or guardians receive email notifications as soon as the Student Score Reports (SSR) become available in their parent and student portal accounts. As another resource for parents and students, secure SSR video links are purchased from the test contractor and accessed through the parent and student portals. The SSR videos are sent in English and the primary language of the student if available. Distribution depends on the timeline of the test contractor.

Federal Title I or Title III Initial and Annual Parent Notification

Parents of students with a primary language other than English will be notified in writing of the following:

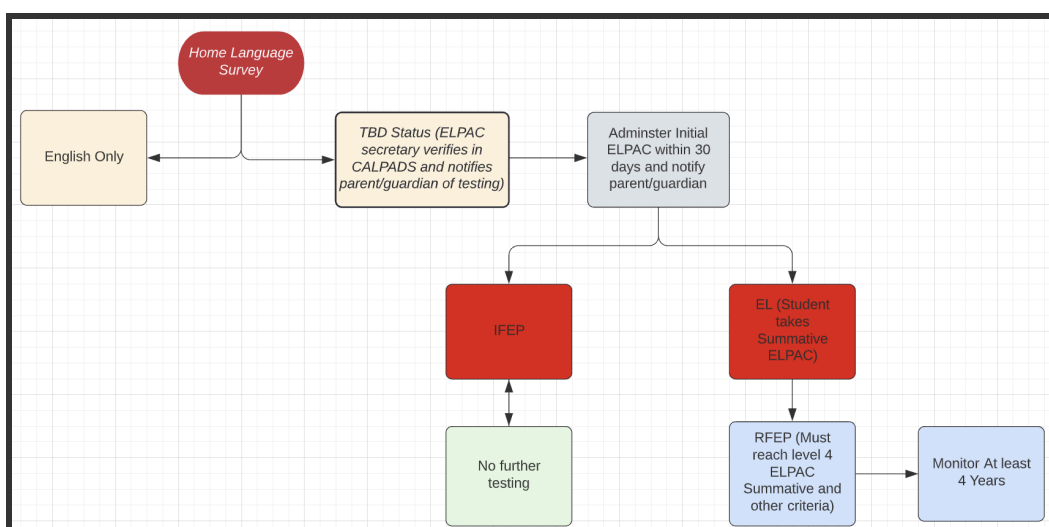
- Results of the initial identification and any reassessment (annual), thereafter
- How such level was assessed
- Long Term English Learner (LTEL) or At-Risk of Becoming LTEL status
- Program being offered to the student
- Language acquisition program options
- EL Reclassification criteria
- Parents' rights regarding EL services
- The expected rate of graduation from secondary school
- The status of the child's academic achievement (annual)
- For English learners with an IEP, how the recommended placement will help their child meet the objectives of the IEP

The notification will be written in English and in the primary language of the student, as required. In addition, the results of the assessments will be communicated orally when school personnel have reason to believe that a written notice will not be understood.

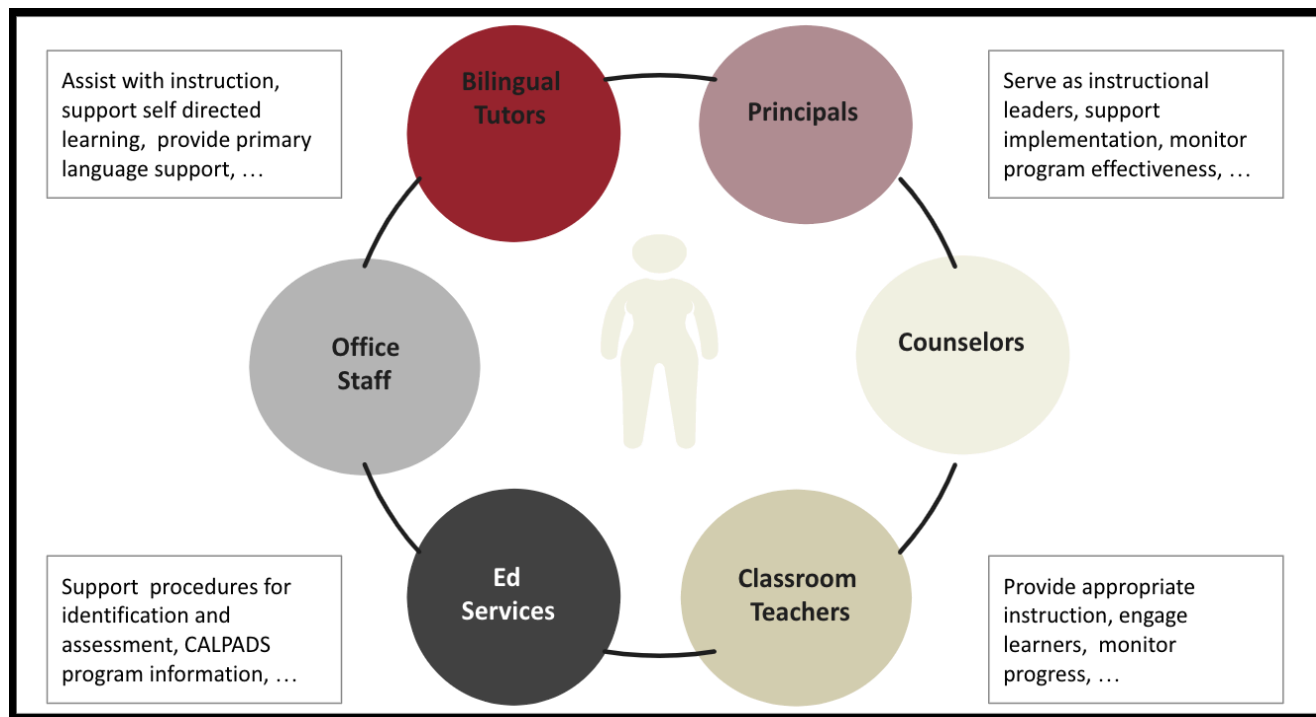
Parent Notification	Timeline
Notification of Initial and Summative ELPAC Administration	Notify parents before administering the Initial ELPAC and Summative ELPAC assessment.
Notification of Summative ELPAC Student Score Reports	Notify parents within 30 calendar days after the results are received prior to the end of the school year. If the Summative ELPAC results are received after the school year's last day of instruction, notify parents within 15 working days at the start of the new school year.
Initial Testing and Program Placement	Notify parents within 30 calendar days after the beginning of the school year or within two weeks of the student's placement in the specified EL program after the beginning of the year.
Annual Parent Notification Letter	Notify parents within 30 calendar days after the beginning of the school year or within two weeks of the student's placement in the specified EL program after the beginning of the year. Include Notification of Long Term English Learner Status (LTEL) or At-Risk of Becoming LTEL.

APPROPRIATE STUDENT PLACEMENT

As new students enroll and demonstrate the need for English learner services, a team of individuals at every site works together to ensure students are properly placed and well supported in their new setting.



Flowcharts help clarify the process and improve procedures across the entire system.



Instructional Placement for English Learners

The English Learners Instructional Program is an organized program of instruction in which participating students receive instruction in English and when needed, assistance in their primary language. All English learner instruction must include comprehensive English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help students reach English proficiency in listening, speaking, reading, and writing to succeed academically in all academic areas. English learner students are provided language acquisition services until they become fully fluent in English and can meaningfully participate in the district's standard instructional program. Fully fluent means the English learner has met the district guidelines to be reclassified to Fluent English Proficient (RFEP) based on the established district criteria.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. English learners receive instruction based on the state-adopted academic content standards and English language development (ELD) standards.

Kerman Unified School District provides an intensive English language and literacy program known as the **Structured English Immersion Program (SEI)** 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 Designated and Integrated English Language Development and access to grade level academic subject matter content. Parents/Guardians may choose an **alternative language acquisition program** that best suits their child. Dual Language and Transitional Programs are examples of alternative language acquisition programs. 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.

District Process

Parents submit requests to school site principals who provide information on a Google document that is shared with the Assistant Superintendent and Coordinator of Educational Services. A record of requests (using a shared document) is maintained by each site principal and reviewed by district administration. The Assistant Superintendent provides follow up information and direction to site leaders.

Parents' Rights of English Learner Program and Services

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. Regardless of the request, the district remains obligated to provide the student meaningful instruction until the student is reclassified, assess the student annually with the Summative ELPAC, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. The [ED EL Fact Sheet](#) provides additional clarification of frequent questions.

According to the *Dear Colleague letter* from January 7, 2015, "School districts may not recommend that parents decline all or some services within an EL program for any reason, including facilitating scheduling of special education services or other scheduling reasons. A parent's decision to opt out of an EL program or particular EL services must be knowing and voluntary. Thus, school districts must provide guidance in a language parents can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services before voluntarily waiving them."

To proceed with this request, parents will consult with site principals directly and complete the [KUSD Opt Out of EL Program and Services - English \(Spanish version\)](#) where parents document they made a voluntary, informed decision. Site administrators must schedule follow up meetings as needed to review the student's progress and placement throughout the year. The Coordinator of Educational Services will support site administrators with the process. Final approval is required by the Assistant Superintendent of Educational Services. For students in this situation, the district ELPAC secretary must change the student's English learner program code in the Student Information System and upload the new code to CALPADS to reflect the parent's opt out request.

Section 5: Comprehensive ELD and Access to the Core

“CA Language Acquisition Programs are educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, that provide instruction to these pupils on the state-adopted academic content AND ELD standards through Integrated and Designated ELD.”

CA EL Roadmap Administrators' Guide

COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT (ELD)

Every English learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and as effectively as possible. English Language Development (ELD) is a specialized program of English language instruction appropriate for the English learner student's identified level of language proficiency. This program is designed to promote the acquisition of listening, speaking, reading, and writing and the linguistic competencies that are comparable to English proficient peers.

In Kerman Unified, English learner students receive high quality designated and integrated English Language Development instruction daily with lessons and experiences targeted to the students' English proficiency levels. Instruction for all English learners must address the 2012 ELD Standards and be monitored for effectiveness by the site principal who examines the need for more support, including professional learning and coaching.

ELD is the basic default program for all English learners in California. It is provided across grade levels until the student reaches proficiency.

There are multiple ways to structure it. Essential components include alignment, articulation, and coherence across grades.

Language Acquisition Program Model in Kerman Unified

Name	Goals	Description	Learners
Structured English Immersion	English Proficiency and Academic mastery of grade level content	Almost all classroom instruction is in English, scaffolded for English learner comprehension and participation	English learners usually mixed with English-fluent students except for Designated ELD

Source: CA EL Roadmap Administrator's Guide

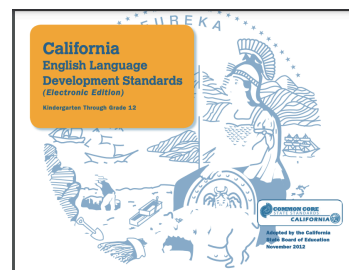
Designated ELD Settings

Elementary (TK-6)	Secondary (7-12)
The instructional settings for Designated ELD are based on the principal's direction and the needs of the site (number of students and their targeted proficiency levels). Site administrators in collaboration with grade level leads schedule the optimal ELD setting for their English learners. A site Designated ELD schedule is maintained and monitored by every site principal. The schedule is submitted to the Assistant Superintendent of Educational Services annually. Of the four options, most schools in Kerman Unified implement the homeroom model and find it to be most effective. Some grade levels at selected sites utilize school wide regrouping due to the number of ELs to support. 1) Homeroom model - self contained model delivered by teacher 2) School wide regrouping - Circle and cluster across classrooms 3) Homeroom model - ELD teacher push in 4) ELD Specialist pull out	Students are scheduled in Designated ELD periods based on their ELPAC levels from the year prior and any additional recommendations from ELA and ELD teachers using most recent assessment data. They engage in PLC meetings regularly to discuss instructional routines, student progress, placement considerations, and steps toward reclassification. ELD teachers engage in continued professional learning focused on the needs of LTELs and receive in-classroom coaching sessions throughout the year. Student engagement is emphasized and supported - Essential Routines Monitoring Form. Some students, due to scheduling conflicts or credit requirements, may need designated ELD to be provided by highly qualified teachers during their Expository Reading and Writing Course (ERWC) which includes <u>designated and integrated</u> modules, a grade level English course, or Resource period. These settings are approved and monitored by the site principal. Teachers are provided ongoing professional development as needed.
• Every year, all course settings are reviewed for EL services as required for CALPADS certification. See the "Curriculum and Placement Chart." • Articulation across elementary sites and between feeder schools is clearly established to ensure optimal placements for instructional alignment and progress monitoring as students transition to their next level of schooling. • Summative ELPAC and CAASPP results, ELD benchmarks, unit assessments, and daily formative measures inform teacher recommendations for ELD placement. Historical reports of student benchmark performance from 1st - 12th grade are captured in the district's data and assessment systems.	

Teaching the CA ELD Standards through Designated AND Integrated ELD

The [CA ELD Standards](#) ensure that all EL students have full access to a high quality curriculum and make steady progress across the levels of English proficiency. The following principles amplify how language is developed across the disciplines and what must be the focus of all instructional experiences throughout the school day:

- Using English purposefully
- Interacting in meaningful ways
- Understanding how English works



- Effective utilization of foundational skills

The [2014 ELA/ELD Framework](#) (pg. 24) provides the following guidance:

“**Designated ELD** is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build to and from content instruction in order to develop critical language ELs need for content learning in English.”

“**Integrated ELD** is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.”

Characteristics of High Quality ELD classrooms

Resources to self-assess and continually monitor instructional effectiveness:

[Features of Designated English Language Development](#)

Features of Designated English Language Development

In designated English language development (ELD) instruction the CA ELD Standards are used to teach the form, function, and structures of English that English learners need to apply listening, speaking, reading, and writing in the content area.

What Teachers Do (Framework)	What English Learners Do (ELD Standards)	Instructional Strategies (Professional Learning Content)
• Provide English learners with intellectually motivating, challenging, and purposeful tasks, with support to meet the tasks • Focus instruction on students' proficiency with academic English and literacy in the content area • Provide opportunities for extended language interaction between students, to communicate in meaningful ways in English • Provide instruction that focuses on meaning, connecting to the language demands of the content areas, and identifying the language of texts and tasks critical for understanding meaning • Provide instruction that explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. • Provide appropriate levels of scaffolding based on individual differences and needs, that is planned in advance and provided just in time • Provide students with judiciously selected	• Contribute to discussions, sustaining dialogue • Offer opinions and negotiate with other in conversations using learned phrases • Support opinions and persuade others • Use language appropriate to social setting • Demonstrate active listening by asking and answering questions • Describe ideas and text elements • Plan and deliver presentations on variety of topics • Write literary and informational texts • Use variety of academic and domain-specific words • Apply understanding of how different text types are organized to express ideas • Apply understanding of how ideas, events or reasons are linked throughout a text using connecting and transitional words or phrases • Use variety of verbs types and expand noun	• Draw on students' existing knowledge • Build students' background knowledge • Use graphic organizers to help students organize content knowledge, text structures, vocabulary, etc., to assist in reading and analyzing academic text, then writing to explain concepts learned • Model using the language to describe, interpret, explain, persuade, etc. • Strategic grouping • Provide opportunities for English learners to use and practice the language (partner, group, individual) • Create anchor charts of literary text types structures and language forms • Scaffold language use by providing sentence/discussion and question frames • Provide opportunities to engage using visuals, realia, hand-on activities, media, technology, etc. • Choral reading • Shared writing • Think/Pair/Share/Apply • Scaffolding text

Features of Integrated English Language Development

In integrated English language development (ELD) instruction the content standards are used to drive the lesson and teach the subject area content. The supporting CA ELD Standards are used to in tandem with the content standards to lead the students toward accurate expression of their content knowledge by providing opportunities for them to listen to the language, speak with their peers using learned language structures and vocabulary, read and analyze academic text, then write to explain the concepts learned.

What Teachers Do (Framework)	What English Learners Do (ELD Standards)	Instructional Strategies (Professional Learning Content)
• Appropriately scaffold the instructional experiences to provide strategic support that moves learners toward independence • Develop English learners' content knowledge and use of academic English • Routinely examine the texts and tasks used for instruction to identify language that may be challenging for English learners • Lead English learners to analyze various text features and functions to understand how to engage with the text in reading and writing • Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas, etc.) • Observe students to determine how they are using the language resources to engage with the content • Adjust whole group and small group instruction or work with individuals to provide adequate and appropriate instruction support • Lead English learners to develop an awareness about how English works to make meaning of the content knowledge	• Listen, speak, read, write • Contribute to discussions, sustaining dialogue • Offer opinions and negotiate with other in conversations using learned phrases • Support opinions and persuade others • Use language appropriate to social setting • Demonstrate active listening by asking and answering questions • Describe ideas and text elements • Plan/deliver presentations on variety of topics • Write literary and informational texts • Use variety of academic and domain-specific words • Apply understanding of how different text types are organized to express ideas • Apply understanding of how ideas, events or reasons are linked throughout a text using connecting and transitional words or phrases • Use variety of verbs types and expand noun phrases to enrich the meaning of sentences • Combine clauses in a variety of ways to express cause/effect, make a concession, or link ideas that happen at the same time • Condense clauses in a variety of ways to create precise and detailed sentences	• Draw on students' existing knowledge • Build students' background knowledge • Use graphic organizers to help students organize content knowledge, text structures, vocabulary, etc., to assist in reading and analyzing academic text, then writing to explain concepts learned • Model using the language to describe, interpret, explain, persuade, etc. • Model using text structures to discuss and write • Provide opportunities for English learners to use and practice the language (partner, group, individual) • Heterogeneous grouping • Create anchor charts of literary text types structures and language forms • Scaffold language use by providing sentence/discussion and question stems • Differentiate text for various proficiency levels • Provide opportunities to engage using visuals, realia, hand-on activities, media, technology, etc. • Think/Pair/Share/Apply • Encourage use of home language to create meaning

[Features of Integrated English Language Development](#)

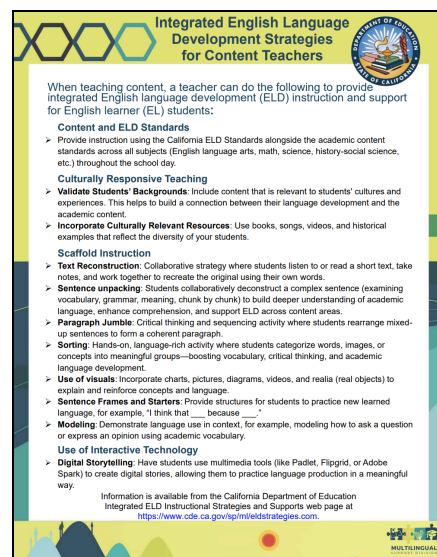
ELD Standards:

- 1) [Guiding Principles](#)
- 2) [One Pagers \(Grade\)](#)

Common and Consistent Implications for Classroom Practices

Students need many opportunities to practice and use language in meaningful ways throughout multiple contexts. (Reference: [Integrated ELD Strategies](#))

- Throughout the curriculum and the day, students should be provided opportunities, scaffolds, and supports to use language actively (with emphasis on oral language). Time for these opportunities and practice during D-ELD is necessary but is not sufficient – it is needed in all classes.
- Each curricular area/discipline should include structured interaction engaging students in speaking and listening and paying attention to the discipline-specific language in text and writing; teachers direct explicit attention on varying language registers appropriate to different contexts.
- Generally, there should be more student talk than teacher talk, and activities for learning should be designed to create an authentic need/motivation to participate in talking, understanding, and using language interactively.



ACCESS TO THE CORE SUBJECT MATTER

Kerman Unified School District is committed to a program that assures all children equal educational opportunities. The district must assist English learners in meeting the same challenging state content and achievement goals expected of all students within a reasonable amount of time. District leaders will collaborate with site principals and incorporate consistent professional growth opportunities for teachers to refine their use of the most effective strategies to support English learner progress and high levels of academic achievement.

In addition to supplemental resources, Kerman Unified utilizes State approved instructional materials and the CA ELD standards for the core ELA and ELD programs at all levels of instruction. Under the site principal's guidance and monitoring, teachers will maximize instruction for English learners and monitor their progress using multiple measures. Based on need, ELD and core content area teachers receive ongoing professional development focused on improving language development instruction with sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. This growth will be evident in the analysis of students' summative and formative assessment results.

At the secondary level, learning directors monitor the course placement and progress of English learners on an individual and routine basis using the pathway that was established upon enrollment. This strategic process ensures the student is on track for college and career readiness. [A-G Approved Courses](#), Honors, ROP-CTE, Advanced Placement (AP), and dual enrollment classes are accessible and encouraged. ELD courses at the Bridging level have been approved for A-G credit. At all levels, teachers are expected to provide academic instruction through Integrated ELD strategies in order to increase student understanding of grade level standards. English learners

receive primary language support as needed and to the extent possible. Additional counselors and learning directors help minimize caseloads and maximize individualized student support.

Comprehensive ELD Instructional Focus

ELD and Common Core State Standards are the focus of all instruction. Teachers continue to receive extensive professional development and coaching aligned to the ELA/ELD framework and other content areas to maximize instructional experiences for all students. Supplemental ELD materials are approved by each site with teaching and learning closely monitored and supported by the principal and site leadership. The [Toolkit of English Learner Strategies](#), in addition to other resources, provides support for Designated and Integrated ELD instruction across all content and grade levels. Teachers are encouraged to access [evidence based ELD strategies](#) from current and prior training experiences and to focus on the [10 Essential Features of Designated and Integrated ELD](#). Principals may use the [sample ELD observation tool](#) or site generated print or digital forms.

Grade Levels	ELA and Designated ELD Curriculum and Placement Supplemental materials are determined by site.
K-6	ELA and ELD: K-5: McGraw Hill - Reading Wonders 6: McGraw - Study Sync <u>Supplemental ELD Materials include but are not limited to:</u> Emerging Level <i>Lexia English</i>
7-8	ELA and ELD: McGraw Hill - Study Sync <u>Supplemental ELD Materials include but are not limited to:</u> Emerging Level <i>Language Advance 1 (LA1) - Language Launch I, Rosetta Stone</i> Expanding/Bridging <i>Language Advance 2 (LA2) - Language Launch II; English 3D Course B Volume 1</i> <i>Language Advance 3 (LA3) - English 3D Course B Volume 1</i>
9-12	ELA and ELD: HMH - California Collections Emerging Level ELA and ELD Language Advance 1a (LA1a) - Edge - Reading, Writing, & Language <u>Supplemental ELD Materials include but are not limited to:</u> Emerging Level <i>Language Advance 1b (LA1b) -</i> <i>Language Launch I and II, Rosetta Stone</i> Expanding/Bridging <i>Language Advance 2 (LA2) -</i> <i>English 3D Course B Volume 2 (A-G Approved)</i> <i>Language Advance 3 (LA3) -</i> <i>English 3D Course C (A-G Approved)</i>

The Goal of ELD Focused Lessons

“How can we dramatically increase the **quantity and quality of verbal and written engagement** each student experiences through explicit instruction, consistent routines, and structured, accountable responses?”

Dr. Kate Kinsella

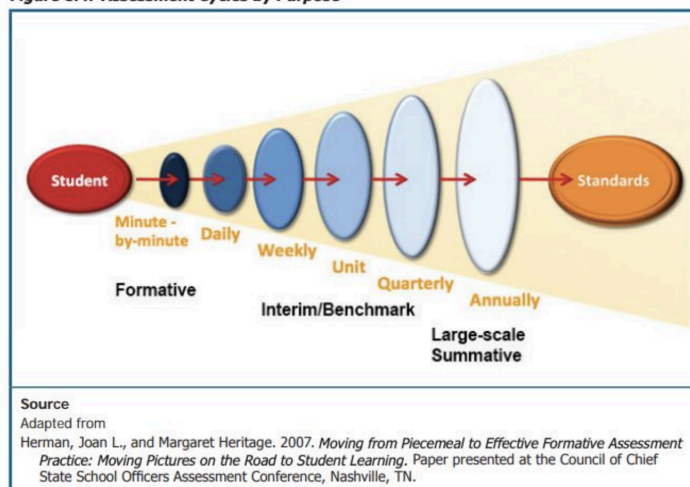


Advanced ELD courses are designed to meet the unique needs of Long Term English Learner students; placements are based on multiple measures, including teacher, parent, and student input.

Formative Assessment and Differentiation

For instruction to be responsive to students' needs, it must be formative. [Formative assessment](#) and strong implementation of professional learning communities (PLC) elevate teaching and learning. Formative assessment ensures the most appropriate scaffolds, additional supports, and necessary shifts to move students forward are in place. Formative assessment occurs in-the-moment of every lesson every day. Through formative assessment, teachers of English learners adapt instruction to ensure continuous progress is underway.

Figure 8.4. Assessment Cycles by Purpose



It is expected that all English learner students receive access to meaningfully participate in daily instruction. Full access requires that teachers of all content areas provide the necessary linguistic support (substantial, moderate, light) to each learner. The [English Learner Toolkit of Strategies](#) provides educators with the ELPAC performance level and ELD standards proficiency level descriptors to support teaching and learning. Proficiency level descriptors for the Initial ELPAC, Summative ELPAC, and Alternate ELPAC are available in the [ELPAC Information Guide](#).

Ensuring Success for English Learners with Disabilities

Supporting English language proficiency progress in English Learners (EL) with disabilities, including students with mild, moderate, and extensive support needs, requires a shared approach.

- Multidisciplinary collaboration ensures more accurate understanding and appropriate supports
- General education, EL specialists, and special education staff each offer critical expertise
- Regular communication and co-planning benefit all students

Five [key steps](#) guide meaningful conversations and support student progress:

1. Review the current IEP to determine what decisions have been made in regards to participation in the ELP assessment.
2. Review the student's special education eligibility report and to consider how the identified primary disability category may be impacting all four language domains.
3. Review the student's historical ELPAC scores.
4. Review ELD instruction.
5. Review the student's IEP goals for alignment to the needs of the student, as it results from the disability, and their needs as an English learner.

Timeline of Expected Progress and EL Program Participation

English learners must be provided the appropriate degree of linguistic support per their ELP level.						
EL Proficiency Levels	Emerging	<i>Low to Mid Expanding</i>	<i>Mid to Upper Expanding</i>	<i>Low to Mid Bridging</i>	<i>Mid to Upper Bridging</i>	Lifelong Language Learning
Initial ELPAC Scores	Level 1	Level 2		Level 3		*Overall Summative ELPAC RFEP requirement: Level 4
Summative ELPAC Scores	Level 1	Level 2	Level 3		Level 4*	
Designated ELD Program Placement	Structured English Immersion (SEI)	Structured English Immersion (SEI)	Structured English Immersion (SEI)	Structured English Immersion (SEI)	Structured English Immersion (SEI)	General Program
Timeline toward reclassification (RFEP), based on scores from <i>initial</i> English language proficiency assessment (ELPAC)	1 st year	2 nd year	3 rd year	4 th year	5 th year*	6 th year +
		1 st year	2 nd year	3 rd year	4 th year*	5 th year +
			1 st year	2 nd year	3 rd year*	4 th year +
				1 st year	2 nd year*	3 rd year +
					1 st year*	2 nd year +
Linguistic Support Needed for High-Level Thinking	Substantial	Moderate		Light		Occasional

Strategic Plan

When students are not meeting expected growth in English proficiency or are sustaining deficits in content areas, site leaders must initiate a strategic action plan to support each student. The following areas should be emphasized:

1. Clearly articulated and implemented content standards for the district's core curriculum
2. Multiple measures used to assess student progress in core content areas
3. Clearly defined interventions for English learners at each site following the SST process
4. Monitoring tools, with a focus on formative assessment, to measure progress

School sites utilize a variety of assessments for monitoring student progress routinely. If a student is not meeting the expected progress for his/her grade level considering the number of years in

the English learner program, or if a teacher, parent, or principal has expressed concerns regarding a student's progress, the student receives the most appropriate support and intervention services. Monitoring by the site administrators, learning directors, and counselors is the major aspect of strategic plans. Site leaders ensure student interventions are put in place before academic deficits become irreparable. District benchmarks are administered two-three times a year in reading, math and social emotional learning. Progress monitoring assessments are available for more intensive monitoring and to evaluate intervention effectiveness. Teachers utilize state interim assessments routinely and supplement instruction with curriculum resources. Targeted support is provided to address the needs of at-risk and long term English learners throughout elementary and secondary grades. Interventions at all levels identify and address gaps in student learning:

 Interventions and Supports for English Learner Students (site specific) 	
Summer Bridge Program or Summer Session	Protected Time for PLC Collaboration
Tutoring Sessions with Teachers & Cal Soap	Attendance Liaisons
Advisory Periods	Behavioral Specialists and SEL Support System
Math and English Seminar Courses	Credit Recovery Program
RSP Tutorial Class	Intensive and Strategic ELA and Math Courses
Online School and Embedded Tutoring Services	Part-time Newcomer & Intervention Teacher
Counselor and Learning Director Support	Family Engagement Sessions
Bilingual Paraprofessionals	Math and Reading Supplemental Programs
Student Bilingual Tutors (Elective Course)	MTSS Task Force
Student Study Teams	EL Site Leads

Strengthening MTSS and Universal Design for Learning Across All Levels

Two district teams focus heavily on Principles One and Two of the CA EL Roadmap - student assets and meaningful access. The district Multi-Tiered System of Supports (MTSS) Team emphasizes social emotional learning, behavioral interventions, and tiered levels of academic support, including strong Tier 1 instruction for all learners. The English Learner Improvement Team analyzes district and site specific data, supports English learner site lead development, and promotes PLC collaboration and inquiry cycles centered around English learner instruction and problems of practice. Team initiatives remain in tight alignment with the goals of the EL Master Plan and LCAP priorities. Principals collaborate with teachers as well as site and district teams to coordinate efforts to assist English learner students. EL improvement efforts maintain a clear focus on quality ELD instruction, formative assessment practices, and dedicated time for PLC collaboration. Site coordinators emphasize resources that ensure access to state assessments.

Section 6: Program Evaluation

EL Monitoring, Reclassification, and Next Steps

“LEAs should establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing toward those goals.”
CDE Guidance Letter 2019

OVERVIEW OF EL MONITORING and RECLASSIFICATION

The Kerman Unified School District reclassification policy assists schools in determining when English learner (EL) students meet the qualifications to be reclassified as Fluent English Proficient (RFEP). A consistent and comprehensive reclassification process is in place for this purpose which



sets the stage for more intensive monitoring, especially for our English learners who are long term or at risk of becoming long term. English learner monitoring within Kerman Unified is ongoing throughout the school year at the district, site and classroom level. Reclassification rates, in combination with other state and local measures, help us analyze program components critically and investigate gaps with increasing clarity and urgency.

EL MONITORING

At the start of each school year, teachers strive to know their learners well. The district’s data systems support this process. English Language Acquisition Status codes populate on class rosters. State assessment and local benchmark data (Reading, Math, Social Emotional Learning) are easily accessible through our district data systems - prebuilt and/or custom reports. These reports also include English learner demographic data, years in program, and other essential information such as at-risk and LTEL status. The reports remain live in the data system for continuous review. Growth across all three district benchmark windows is monitored closely. Progress monitoring assessments, reporting periods, parent conferences, emphasis on formative measures, ELD assessments, weekly PLCs, administrator walk throughs, collaboration with EL consultants, and principal data meetings are additional efforts to monitor progress and support English learner success. We continually strive to improve all efforts and raise student achievement. A closer look at the district’s reclassification process and individual student situations help us identify and inform areas to elevate and refine.



The OPTEL for EL Monitoring and Reclassification

The teacher evaluation component of the district’s reclassification process is an adapted version of the official [Observation Protocol for Teacher of English Learners \(OPTEL\)](#). This tool will become

more extensive and formalized through additional CDE guidance, training, and in-classroom support. The process is intended to accelerate English learner progress and support students along their journey to reclassification. Currently, students must demonstrate Bridging level performance for the Teacher Evaluation reclassification criterion. (Source: [CA ELD Standards](#))

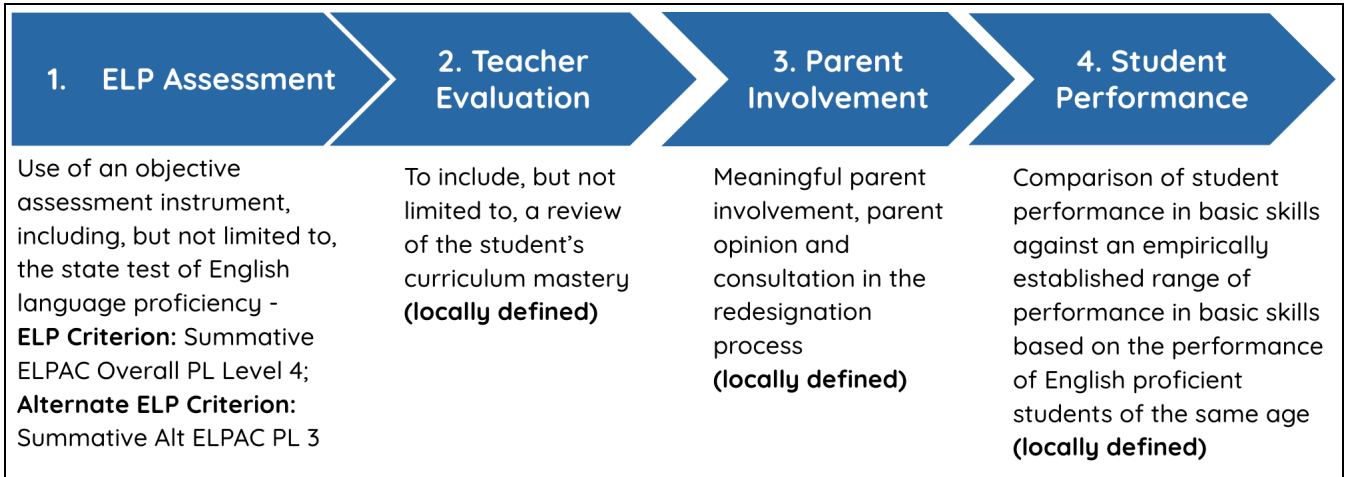
ELD Proficiency Level Continuum						Lifelong Language Learning
→ Emerging →		→ Expanding →		→ Bridging →		
English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
General Extent of Support						
Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.		Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.		Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

OUR RECLASSIFICATION PROCESS

The reclassification evaluation process begins as new Summative ELPAC results become available every year. English learners demonstrate progress throughout the school year and have multiple opportunities to meet reclassification criteria once they have reached Level 4 on the Summative ELPAC. Continuous monitoring improves overall outcomes, impacts student achievement, and ensures not one student is missed. Every student deserves an ongoing evaluation with actionable steps to reach their goals. By using online form submissions, the process remains live to promote more extensive monitoring until final evidence is reached prior to the administration of the Summative ELPAC. A thorough evaluation requires careful consideration and collaboration among team members. Teachers and administrators follow specific steps outlined in the district’s Reclassification Process and Procedural Checklists.

Specific Criteria to Be Used for Making Reclassification Decisions

KUSD approved reclassification criteria are reviewed by the District English Learner Advisory Committee (DELAC) and used to determine when an English learner has acquired English language skills comparable to English proficient peers to participate equally in the school's regular instructional program, and therefore, should be reclassified as Fluent English Proficient (FEP). Decisions to reclassify English learners who meet the district requirements are based on the guidelines established by [EC Section 313\(f\)](#). Final documentation for reclassification is reviewed by the school site administrators and Educational Services Department.



Reclassification cutpoints are designed to meet the full expectation of the state guidelines for the Comparison of Performance in Basic Skills. Determining the average range of scores/performance band of English proficient speakers by grade level for the selected assessments provides an equitable and attainable process for English learner candidates, particularly learners who have met the English language proficiency criterion. Calculations are generated annually for summative assessments. Local assessment performance is determined annually or following selected benchmark windows if more detailed consideration is needed.

Consideration for English Learners with Disabilities

English learners with disabilities are to be provided the same opportunities to be reclassified to Fluent English Proficient as students without disabilities. During this process, the IEP team addresses the individual needs of each English learner, using multiple criteria in concert with the reclassification guidelines. Local IEP teams may determine appropriate measures of Performance in Basic Skills that would be equivalent to an English proficient peer with similar disabilities. IEP teams foster collaboration and support students in making progress toward meeting English Language Proficiency (ELP) assessment requirements. The [CA Practitioners' Guide for Educating English Learners with Disabilities](#) identifies three pathways to EL reclassification. The Director of Pupil Personnel Services and the Coordinator of Ed Services monitor and support district procedures outlined in the guidelines for each pathway. Additionally, the district reclassification form for students with an IEP supports learners who take the Alternate ELPAC. The form aligns closely with the EL Reclassification worksheet in the Special Education Information System (SEIS).

KUSD English Learner Reclassification Guidelines

Required Criteria California Ed. Code Section 313(f)	Local Board-Approved Criteria Assessments (most recent upon initial review) must be consistent across grade levels.
Assessment of English Language Proficiency -Summative ELPAC -Summative Alternate ELPAC	Grades K-12 Summative ELPAC Overall Performance Level = 4 Summative Alternate ELPAC Overall Performance Level = 3
Teacher Evaluation (including, but not limited to, a review of the student's curriculum mastery) *Incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.	Grades K-12 Teacher Evaluation of Student Performance = Bridging Level of English Language Proficiency When considering reclassification for dually identified students, evidence of progress toward IEP-based academic and ELD goals should be analyzed.
Parental Opinion and Consultation	Parents or guardians are notified and encouraged to participate in the reclassification process. Parent input is recorded on the official reclassification form.
Comparison of Performance in Basic Skills: -District Reading Assessment(s) -ELA Common Assessment -SBAC ELA Summative Assessment *California Alternate Assessment (CAA) ELA	Grades K-12 District Reading Assessment(s) = Average performance of English proficient students OR Grades 3-8 and 11 SBAC ELA Summative = Average performance of English proficient students OR Grades 9-11 ELA Common Assessment = Average performance of English proficient students

*The IEP team may use valid and reliable assessments that are designed to compare the basic skills of English learners with disabilities to English proficient peers with similar disabilities to determine whether the English learner has sufficiently mastered the basic skills for reclassification. Progress on ELA-related goals and objectives may be reviewed to assist the team with measurement of progress towards English language proficiency where district benchmarks may not be a true reflection of the skillset of a student with a disability. Annual IEP data from standardized and non-standardized assessments may also be considered.

RFEP FOLLOW-UP PROCEDURES

Monitoring the performance of English learner students who have been reclassified to Fluent English Proficient (RFEP) is an important part of the district's evaluation process to determine the effectiveness of the English learner program. RFEP monitoring procedures include individual student monitoring at the site level along with annual form submission.



Knowing our students:

Each reclassified student is monitored for a minimum of four years. At the start of the year, teachers use the RFEP codes provided on their rosters to quickly identify and monitor students on a routine basis. RFEP monitoring reports within the district data system provide access to state and local benchmark assessment results to help inform instructional needs. This data along with classroom assessments are emphasized for continuous monitoring of student progress. Teachers are expected to provide meaningful, ongoing monitoring through in-the-moment formative assessment.

Documenting supports:

Annually, the Coordinator of Educational Services updates the monitoring form and supporting documents, facilitates the district procedures, and provides assistance to sites as needed. Using the district's data system, student data from semester one is pulled to identify students as "on track" or "on watch." Teachers and learning directors follow specific directions to accurately complete the online monitoring steps within the eduCLIMBER platform. Reclassification forms serve an important purpose and are submitted at least once a year.

Ensuring student progress:

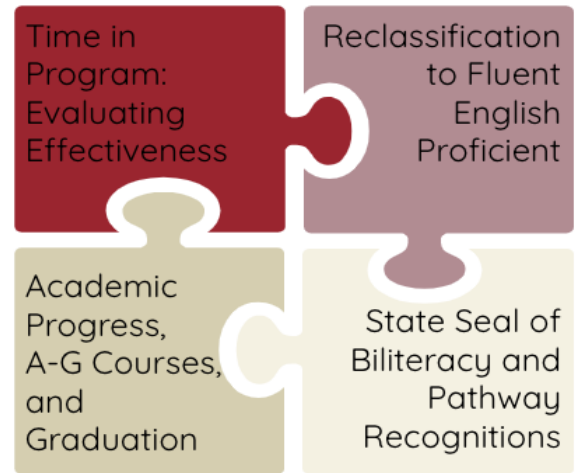
Student improvement requires making connections and finding ways to engage the students. Teachers focus on formative assessment practices and routine collaboration with fellow colleagues during grade level or subject area PLCs. Instructional shifts must be made to support students who are falling behind. Site administrators and learning directors run reports of students failing classes and implement additional support measures throughout the school year. Student and parent conferencing is heavily emphasized, and students may need additional strategies to support social emotional learning and re-engagement.

Teachers in grades K-6 and learning directors in grades 7-12 complete the Follow-up Monitoring form as a reflection of the services and supports that have been or are continuing to be provided. These individuals, in collaboration with content area teachers, are key to ensuring a comprehensive review of performance in all subject areas. Teachers collaborate with principals and learning directors as needed in order to make program adjustments for students who do not demonstrate satisfactory progress. These students remain on the target list for more intensive monitoring. RFEP monitoring forms are maintained in the student's electronic EL folder. Additional data system features and enhancements are routinely considered to elevate and improve current resources and the district monitoring process.

EVALUATION OF ENGLISH LEARNER PROGRAM EFFECTIVENESS

Kerman Unified School District leaders evaluate the effectiveness of the English Learner Program annually to determine improvements that must be made throughout the district. Various reports are analyzed using resources provided by the State and within our district data systems. The California School Dashboard is the accountability report that determines the effectiveness of the District's English Learner program using calculations within the English Learner Progress Indicator. The district translates evaluation findings, including state and local measures, to district-wide and site level action plans, such as the LCAP. These plans are designed to be responsive to particular programs or services that need to be modified or enhanced.

District administrators collaborate routinely with site principals and district committees to analyze data and discuss program effectiveness, funding, and the development of site and district plans. Additionally, district and site leadership conduct classroom visits to evaluate EL program implementation, services, and available support. Routine, formative measures and teacher collaboration through professional learning communities are essential for informing daily instructional decision making and student success.



Multiple data sources are collected and analyzed to determine the degree to which, *within a reasonable amount of time*:

- 1) English learners are achieving English language proficiency comparable to that of average English proficient students.
- 2) English learners are achieving academically comparable to students who entered the district's school system already proficient in English.

California School Dashboard Indicators	Test Results for California's Assessments
ELPAC results over time with domain analysis	K-6 Standards Based Report Cards
Annual Reclassification Rate - CALPADS Reports	7-12 Report Card Grades and Site Monitoring Procedures
Reading, Math, and SEL Screeners (and other assessment and intervention platforms)	District Data System Reports (Aeries, CERS, Renaissance DnA)
State Seal of Biliteracy	Graduation Rate - DataQuest

EL Watch Lists with ELPI Performance and LTEL/At-Risk data	Site Surveys and the CA EL Roadmap Self Reflection Rubrics
Classroom Formative Measures, including CAASPP and ELPAC interim assessments	ELD Writing and Unit Assessments in 7-12 Beginning, Middle, End of Year

The State Seal of Biliteracy

Another important program evaluation measure is the State Seal of Biliteracy. The State Seal of Biliteracy (SSB) program became effective January 1, 2012. It recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English (California *Education Code* sections 51460–51464). The State Seal of Biliteracy has been approved by the State Board of Education for inclusion into the [College/Career Indicator \(CCI\)](#). Kerman Unified strives to increase the number of recipients annually and the number of languages represented. We embrace this opportunity to celebrate the accomplishments of our learners who have progressed academically and linguistically.

Other purposes of the SSB are to encourage pupils to study languages, provide employers with a method to identify people with more advanced language and biliteracy skills, strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community. The Coordinator of Educational Services continues to work with site administrators and teachers to identify candidates, assess proficiency levels, review data, and honor recipients.

Current efforts to expand participation include:

- Continued training opportunities to increase awareness of new requirements and extended offerings
- Increased collaboration with site leaders to promote awareness among students, parents, and staff
- Expanding assessments to provide additional ways for students to demonstrate their language capacities
- Planning for elementary and middle school recognition pathways based on [CDE Biliteracy Pathway Recognitions](#)



Program Expectations and Evaluation Process

We know that becoming fully proficient in a new language is a five to seven year process, yet there are English learners in our district as well as throughout the state who have been enrolled in English learner programs for many more years. These students are identified as Long Term English Learners and At-Risk of Becoming English Learners. Annually, parents are notified of the learner characteristics (typologies) and how the district is addressing students' unique needs. Long Term English Learner students drive our improvement initiatives; their needs are elevated throughout all professional development opportunities. The district's LCAP priorities and the most

recent [CDE English Learner Program Instrument](#) inform improvement decisions. We remain focused on identifying and addressing the following essential questions:

Are we getting better? Is there growth over time?
Are there differences among EL groups?
Which improvement efforts are improving outcomes?
What needs to improve in the system?

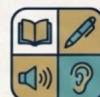


The CA Dashboard Academic and English Learner Progress indicators are main areas of focus. Analysis of RFEP performance and the annual reclassification rate are other key factors for evaluating program effectiveness. Starting with the whole picture and then scaling down is a primary function of the MTSS and EL improvement teams as well as an important component of our English Learner Program Evaluation process. In order to improve the system, we must see the system; this requires close analysis on teaching and learning and the impact of ELD in all classes.

Six non-negotiable principles must guide the design of any effective program for LTELs.

1 

Urgency & Acceleration.
"They no longer have the luxury of years... what-ever courses and instruction they receive needs to be particularly targeted to most efficiently... address their needs."

2 

Language AND Literacy.
Literacy skills (reading/writing) are not enough. Programs must develop all four domains (speaking, listening, reading, writing).

3 

Responsibility Across the Curriculum.
Building skills is the responsibility of the ENTIRE school, including all mainstream content teachers.

4 

The Crucial Role of Primary Language.
"Students cannot be expected to develop high levels of literacy for academic work in English if they are being hobbled by not engaging their home language."

5 

Rigor is Essential.
"The curriculum... cannot be dumbed down, watered down, or simplified. They need challenging, rigorous, relevant curricula" with appropriate scaffolds.

6 

Active Student Participation.
Students need information about their own progress, support for study skills, and opportunities for choice and leadership.

Source: TCOE

Our Commitment to Substantial Improvement begins with Reflection

The majority of long term English learner students are in the secondary grades. They tend to remain at certain levels of performance for extended periods of time. Mostly, and as the data reflect, they struggle with the reading and writing domains. To make a difference in their learning, we must focus on building relationships as Principle One of the EL Roadmap emphasizes and also ensure access to high quality instruction (Principle Two). The CA English Learner Roadmap [Teacher Toolkits](#) support evaluation and advancement within these areas. Multiple resources and

professional learning opportunities, particularly self reflection tools, are available to help every site initiate more refined efforts that lead to English learner success.

Reflection at the **STUDENT** level:

Students maintain district or site data collection forms to more efficiently access and self-monitor their progress toward reclassification. Using their student portals and an individualized reclassification guide, students engage in reflective conversations with their teachers and set individual learning goals.

Student Name: _____ ID: _____ Grade: _____ Teacher: _____
Date: _____ Site: _____

KUSD EL Reclassification Roadmap

1) Required ELPAC Level: 4

My Level and Score:

My ELP Growth Goal:

2) Teacher Evaluation: Bridging Level

*Check box when met: ☐

3a) CAASPP ELA

My Level and Score:

What I need:

OR

3b) FastBridge aReading

F W S

FastBridge AUTORDg or CBM

F W S

What I need:

OR

*ELP = English Language Proficiency

*Adapted from Slides/Carnival

Reflection at the **TEACHER** level:

Self reflection is also key for collaborative teacher teams who must meet the needs of very diverse learners. Knowing our educators’ strengths and areas to develop in the classroom helps us ensure a targeted and effective professional learning plan is in place to support their growth.

PRINCIPLE #2 SELF-ASSESSMENT TOOL:

INTELLECTUALLY RICH AND MEANINGFUL ACCESS

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #2:

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.1 Language Development Integrated with Content— in and Across the Curriculum: e.g., Curriculum is interdisciplinary and engaging, bolstering student's language development through thematic units. Curriculum is standards-based; Learning is grounded in the standards-based curriculum. Curriculum is integrated throughout the day (Integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality related to language development. There are language targets and content goals/ objectives to ensure curricular units are responsive to students' linguistic and academic needs. Language and content objectives guide planning—and include the use of ELD standards to plan differentiated performance tasks and scaffolds. Strategies match the text types being studied and align with writing goals. Designated ELD is planned in response to student need and/or in preparation for the language demands of the academic content being studied. Developing language awareness is an overarching focus for all instruction.				

Indicators/Examples

2.8 Quality of Language and Talk: e.g.,

Teachers model, teach and promote the use of academic and complex language to encourage students to elaborate using more precise and sophisticated vocabulary and complex language structures.

All students are actively engaged in producing language, and the majority of instructional time allows for student talk rather than teacher talk.

Students are exposed to and engaged in rich and academic complex language throughout the day and across the curriculum.
Language structures related to key academic/ cognitive functions are explicitly taught (e.g., description, compare and contrast, classification, cause and effect, sequence, etc.).

Students have multiple opportunities and supports to draw, dictate, sing/chant, or write about what they have learned, experienced, and know.

Students regularly engage in partner and small group discussions.

Teachers intentionally plan for student talk.

Source: [EL Roadmap Admin Toolkit Vol II](#)

Reflection at the **Site Administrator** level:

“Administrators and school leaders do not need to know how to implement a toolkit of effective instructional strategies for English learners, but they DO need to recognize whether such instruction is occurring, to identify areas of strength and needed support, and to engage in informed dialogue with teachers about instruction.” Source: [EL Roadmap Admin Toolkit Vol III](#)

Site administrators ensure appropriate professional learning opportunities focused on the needs of English learner students are available to staff, collaborate routinely with EL and grade level leads, and access walk through forms and other reflection tools to ensure quality comprehensive ELD instruction is being provided to students on a daily basis.

TOOL: What to Look For in Integrated ELD		
Spend some time visiting and observing in classrooms at random times to explore the presence of Integrated ELD strategies. For each of the following characteristics of ELD instruction, reflect upon the prevalence in the classrooms in your school. Do you see it at all? Is there light implementation—in some classrooms, to some degree, or in just some departments and not others? Do you see it happening in many classrooms across departments and subjects? Is this a strength throughout your school? What questions do you have about ELD instruction?		
Observations	I want to learn more about this	Notes
Standards-based and clear objectives: It is clear to students what the language objectives for the lesson are and what the content objectives are (e.g., posted on the board, referenced by the teacher, noted by the students).		
Teachers are able to describe the ELD standard(s) they are addressing in a particular lesson, and its relationship to the content standards/objectives.		
Purposeful grouping and supports for interaction: Students work in various types of groups (with partners in dyads, small groups, etc.) to complete academic tasks. The groups are fluid and change from time to time—sometimes homogeneous or heterogeneous by English proficiency level, sometimes defined by interests, etc.		
There are multiple opportunities for students to speak and listen, to build meaning, and to use language through interaction. Through shared learning activity, students engage in communication that is meaning-based and authentic.		
Lesson includes structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.		

TOOL: What to Look For in Designated ELD		
Spend some time visiting and observing Designated ELD instruction throughout your school. For each of the following characteristics of quality Designated ELD instruction, reflect upon the prevalence across the classrooms in your school. Do you see it at all? Is there light implementation—in some classrooms, to some degree, for some proficiency levels but not for others? Do you see it happening in many classrooms across grade levels and proficiency levels? Is this a strength throughout your school? What questions do you have about D-ELD instruction?		
Observations	I'm not sure what this is.	Notes
ELD Standards-based and clear objectives: Teachers are able to describe the ELD standard(s) they are addressing in a particular lesson.		
The teacher can articulate why they chose that particular ELD standard or focus for this group of students at this time (i.e., the assessment that informed the lesson).		
It is clear to students what the language objectives for the lesson are (i.e., posted on the board, referenced by the teacher, noted by the students).		
Purposeful grouping: Students are grouped for D-ELD by English fluency levels and/or assessed language need.		
Interactive: Students work in various types of groups (with partners in dyads, small groups, etc.) to complete tasks.		
There are multiple opportunities for students to speak and listen, to build meaning, and use language through interaction.		
The lesson includes structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.		

Reflection at the **SITE and DISTRICT** level:

Annually, site administrators collaboratively complete the site [English Learner Roadmap Survey](#) to review with the Assistant Superintendent and Coordinator of Educational Services. The electronic surveys are used to identify areas of growth, recognize problems of practice for EL improvement cycles, and inform areas of focus across the entire system.

California English Learner Roadmap Self-Reflection Rubric				
School & district teams can use this adapted self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap principles, and to identify areas needing improvement.				
Principle #1: Assets-Oriented and Needs-Responsive Schools Pre-schools and schools are responsive to different EL strengths, needs, and identities & support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe & affirming school climates. Educators value and build strong family, community, & school partnerships.				
Key: 1: Minimally or Not at All Responsive 2: Somewhat Responsive 3: Responsive 4: Very Responsive				
Principle 1: Overall school & system responsiveness that welcomes and values assets of all learners and is responsive to the needs and experiences of ELs and multilingual families.	1	2	3	4
1-A: The languages & cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum & instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	1	2	3	4
1-B: Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics & experiences. EL students entering school at the beginning levels of English proficiency have different needs & capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.	1	2	3	4
1-C: School climates & campuses are affirming, inclusive, & safe.	1	2	3	4
1-D: Schools value and build strong family & school partnerships.	1	2	3	4
1-E: Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools & districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.	1	2	3	4

SPECIAL THANKS to our Governing Board, district cabinet leaders, the entire Educational Services department, and all KUSD staff and families for their support of the English learner program. This document will continue to be updated and serve as a resource to improve communication and enhance the program. Together, we will strive to improve every component of our system in support of our English learner goals. Numerous professional learning opportunities, resources, and links from CDE, including EPiCC and MUSE grants, Californians Together Resources, and other agencies, as well as fellow coordinators and consultants throughout various county networks provided essential information for the expansion of our EL Master Plan. Carnival Slides provided access to certain visuals.