



2025-2026

MASTER PLAN FOR ENGLISH LEARNERS

Introduction

The Fall River Joint Unified School District's Master Plan for English Learners ensures not just compliance with regulations for our English Learners but also serves as a roadmap to provide equity and opportunity for all students. It is our responsibility to meet this need and prepare our students for college and career readiness.

Mission

The board of trustees of the Fall River Joint Unified School District believes that it is the responsibility of school and home, working together, to provide a positive environment for students within which they may:

- Realize potentials for learning
- Develop and maintain basic skills and concepts
- Develop an understanding of responsibilities to self, to family and to community
- Develop creativity
- Enjoy learning
- Respect and appreciate different cultures
- Respect and appreciate the American heritage
- Learn in an environment that fosters a feeling of mutual respect and tolerance

Our Rationale

The rationale of our English Language Learner program is to accurately identify our English Language Learners and to develop proficiency in English as rapidly and effectively as possible. Additionally, this program will work to enhance students' self-esteem and promote cross-cultural understanding.

Core Strategy

To increase the achievement of all students and close the achievement gap, district employees will build meaningful student relationships and participate in data-informed collaboration to ensure the engagement of all students in a rigorous curriculum.

Master Plan for English Learners Goals

The Fall River Joint Unified School District's Master Plan for English Learners is a comprehensive plan to meet the needs of the growing numbers of Limited-English Proficient (LEP) students in the district.

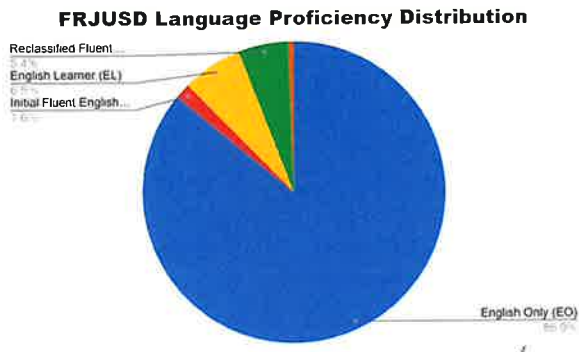
The Master Plan's goals are to help English Learners:

1. Achieve proficiency in listening, speaking, reading, & writing of the English language.
2. Attain academic achievement of grade level standards in all subject areas, while providing equal access to the core curriculum.
3. Develop a positive self-image.
4. Function effectively and harmoniously in a multi-cultural society.

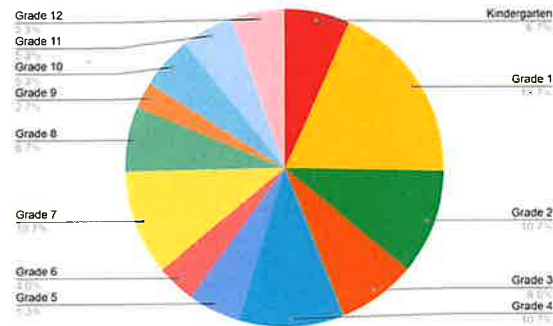
Fall River Joint Unified School District Data

2024/25 School Year

Language Proficiency Distribution



EL Students per Grade Level



At-Risk and Long Term English Learners

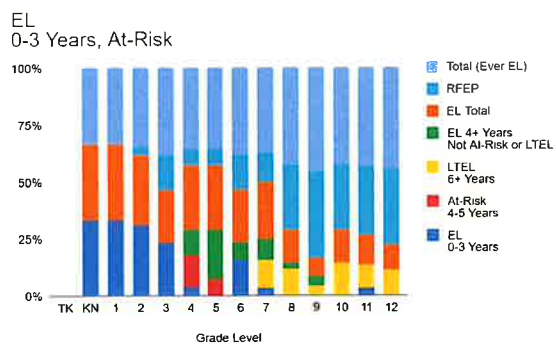


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Chapter ONE

Identification, Assessment, Notification,
Program Placement, Identification of
Immigrant Students & Student Records

Chapter 1 - Identification, Assessment, Notification, Program Placement, Student Records & Identification of Immigrant Students

Identification

Home Language Survey

At the time of enrollment, California public schools are required by state law to determine the language(s) spoken in the home by each student. In order to gather this information, all parents and/or legal guardians are required to complete, sign, and date a *Home Language Survey (HLS)* for each of their school aged children.

The Home Language Survey is part of the Fall River Joint Unified School District's registration packet for any student that is:

- Entering the Fall River Joint Unified School District for the first time.
- Entering a California school for the first time.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English Language Proficiency. The 4th question provides information for schools to determine, on an individual basis, if a student shows evidence of limited English proficiency once enrolled, but does not mandate assessment.

If the answers to questions 1, 2, 3, and 4 on the HLS are answered "English", the child is classified initially as English Only. The child is scheduled in a class with no further attention to language designation.

[Home Language Survey 2025](#)

[Home Language Survey 2025 - Spanish](#)

Home Language Survey Questions	
1.	Which language did your child learn when first began to talk?
2.	Which language does your child most frequently speak at home?
3.	What language do you (the parents and 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)

Assessments

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The English Language Proficiency Assessment for California (ELPAC) is California's state approved ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. The ELPAC is a non-timed, standardized language proficiency test designed to measure the English fluency of non-native speakers. Trained district personnel will administer the ELPAC.

[ELPAC Parent Guide - California Department of Education](#)

Initial Assessment (IA)

State regulations require that all students who acquire a Statewide Student Identifier (SSID) for the first time AND have a language other than English being communicated at home, as per the original HLS, complete the state approved English language proficiency test within 30 calendar days of initial enrollment. Parents and/or guardians of students who will be assessed with the Initial Assessment (IA) ELPAC are notified, in writing, of this fact prior to the assessment being given.

On the basis of the Initial ELPAC (IA) results, students are classified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). IFEP students will be placed in a similar fashion as the English Only (EO) students. Parents of students determined to be EL and IFEP will receive a parent notification of results and placement. The goal is to provide the initial assessment to students as soon as possible, so appropriate services and placement can be provided as soon as possible.

[The Initial ELPAC and initial Alternate ELPAC Process - At-a-Glance](#) **[Parent Guide to the Initial ELPAC](#)** **[Parent Guide to the Initial ELPAC - Spanish Version](#)**

Summative Assessment

English Learners (EL) will be assessed annually using the ELPAC to determine progress in English language proficiency during the state's annual assessment window. The district will administer the ELPAC annually to evaluate the language proficiency progress made in the acquisition of English speaking, listening, reading, and writing skills by each EL until they are reclassified to Fluent English Proficient (FEP).

[Parent Guide To the Summative ELPAC](#) **[Parent Guide to Summative ELPAC - Spanish Version](#)**

Alternative Assessment

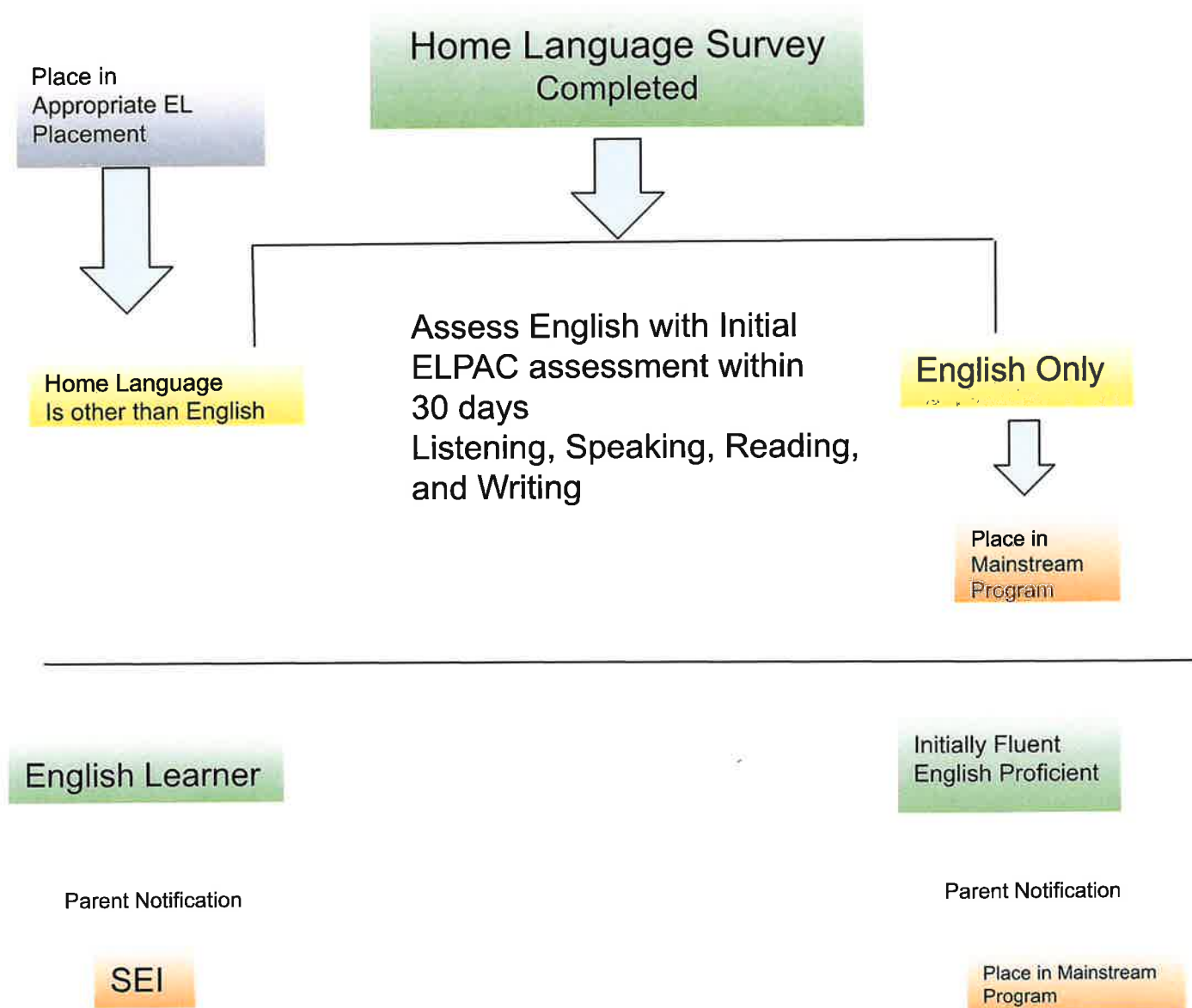
This assessment is designed for EL students in kindergarten through grade twelve (including students through 21 years of age) with the most significant cognitive disabilities. Their individualized education program (IEP) team must determine that the student is eligible for an alternate assessment.

[Parent Guide To the Alternate ELPAC](#)

[Parent Guide To the Alternate ELPAC - Spanish](#)

[Alternate ELPAC Parent Guide to Understanding - California Department of Education](#)

Figure 1.1: Assessment for Initial Identification and Program PlacementP



Notification

Parent Notification

Parents whose students speak a language other than English must be notified in writing no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in a program) of their student's initial English proficiency and their student's EL program placement. Parents of ELs must be notified annually, in writing, of placement of their children.

[Initial Parent Notification Letter](#)

[Spanish Version - Parent Notification of Initial ELPAC results .docx](#)

ELPAC Results

For the summative assessment (SA), ELPAC results will be mailed annually to the parents/guardians of EL students within 30 calendar days, following the receipt of the ELPAC scores from the testing contractor

For the initial assessment (IA), ELPAC results will be mailed annually to the parents/guardians of EL students within 30 calendar days, following the local scoring of the assessment by the ELD department.

Reclassification

Parents/guardians of EL students being considered for reclassification will be notified in writing and asked for their return input on the reclassification of their student in writing. These written notifications will be mailed to the parent. Copies of the written notifications are available in English and Spanish.

OPTEL

[Dually-Identified Reclassification Process.docx](#)

[EL Students with Disabilities Reclassification Worksheet](#)

[EL Students with Disabilities Reclassification Worksheet - Spanish Copy](#)

[District Criteria For Reclassification 25/26](#)

Transfer Students

Students transferring into Fall River Joint Unified School District from another district within the state often have records of scores on mandated assessments (CELDT or ELPAC) and a language status (EO, IFEP, EL, or RFEP). These students do not need to go through the district's initial identification process. CALPADS is checked to verify a student's designation (EO, EL, IFEP, or RFEP). District staff will request, by phone, fax, e-mail, or mail, records from the previous school. Once records are obtained from the previous school or district, the appropriate information is entered into the student information system and the student will be placed appropriately. For students transferring from out of state or from other countries, the language assessment, classification, and placement process will be followed. The student's district enrollment date is entered into the student's records and the student information system as well as the date the student first enrolled in a California or other U.S. school.

Student Records

The following information must be maintained for every EL student as part of his or her cumulative record. This information is to be available for accountability during school site, district, state, and federal program monitoring reviews.

Documentation for all English Learners

- Initial Notification of enrollment in the Structured English Immersion (SEI) program o
- Initial English proficiency (e.g., un-official results and/or official Initial ELPAC results)
- Parent notification of language test results and confirmation of program placement
- Annual assessment results
- Annual ELPAC Student Proficiency Level report

Documentation for Reclassified Students

- Notification of reclassification and supporting documentation
- Notification of annual progress of reclassified students, year 1
- Notification of annual progress of reclassified students, year 2
- Notification of annual progress of reclassified students, year 3
- Notification of annual progress of reclassified students, year 4

Identification of Immigrant Students

CALPADS Data Guide:

LEAs are required to submit student information to CALPADS in order for CDE to create the required Student National Origin Report (SNOR) & determine counts for the NCLB Title III Immigrant Program.

An eligible immigrant is a person who meets all below:

- Was born outside of the US, Washington DC or Puerto Rico
- Has been in US Schools for 3 academic years or less
- Is between the ages of 3 and 21.

The data elements that are used to determine Title III Eligible Immigrant:

- Student Birthdate
- Student Birth County
- Enrolled in US School less than three cumulative years indicator - must be yes - the three years starts counting in preschool
- Student Initial US School Enrollment Date - first enrolled in a US kindergarten

FRJUSD's process for identifying immigrant students based on these requirements:

- Student Birthdays are entered into Aeries when students are enrolled based on enrollment form and birth verification documentation
- Birth City, State & Country are also entered into Aeries when students enroll based on information received from the parent during their enrollment appointment.
- Initial US School Enrollment is entered into Aeries
 - This may come from the enrollment form
 - This may also come from looking up the student in CALPADS when determining language fluency (all new students are looked up in CALPADS for LF purposes)
 - If the student is coming from another state, this information would come from their cumulative record
- During Fall 1 reporting prep, queries are pulled, enrollment is looked at and the Enrolled in US Schools < 3 years is looked at.

During Fall 1 Prep, the FRJUSD CALPADS Coordinator:

- Pulls SENR, SINF, SPRG & SELA files from Aeries and uploads to CALPADS
- Runs an all-in-one query that includes the birth country on all students and their US School Start Date
- This query also includes the SNOR data field of US Schools < 3 years
- Filters are placed on the resulting spreadsheets to keep only those students born outside the US, DC or PR
- Students born outside the US are researched in Aeries and CALPADS to determine if they are < or > 3 year cumulative US enrollment.
- The SNOR field in Aeries is adjusted for each student based on this research. Previous Y's may get changed to N as needed.
- After this field has been updated in Aeries, a new set of SENR, SINF, SPRG & SELA files is pulled from Aeries & sent up to CALPADS
- Both the 1.1 Enrollment Primary Status by Subgroup and 2.1 Title III Eligible Immigrant Counts reports from CALPADS are verified with data from Aeries.
- The supporting 1.2 Enrollment Primary Status Student List and 2.2 Title III Eligible Immigrant Counts by Birth Country reports are used to verify that the correct data is being reported.
- Fall 1 is the only point in time that the Eligible Immigrant information is reported.
- Only those students enrolled on Information Day (first Wednesday of October) are counted.

Chapter TWO

Instructional Programs

Chapter 2

Instructional Programs

English Language Development (ELD)

English Language Development (ELD) is a component of all program options for ELs. The ELD component is based on the ELD Standards and provides a pathway to the English Language Arts (ELA) standards. Both ELA and ELD standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English as rapidly and effectively as possible.

Systematic designated and integrated ELD instruction is scheduled on each school's master calendar for all ELs. The classroom or core teacher, using ELD standards, designs ELD lessons. ELs in grades K-12 receive daily ELD instruction based on the State adopted ELD standards, utilizing the State approved and District adopted curriculum and/or supplemental materials. Additional services, under the direction of the teacher, may be provided by bilingual paraprofessionals, when available, for preview/review of curriculum in the student's primary language while providing follow-up practice to sustain academic achievement. Supplemental materials can be purchased to support standards-based ELD instruction.

ELD Levels

The Fall River Joint Unified School District levels each EL student based on their ELD proficiency level as established in the California ELD standards. California ELD proficiency levels are: Emerging, Expanding, & Bridging. EL students are leveled based on their ELP assessment data; currently the ELPAC. Teachers use any applicable academic resources available to promote academic progress as students move from one ELD proficiency level to another. Teachers and staff can promote EL students to the next level prior to ELP assessment if the EL student shows significant progress according to the prior level required skills and/or content knowledge. Once EL students reach the Bridging proficiency level, then they are considered for reclassification (RFEP). Figure 2.1 contains a list of utilized resources at each proficiency level. Listed resources are available for all grades unless a specific grade level is listed. Note: Figure 2.1 is not an exhaustive list of all utilized resources district-wide.

Figure 2.1

EMERGING 1	EXPANDING 2 or 3	BRIDGING 3 or 4
Nat Geo K-6	Nat Geo K-6	Nat Geo K-6
Studies Weekly K-6	Studies Weekly K-6	Studies Weekly K-6
Intro to Literature - AGS Publishing 7-8	Intro to Literature - AGS Publishing 7-8	Intro to Literature - AGS Publishing 7-8
American Literature - AGS Publishing 9-12	American Literature - AGS Publishing 9-12	American Literature - AGS Publishing 9-12
Impact - Social Studies by McGraw Hill 7-12	Impact - Social Studies by McGraw Hill 7-12	Impact - Social Studies by McGraw Hill 7-12
Lexia Core 5 K-6	Lexia Core 5 K-6	Lexia Core 5 K-6
Lexia English K-6	Lexia English K-6	
English 3-D 7-8	English 3-D 7-8	English 3-D 7-8
Ignite! 1-6	Ignite! 1-6	Ignite! 1-6
Zoo Phonics TK - 2		
SIPPS		
	SIPPS Challenge	
Accelerated Reader	Accelerated Reader	Accelerated Reader
Rosetta Stone	Rosetta Stone	
Step Up to Writing K - 6	Step Up to Writing K - 6	Step Up to Writing K - 6
Mystery Writing 1-6	Mystery Writing 1-6	Mystery Writing 1-6
Sight Words		
Read Naturally K - 6	Read Naturally K - 6	Read Naturally K - 6
More Starfall TK - 1	More Starfall TK - 1	

Fall River Joint Unified School District programs are designed to ensure that EL students acquire English and learn grade level academic content standards simultaneously. The school sites and the ELD coordinator will monitor EL student progress. It is possible that some students will be unable to meet grade level standards in academic content areas due to the following factors:

- Student's level of literacy in the primary language
- Consistency of placement in one program model
- Consistency of enrollment at one school site/district
- Rate of absenteeism
- Student's learning style and personality
- Student's strengths and motivation

If such deficits are discovered, appropriate actions to overcome them will be taken before such deficits become irreparable. This may include, but is not limited to, small group instruction with a paraprofessional, teacher, or ELD Coordinator, before or after school tutoring, and/or placement in an intensive class with appropriate curriculum.

ELD is part of the school day for every EL throughout the entire school year. The teaching of English within the program is based on the students' level of English proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development in reading and writing. It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. An EL student must receive ELD instruction for the entire school year, until the student is reclassified.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- Use of language modifications such as pause time, questioning, pacing, and highlighting
- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing, or mapping out the concepts, or using poetry, song, chants, letters, and diaries, etc. to express and exemplify concepts.)
- Language-sensitive and culture-sensitive content teaching
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content
- Encouraging students to actively use language
- Frequent checking for understanding
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development

SDAIE is an approach to teach academic courses to EL students in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English only students in the district.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
Language Program (non-English Learners)	● Language programs offer students who are not English learners opportunities to be instructed in languages other than English ● May lead to proficiency in languages other than English

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please see above, or call The Fall River Joint Unified School District Office to ask about the process.

The Fall River Joint Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which SEI is an English language acquisition process for students in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are acquiring the English language. All EL students will be placed in an SEI program. The goal of SEI is to develop English language proficiency and provide access to the core curriculum through English using Specially Designed Academic Instruction for English (SDAIE) strategies and English Language Development (ELD). *Education Code (EC) sections 305(a)(2) and 306(c)(3).*

By state mandate, we are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). *Your child will be placed in a structured English Immersion program.*

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

Language Acquisition Programs at the Elementary Level

Figures 2.2 & 2.3 describe the two program options available at the elementary schools. Structured English Immersion (SEI) is the English language program where primary language support may be provided, but instruction is predominantly in English. The manner of delivery of ELD varies from setting to setting. ELD may be taught within a self-contained classroom or through a teaming arrangement through Universal Access time (UA), in which students are leveled based on ELP levels and working in individual or small groups with a credentialed teacher. The selection of delivery is designed to optimize the effectiveness of ELD instruction.

Figure 2.2 Elementary Program

Structured English Immersion	
Summary:	A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.
Students Served:	English Learners who have not yet acquired "reasonable fluency" in English
Program Components:	- Daily English Language Development (ELD) at the assessed stage of English acquisition - Individual or small group instruction for Designated ELD to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for Designated ELD instruction - Integrated ELD including, differentiated instruction in reading, writing, math, science, and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, using state-approved, district adopted, and standards-based materials
Special Support Options:	- Specialized instruction - Participation in intensive interventions - Other appropriate services

Language Acquisition Programs for Middle School (Grades 6-8)

The instructional program option for middle school is: Structured English Immersion (SEI).

ELs at the secondary level have a variety of backgrounds and educational needs. Appropriate student placement will need to consider language assessment results, teacher evaluations and recommendations and length of time in school.

Typologies

At the middle school level there are 4 groups of EL students. These include:

1. Newly arrived English Learners with adequate formal schooling
2. Newly arrived English Learners with limited formal schooling “under-schooled”
3. Long-Term English Learners
4. English Learners who meet benchmarks and are making expected progress toward language and academic goals

Figure 2.3 Middle School Programs

Structured English Immersion	
Summary:	The SEI program is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when necessary and available.
Students Served:	• All identified ELs in any language • This program is recommended for ELs
Program Components:	• Daily ELD that is leveled according to the students' English proficiency level. • Leveled ELD is required to meet students' need based on the ELD levels • Grade level content area classes (math, science, social science, etc.) delivered through SDAIE methodology • Math placement according to math skill level, not English proficiency level • Accelerated or advanced classes as appropriate
Special Support Options:	• Specialized instruction • Participation in intensive interventions • Other appropriate services

Chapter Three

Long-Term English Language Learners

Chapter 3

Long-Term English Language Learners

Students considered long-term English Learners are students who have more than six years of continuous enrollment in a school in the United States, are making inadequate progress in English Language Development, and are struggling academically. Students often have high oral fluency in English, and in some cases are considered “reasonably fluent”. For a variety of reasons, they have not achieved the academic requirements to qualify for reclassification.

In April, CDE emails ELPAC Coordinators a link to the page on the CDE website where the statewide list of LTEL & At Risk students is located. This list is downloaded and then filtered to keep just our district. Students are then looked up in Aeries by their SSID number and the information is added/updated on their language assessment screen.

English Learner “At-Risk” of Becoming a Long-Term English Learner (At-Risk)

An English Learner student to which all of the following apply:

1. Is enrolled on Census Day in grades 3 to 12, inclusive
2. Has been enrolled in a U.S. school for four or five years
3. Has scored at a Level 3 or below on the prior year administration of the ELPAC
4. For students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the SBAC-ELA

In addition:

1. Students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”
2. The SBAC-ELA component of “At-Risk” determination is not applied to students in grade 3, as outlined in the Education Code Section 313.1(b)(1)(D), because the SBAC-ELA is administered in grades 3 to 8, inclusive, so students enrolled on Census Day will not have prior year SBAC-ELA test scores available.

Long-Term English Learners – At Risk Indicators	
Years in school in US	Overall ELPAC Level
3 years	Level 1
4 years	Level 2
More than 4 years	Level 3 or Below

Long-Term English Learner (LTEL)

An English Learner (EL) student to which all of the following apply:

1. Is enrolled on Census Day in grades 6 to 12, inclusive
2. Has been enrolled in a U.S. school for six or more years continuously
3. Has remained at the same English language proficiency level for two or more consecutive prior years, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the SBAC-ELA.

In addition:

1. Students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL

Fall River Joint Unified School District’s Commitment to Long-Term English Learners:

Fall River Joint Unified School District (FRJUSD) is committed to ensuring that every student is college and career ready. EL data will be monitored and disaggregated for use in planning for the individual student’s academic needs.

FRJUSD will be responsible for:

- Using the data system to disaggregate achievement data (assessments, etc.) by the number of years a student is in a U.S. school and by proficiency levels
- Performing regular reviews of LTEL benchmark data (3x/year) to inform and trigger planning and support for students based upon typologies
- Practice consistency of placement of EL students
- Implement strategies that promote student engagement as active learners
- Provide support from a paraprofessional (often an ELD paraprofessional)
- Engage in scaffolding instruction
- Student placement in interventions as necessary
- Scheduling meeting with parent(s) and student to discuss ELPAC performance and options to improve student achievement

Chapter Four

Special Education Services

Chapter 4

Special Education Services

Special Education Services for English Learners

English Learners have access to Special Education services just as all other students in the district. IEP teams are an integral part of determining an EL's assessment needs and program placement.

State Guidelines for Special Education English Learners

Due to federal NCLB Title I, section 1111[b][7], Title III, 2002 and Education Code 313, parents do not have the option of "opting out" of the English Language Proficiency Assessment for California (ELPAC) once a student has been determined to be an EL. ELs and newly enrolled students with a home language other than English, with disabilities must be tested. The IEP team cannot determine that a particular EL student with a disability should not participate in the annual assessment.

Assessments for Special Education English Learners

Any student with a disability, will have the option to take the ELPAC with the accommodations or Modifications, as delineated in the student's Individualized Education Plan (IEP) or Section 504 Plan, that are appropriate and necessary to address the student's individual needs. If an IEP team has determined that a student is unable to take all parts or part of the ELPAC, the student will be given an alternate assessment (to be determined by the IEP team according to individual need, in accordance with California Department of Education regulations).

Alternate Assessment

Students with disabilities may take an alternate assessment if their IEP team determines that they are unable to take one or more parts of the ELPAC even with variations, accommodations, and/or supports. Due to the unique nature of individual students' disabilities, the California Department of Education does not make specific recommendations as to which alternate assessment to use. However, the appropriate alternate assessment must be identified annually in a student's IEP.

Program Placement for Special Education English Learners

All ELs, with the exception of special education ELs, must be placed in English language classrooms. The IEP team determines placement of each special education student regardless of language proficiency. ELs in grades K-8 with an IEP, continue receiving ELD and SDAIE instruction in conjunction and collaboration with the general education teachers until ELPAC scores justify reclassification.

Special education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs.

Reclassification for Special Education English Learners

ELs with disabilities can be reclassified at an IEP meeting, when they have met the required EL criteria previously established in the student's IEP and the EL Program Administrator agrees to the recommendation.

Chapter Five

Monitoring Student Progress and Reclassification Process

Chapter 5

Monitoring Student Progress and Reclassification Process

Monitoring Student Progress

Desegregating formative and summative student data in the area of ELA and Math to gauge achievement based on defined cut scores. Students not meeting targets are then placed in specific groups to receive instruction at his or her level in order to increase achievement. Students are progressed monitored via weekly collaborations in which teachers utilize the plan, do, study, act cycle, with the intent to better meet the needs of all students including EL students. This consistent monitoring of student progress is coupled with EL specific PD.

EL specific professional development is revisited through student progress monitoring to insure a high level of implementation in order to insure student achievement.

Student progress is also monitored, based on district-adopted assessments. These assessments are used to determine English Language proficiency and evaluate EL students for reclassification to Fluent English Proficient (FEP).

District Assessments

Assessments include district level assessments for basic ELA skills. Students must meet the following benchmarks during the trimester two (T2) to be considered for reclassification.

For K & TK they use BPST and must be at Level F.

For 1st & 2nd grades they must be at 41%ile or higher on their ELA score.

For 3rd - 12th grades they must be at level 2 (nearly met) on the most recent ELA SBAC State assessment.

Use of Assessment Data for Instructional Planning

The ELD coordinator, administrators, teachers and instructional coaches collect and disaggregate EL student assessment data in order to identify EL students in need of benchmark, strategic, intensive interventions and for monitoring individual students' levels on the Multi-Tiered System of Support, with a particular focus on LTEL students.

Multi-Tiered System of Support (MTSS)

MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized

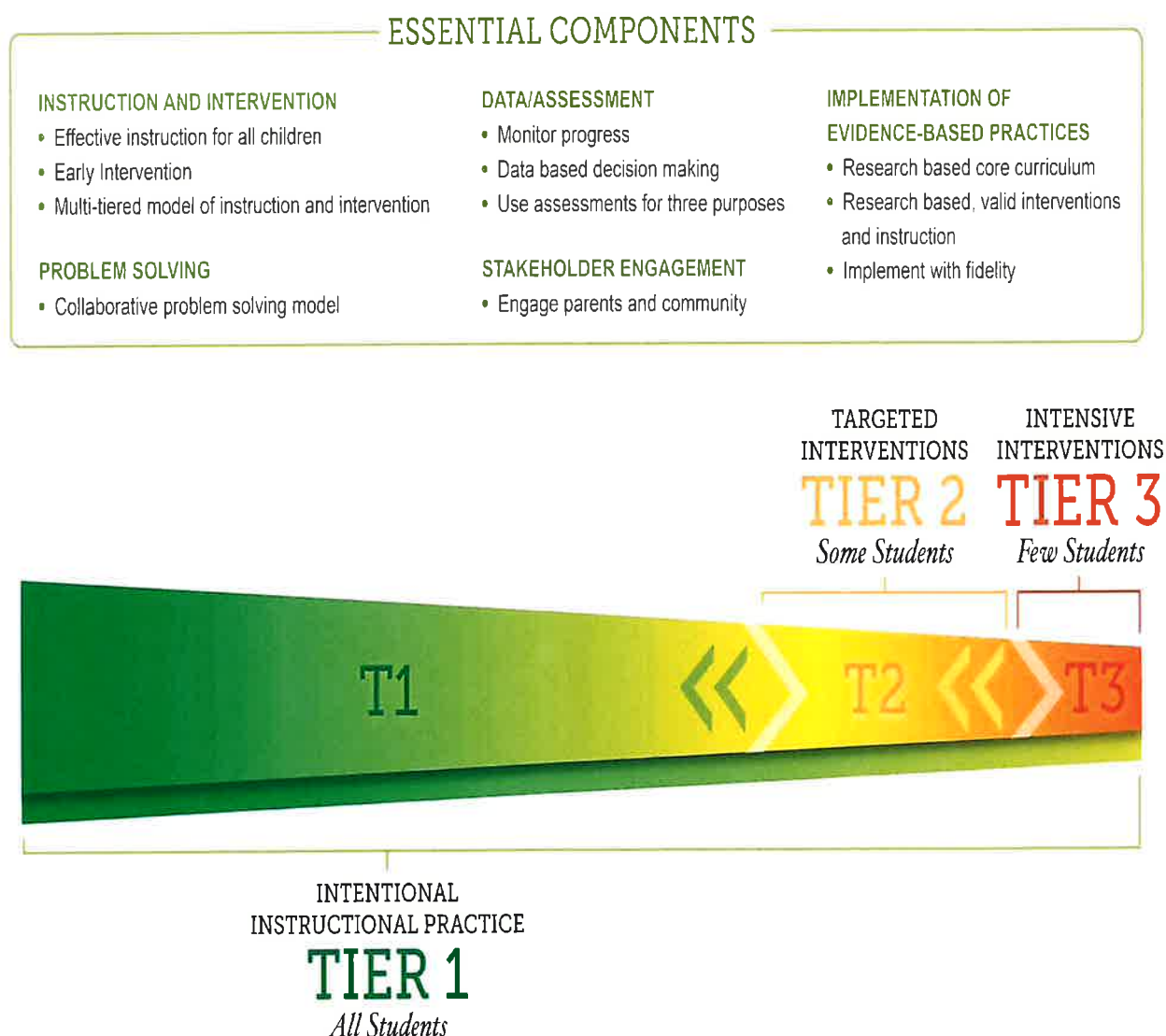
student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

Figure 5.1 Multi-Tiered System of Supports (MTSS)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS



Reclassification Process

Reclassification refers to the process used to identify EL students who have demonstrated English language proficiency comparable to that of the average native English speaking student. Students who meet all reclassification criteria may be reclassified and referred to as Reclassified Fluent English Proficient (RFEP). Every school year, FRJUSD will review EL student data for reclassification. Students who have met all the reclassification criteria will be reclassified. The parents and the school sites will be notified of all reclassified students. Annually, the ELD Coordinator reviews the latest ELPAC scores, SBAC scores and district level assessments for fluency and comprehension. On the basis of this review, the ELD coordinator identifies those students who are eligible for reclassification.

[EL Reclassification Form.docx](#)

[EL Reclassification Form - Spanish Copy](#)

[Dually-Identified Reclassification Process.docx](#)

[EL Students with Disabilities Reclassification Worksheet](#)

[EL Students with Disabilities Reclassification Worksheet - Spanish Copy](#)

Figure 5.2 Reclassification Criteria Summative ELPAC / *Alternative Summative ELPAC*

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent ELPAC Data for grades K-12	- Grades K-12 - Overall ELPAC Level: 4 <i>Alternative:</i> - Grades K-3 - Not eligible for reclassification - Grades 4-12 - Overall ELPAC Level: 3
Academic Achievement	- District Assessments Foundational skills for grades K - Grade level Benchmark data for fluency & Comprehension (DIBELS/DRA, BPST, High Frequency words, irregular words & A.R. STAR) - NWEA MAP - SBAC	- Grade K - BPST Level F - Grade 1 & 2 - NWEA MAP test at 41% - Grade 3 - 12 - ELA SBAC State Testing: Level 2 (Nearly Met) <i>Alternative</i> - Grade 4-12 - Complete EL w/ Disabilities Reclassification Worksheet during IEP meeting - ELA SBAC CAA: Level 2 (Nearly Met)
Teacher Recommendation	Teacher's recommendation	Teacher evaluation of student grade level performance using the OPTEL
Parent Opinion	Description and results of consultation with parent	Parent agreement that reclassification is appropriate

Reclassification Monitoring

Students who have been reclassified as RFEP must be monitored for 4 years after the official reclassification date. The English Language Development Department, administrators and instructional coaches will monitor student progress using both, the most recent SBAC scores for language arts and math in the fall (for 4th through 8th grade) and a teacher online RFEP Follow- Up survey in the spring.

Student's falling below grade level progress may be provided services that include but are not limited to:

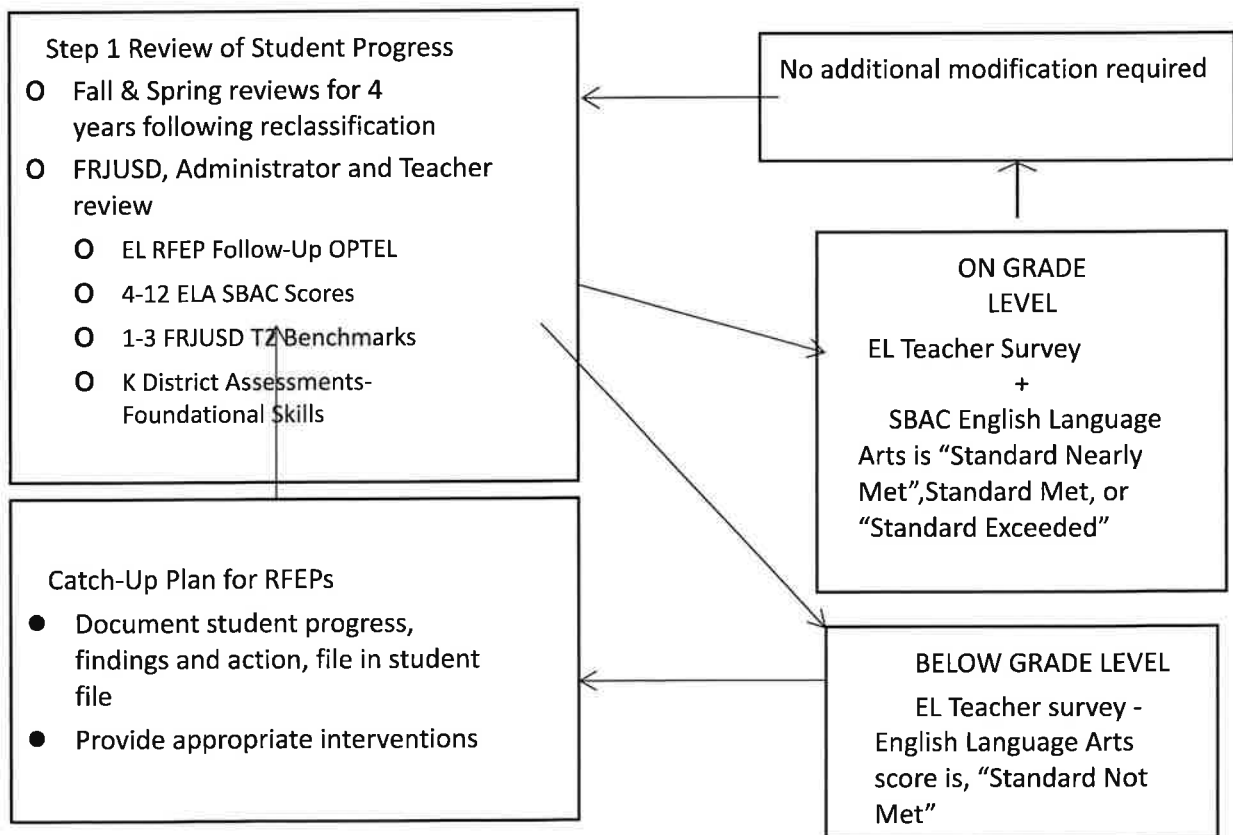
- Specialized academic instruction
- English Language Development (ELD) instruction
- Re-entry into a Sheltered English Immersion (SEI) program
- Participation in benchmark, strategic or intensive interventions provided by the school

Process for Follow-Up Monitoring of Student Progress After Reclassification

[Referral for Interventions for an RFEP Student](#)

[Referral for Interventions for an RFEP Student - Spanish Copy](#)

[RFEP Intervention Process.docx](#)



Initial Fluent English Proficient Student (IFEP)

A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (ELPAC) is determined to be proficient in English.

Chapter SIX

Staffing and Professional Development

Chapter 6

Staffing and Professional Development

Staffing

Teachers

The district ensures that all teaching personnel whose assignment includes EL students will hold the appropriate certification to provide necessary instructional services to ELs. All teachers shall hold the CLAD or equivalent teaching certification. The district actively recruits and hires teachers who are fully certified to fill open teaching positions.

Classified Staff

FRJUSD currently employs an ELD Director, who speaks Spanish and an ELD paraprofessionals. Each year the ELD coordinator will train and support the paraprofessional.

Professional Development

Fall River Joint Unified School District is committed to providing focused, effective, and research-based professional development to all administrators, teachers, and staff.

Professional development will:

- Be designed to improve instruction and assessment of ELs
- Be designed to enhance the teacher's ability to use curricula, assessment measures, and instructional strategies for ELs
- Be based on research showing the effectiveness of such professional development on increasing EL student's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- Be ongoing and provided by the District

Certificated staff will receive instruction on effective ELD strategies for the classroom monthly throughout the school year.

Annual ELPAC Certification

All FRJUSD ELD support personnel who will assist with the initial assessment (IA) and summative assessment (SA) administration of the ELPAC will be trained and certified yearly through a state offered ELPAC certification training, or by the ELD Coordinator once he has been certified through a state approved, Scoring Trainer of Trainers (STOT), training is accessed through the Moodle Training Site.

Chapter SEVEN

Parent and Community Involvement

Chapter 7

Parent and Community Involvement

Fall River Joint Unified School District believes that family and community involvement is a fundamental component to student success and achievement. The engagement of families and community members in the education of our students creates a positive bond between home and school. FRJUSD is dedicated to supporting the involvement and participation of parents/guardians and the community in the education of our students. Outreach to parents/guardians and community members of ELs include the following actions:

- Notification of and regular meetings held for the purpose of formulating and responding to the parent/guardian's recommendations.
- Parents/guardians are informed on how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve high levels in core academic subjects and meet state academic standards.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on EL program services.

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English Learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

- The ELAC shall be responsible for advising the administrator and staff on programs and services for ELs and the School Site Council on the development of the Single Plan for Student Achievement (SPSA)
- The ELAC shall assist the school in the development of:
 - The school's needs assessment
 - Ways to make parents aware of the importance of regular school attendance

Composition Requirements for ELAC Elections

- Parents of ELs comprise at least the same percentage of the ELAC membership as ELs constitute of the school's total student population, if possible. For example, if 25 percent of the students in a school are ELs, then parents/guardians of ELs must comprise 25 percent of the ELAC membership.
- Other members of the ELAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is met, if possible.

Elections

- Parents or guardians of ELs must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
- Districts with 31 or more ELACs may use a system of proportional or regional representation.

Training

- The district shall provide appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- The district shall provide training planned in full consultation with ELAC members.
- Funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

District English Learner Advisory Committee

A committee comprised of parents, staff, and community members district-wide specifically designated to advise school officials on EL program services.

Requirement

Each California public school, with 51 or more ELs in grades Kindergarten through grade 12, must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee.

Responsibilities

- The DELAC, or subcommittee on English Learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for ELs.
- The DELAC shall be responsible for advising the district's local governing board on the following tasks:
 - Development or revision of a district master plan of education programs and services for ELs, including policies guiding consistent implementation of EL education al programs and services that takes into consideration the SPSA
 - Conducting a district-wide needs assessment on a school-by-school basis
 - Establishment of district programs, goals, and objectives for programs and services for ELs (e.g., Available EL programs and funding)
 - Development of a plan to ensure compliance with any applicable teacher and paraprofessional requirements
 - Review and comment of the district's reclassification procedures
 - Review and comment on the written notifications required to be sent to parents and guardians

Composition Requirements

- Parents or guardians of ELs not employed by the district must constitute a majority membership (51 percent or more) of the committee.

Elections

- Each school's ELAC must have the opportunity to elect at least one of its members to be a site representative in the DELAC.

Trainings

- The district shall provide appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- The district shall provide training planned in full consultation with DELAC members.
- District funds may be used to cover costs of training and attendance of DELAC members. This includes the cost for child care, translation services, meals, and other reasonable expenses.

Chapter EIGHT

Evaluation and Accountability

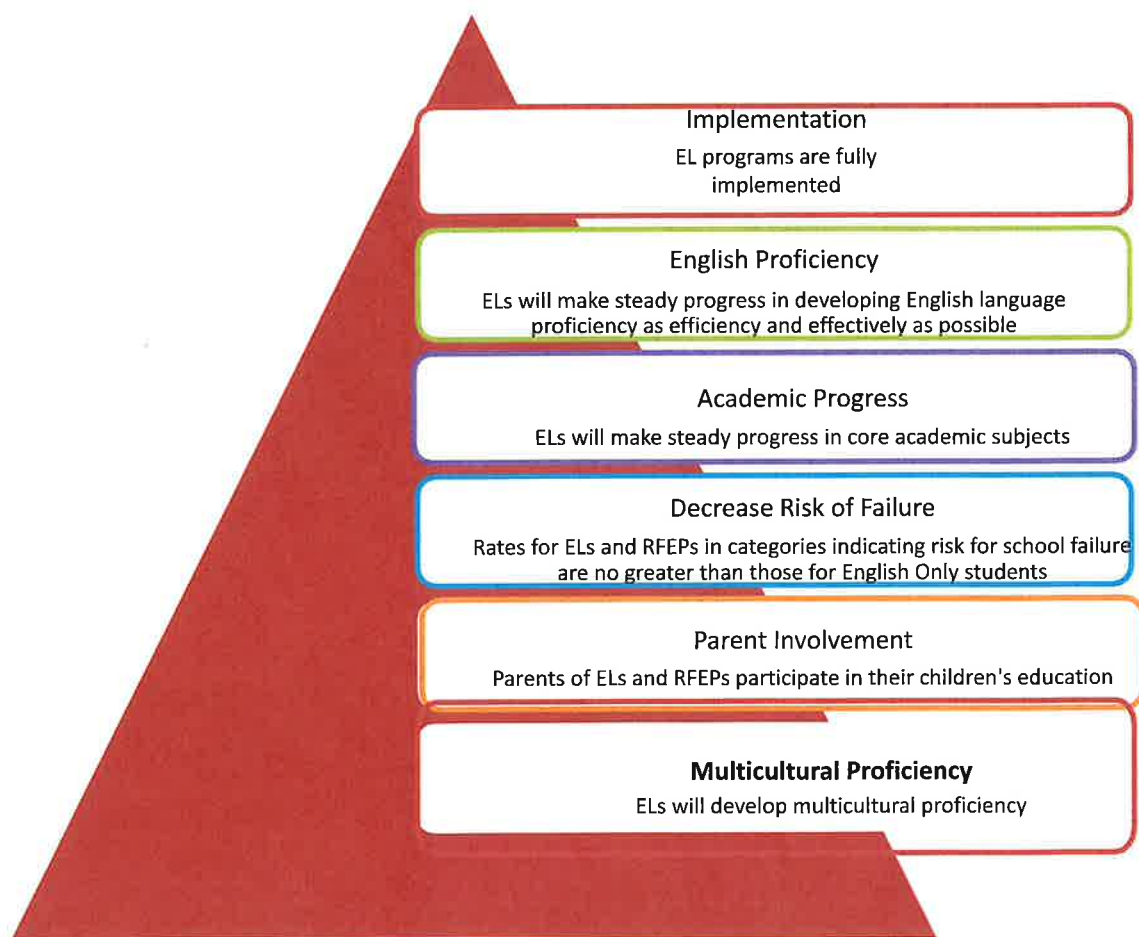
Chapter 8

Evaluation and Accountability

Accountability is a shared responsibility. Students, parents and all personnel at the school and district have a role. Evaluation is not just an annual assessment. Evaluation is on-going and informs instruction and program development.

The ELAC and DELAC and district staff serve as a clearinghouse for strategies, ideas, and suggestions for EL programs; evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program for ELs; and ensures communication and integration throughout the district.

Figure 8.1 Evaluation Goals



Using Program Effectiveness Information to Improve and Modify the Program

The data gathered and the analyses performed contribute to an evaluation of program implementation and outcomes, both at the district and the site level. Through collaboration, the district and sites will use the data to assist administrators, teachers and grade level teams. The program evaluation assists staff in determining the strengths and areas in need of improvement. Adjustments will be made accordingly.

Figure 8.2 Roles and Responsibilities

Role	Responsibilities
Student	● Attends school daily ● Strives for high achievement ● Participates in school activities ● Communicates regularly with parents, teachers, and support staff
Parent	● Monitors/promotes EL progress in academics, homework, attendance, and behavior ● Supports ELs in activities to promote student achievement ● Communicates regularly regarding student progress with students' teachers and school ● Attends parent conferences and school functions ● Participates in school committees
Teacher	● Implements EL program and provides instruction that meets state frameworks and district and state standards ● Ensures delivery of appropriate ELD instruction ● Monitors ELs' progress, reviews school/classroom data, and uses data to modify instruction ● Determines/implements differentiated strategies for EL and RFEP students ● Advocates for support services for students not meeting standards and benchmarks, or who require interventions in order to reach goals
Paraprofessional & ELD Teacher	● Provides support in the core subjects ● Assists with student assessment ● Delivers ELD curriculum ● Provides students supports to be successful in classroom
Site Administrator	● Monitors staffing and instruction for EL programs ● Works with EL program staff ● Monitors placement of EL students ● Works with site staff to plan appropriate interventions
District Staff	● Reviews district and site EL data; disaggregates data; oversees data collection, provides analysis, writes reports, and prepares charts ● Plans appropriate interventions including appropriate placement for LTEL students ● Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum
ELD Coordinator	● Trains ELD staff for ELPAC assessment ● Organizes, schedules and implements all ELPAC assessments district-wide ● Monitors compliance and EL procedures at the site and district level ● Provides on-going training for administrators, teachers and paraprofessionals ● Plans & implements the reclassification process

Chapter NINE

Funding

Chapter 9

Funding

Funds are allocated following the funding mandates prescribed by Education Code, state regulations and district policies. Funds provided by LCFF, Title III for limited-English proficient students, and Title III Immigrant Funds (when applicable) supplement, but do not supplant, the general fund or other categorical resources provided for the sites.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

As part of the LCFF, the school district is required to develop, adopt, and annually update a three-year LCAP. The district must obtain parent and public input in developing, revising, and updating LCAPs. The governing board approves the annual LCAP goals which are translated into the budget according to the prioritized needs, data analysis, and available funds and resources.

The district ensures compliance with the district goals and the Consolidated Applications. In turn, the site administrators coordinate development of the SPSA based on prioritization of needs, analysis of data and input from the School Site Council (SSC) and ELAC.

LCFF English Learner Subgroup

The LCFF provides additional funds for particular student groups. Under the formula, each EL student in a district generates an additional 20 percent of the qualifying student's adjusted grade-span base rate. Under the LCFF, no time limit is placed on how long an EL student can generate supplemental and concentration funding for a district, but a student reclassified as RFEP who is not also low-income will no longer generate additional funding.

Title III Plan

Title III, Part A is officially known as the Language Instruction for English Learner and Immigrant Students Act. The overarching purpose is to ensure that EL students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

The district updates the Title III Plan according to the prioritization of needs, analysis of data and input from advisory committees. The Plan is then submitted to the state for approval. Funds are distributed according to the needs of the EL students and the Title III Plan. The district must use Title III funds to supplement the EL programs designed to assist EL students' achievement goals.

Appendix

Glossary of Terms

AMAOs: Annual Measurable Achievement Objective

“At-Risk”: English Learners at risk of becoming Long-Term English Learners (LTEL)

SBAC: Smarter Balanced Assessment Consortium

CCR: California Code of Regulations

CELDT: California English Language Development Test

DELAC: District English Learner Advisory Committee. A committee that advises the governing board on programs and services for English Learners. DELAC is required for schools that have 51 or more EL students.

DLI: Dual Language Immersion

EC: Education Code

EL: English Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL.

ELA: English Language Arts

ELL: English Language Learner.

ELAC: English Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for English Learners. ELAC is required for schools that have 21 or more EL students.

ELD: English Language Development. A broad term encompassing all aspects of English language development for English Language Learners.

ELP: English Language Proficiency. Often referring to the state assessment.

ELPAC: English Language Proficiency Assessments for California.

EO: English only student

ESSA: Every Student Succeeds Act of 2015. Replaces No Child Left Behind.

FEP: Fluent English Proficient

HLS: Home Language Survey

IEP: Individualized Educational Plan IFEP:

Initially Fluent English Proficient LCAP: Local

Control Accountability Plan

LCFF: Local Control Funding Formula

LEP: Limited English Proficient

LISTO: Language Immersion Success Together Opportunity

LTEL: Long-Term English Learner

MTSS: Multi-Tiered System of Support

NCLB: No Child Left Behind Act. Replaced by the Every Student Succeeds Act of 2015

Reclassification: When a student has met all district criteria, he/she is reclassified from ELL to a Fluent English Proficient (FEP) student.

RFEP: Reclassified Fluent English Proficient

SSC: School Site Council

SPSA: Single Plan for Student Achievement

SDAIE: Specially Designed Academic Instruction in English. A methodology used by teachers who possess the competency to make academic content comprehensible to ELL students.

SEI: Structured English Immersion. A classroom setting where English Learners who have not yet acquired reasonable fluency in English receive instruction.

F

orms, Letters and Waivers

1. Home Language Survey (English / Spanish)
2. A Parent Guide to Understanding the ELPAC
3. The Initial ELPAC and Initial Alternative ELPAC Process
4. A Parent Guide to Understanding the Initial ELPAC (English / Spanish)
5. A Parent Guide to Understanding The Summative ELPAC (English / Spanish)
6. A Parent Guide to Understanding The Alternate ELPAC (English / Spanish)
7. A Parent Guide to Understanding The Alternate
8. Initial Parent Notification Letter (English / Spanish)
9. Observation Protocol for Teachers of English Learners (OPTeL)
10. Reclassification of Dually Identified English Learners to R-FEP Process
11. English Learner with Disabilities Reclassification Worksheet
12. District Criteria For Reclassification
- 13.
14. Annual Parent Notification Letter
15. Reclassification Monitoring Forms
16. Reclassification Notification Letter

Legal References

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to the following:

Federal Law

NCLB Title I, Section 1111 [b][7]

Title III, 2002

State Law

California Code of Regulations 11309

Education Code 205, 300-340, 35147, 44253.1, 44253.2, 44253.3, 44253.10, 48984, 48985, 52164.1 (a)(b)(c), 52176 (b)(c), 52168, 62002, 62002.5, 64001(a)