

English Learner Reclassification Report January 2022

Background:

The Livermore Valley Joint Unified School District (LVJUSD) monitors English Learner (EL) students to ensure continual progress toward becoming English proficient. It is crucial that our ELs be academically prepared in English to access grade-level standards in all content areas. In addition, it is ideal to become bi-literate in both English and their primary language.

Status:

Classification Process

When a student enrolls for the first time in a California public school, parents/guardians are asked to complete a *Home Language Survey* in which the parent/guardian is asked if there is a language other than English spoken in the home. If the parent/guardian indicates that there is another language spoken in the home, then that student is given the initial English Language Proficiency Assessments for California (ELPAC) in order to determine if the student is proficient enough in English to be academically successful in school. If the student passes the assessment, then the student is considered Initial Fluent English Proficient (IFEP). If it is determined that the student needs EL support as a result of the assessment, then the student is placed at a level of proficiency and offered support depending upon the assessed level of English proficiency.





Assessment of English Learners

English Learner Proficiency Assessment of California (ELPAC)

In the spring of 2018, the ELPAC replaced the California English Language Development Test (CELDT) to measure the skills of ELs. The Summative Assessment (SA) is used to measure a student's proficiency in English. This assessment, administered every spring between February and May, allows our District to identify the needs of English Learners. Students are assessed with the ELPAC until they are reclassified as Reclassified Fluent English Proficient (RFEP).

The Initial Assessment (IA) of the ELPAC examines the four areas of listening, speaking, reading, and writing. The IA is used to identify students as either an English Learner (EL) or Initially Fluent English Proficient (IFEP) and is administered to any student whose primary language is a language other than English who has not previously taken the CELDT or ELPAC.

ELPAC results are measured by four performance levels. Below is a chart indicating language skills at each level:

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Teacher Training and Instructional Strategies

All teachers in California are required to have their Cross-cultural, Language, and Academic Development (CLAD) certification. This certification is now embedded in every teacher credentialing program in California to ensure that all teachers receive this certification upon completing the teacher credentialing process. In addition, a teacher may earn a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certification. This certificate permits teachers to develop a student's first and second languages in the subjects and grade levels authorized by their credential. Currently, LVJUSD has seventeen teachers who hold a BCLAD (for Spanish).

English Language Development (ELD)

At the TK-5 level, the expectation is that all English Learners receive a minimum of 30 minutes of designated ELD instruction using State-adopted and/or ELD standards-based instructional materials on a daily basis. Students are generally grouped by ELPAC level for this designated instruction. *Benchmark Advance* and *StudySync* are our State-approved English Language Arts (ELA) and English Language Development (ELD) curriculum. Teachers have the option to use a variety of supplemental materials, such as leveled readers, Guided Language Acquisition Design (GLAD) strategies, and other research-validated materials. Some sites coordinate the ELD time to allow students to switch classrooms for 30 minutes based on the ELPAC level. Teachers may also provide this targeted instruction in their own classroom.

Middle and high school English Learner students in Levels 1 & 2 receive one period of ELD support each day. EL students in Levels 3 & 4 are placed in core curriculum programs with integrated ELD support, and monitored throughout the school year to ensure academic success.

Guided Language Acquisition Design (GLAD)

GLAD is an instructional model used by teachers to provide 35 differentiated strategies when integrating English in a mainstream classroom. Over the past four years, our District has provided various professional development opportunities focused on GLAD strategies. In 2017-18, training was provided to all District staff during a District-directed Wednesday professional learning event. During 2018-19 & 2019-20 school-wide professional development days, workshop sessions on GLAD strategies were provided. Finally, our District currently has two GLAD-certified trainers, and plans to have three more teachers become certificated this summer, allowing us to continue to build capacity by having trainers train other LVJUSD teachers.

Reclassification

Currently, the State requires that four criteria be met in order to consider a student as RFEP: 1) have a Level 4 or “well developed” English Skills on the ELPAC; 2) comparison of performance in basic skills; 3) parent input; and 4) teacher evaluation. In our District, we use the Literacy Benchmark (District Write) and Reading Inventories to assess basic skills. Teacher evaluation is determined by the student’s report card marks and/or mastery levels in English.

Our District has 1,321 students who are classified as English Learners, with 32 different primary languages. For the last three years, LVJUSD has averaged 132 students who are reclassified each year.

School Year	Number of Students Reclassified
2018-19	141
2019-20	131
2020-21	123

On average, it is expected that students will progress one level per year. However, this can be impacted by several factors, some of which include the student’s level of literacy in his/her primary language, parent education level, and the age of first exposure to English.

For the past several years, LVJUSD has held a special recognition event to honor students and their families for making the extra effort to become proficient in English. The ceremony is held in the evening so that all families may attend the celebration. Due to the COVID-19 pandemic, we held a virtual ceremony on December 8, 2021. This year’s group of reclassified students include students who speak over 20 different languages other than English. Below is a list of the languages spoken by this year’s English learners in LVJUSD:

Language Spoken	# of Students
Bengali	2
Farsi	5
Filipino	7
German	1
Hebrew	1
Hindi	3
Japanese	1
Kannada	1
Khmer	1
Korean	1
Mandarin	2
Other	10
Portuguese	2
Punjabi	3
Serbo-Croatian	1
Spanish	72
Tamil	3
Telugu	2
Urdu	1
Vietnamese	4
Grand Total	123

We are proud of our reclassified students and appreciate the support of families in their children's path to proficiency.

In spite of last year's challenges, testing in a COVID-19 environment, we were able to maintain consistency in the number of students reclassified. Congratulations to them for their academic success and achievement!