

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 1 of 9

---

The county superintendent of schools acknowledges his/her responsibility for ensuring that students in the school programs operated by the county superintendent of schools who have limited English proficiency (English learners) are placed in programs that will advance their academic and language development as rapidly and effectively as possible.

The county superintendent of schools establishes this administrative regulation to provide for the identification, assessment, and educational placement of English learners. The responsibility for its implementation and maintenance is assigned to the assistant superintendent, Student Services and Programs, and the program manager of the juvenile court and community schools (JCCS), or their designee(s), in the school programs under their direction.

#### IDENTIFICATION AND ASSESSMENT

Upon enrollment, each student's primary language shall be determined through the administration of a home language survey. Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English and who have not been previously tested shall be assessed using the English Language Proficiency Assessments for California (ELPAC). The ELPAC shall be administered to all English learners in succeeding years during the annual assessment window until they are reclassified.

The ELPAC shall be administered in accordance with test publisher instructions and California Code of Regulations (CCR), title 5, sections 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.

Students with disabilities shall be permitted to take the ELPAC with the accommodations or modifications specified in 5 CCR 11518.25-11518.35, or approved in advance by the California Department of Education if specified in the student's IEP or Section 504 plan for use on the test, standardized testing, or for use during classroom instruction and assessments. Students with disabilities who are unable to

**SAN DIEGO COUNTY OFFICE OF EDUCATION**

**ADMINISTRATIVE  
REGULATION NO. 6156**

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 2 of 9

participate in the entire ELPAC or a section of the test with variations, accommodations, or modifications shall be administered alternate assessments for English language proficiency as set forth in the student's IEP.

The assistant superintendent, Student Services and Programs, and the program manager, JCCS, or designee(s), shall ensure that the ELPAC is administered to students in school programs under their direction in accordance with the publisher's instructions and that test records are maintained in accordance with law.

Parents/guardians shall be notified of students' results on the ELPAC within 30 calendar days following the receipt of test results from the test contractor.

Within 90 days of their initial enrollment, students identified as English learners shall be further assessed for primary language proficiency in listening, speaking, reading, and writing.

Long-term English learner means a student who is enrolled in grades 6-12, has been enrolled in schools in the United States for six years or more, has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC, or a score determined by the assistant superintendent, Student Services and Programs, on any successor test. A long-term English learner also applies to a student enrolled in grades 6-9 that has scored Standard Not Met or Standard Nearly Met on the prior year's English language arts test of the California Assessment of Student Performance and Progress (CAASPP), or a score determined by the assistant superintendent, Student Services and Programs, on any successor test. Students that do not have test results available shall not be excluded based on the criteria as referenced herein this paragraph.

To be at risk of becoming a long-term English learner, a student must be enrolled in grades 5-11 in the United States for four years, scores at the Somewhat Developed or below on the ELPAC or any successor test, and score in the fourth year at the standard not met or standard nearly met on the English language arts test of the CAASPP or any successor test.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT:** Identification, Assessment, and  
Education of English Learners

**PAGE:** 3 of 9

---

### PROGRAM PLACEMENT

The educational placement of a student identified as an English learner shall be based on the results of the student's English language assessment.

All language acquisition program placement options shall offer integrated and designated English Language Development (ELD) and be based on both ELD and grade-level California State Standards taught by authorized teachers. Teaching strategies shall be designed to help students attain proficiency in listening, speaking, reading, and writing English to succeed academically in all subjects. At a minimum, SDCOE shall offer a structured English immersion program as described below:

#### Structured English Immersion Program

All students have been assessed to be at the Beginning or Early Intermediate language proficiency level. Presentation of the curriculum is designed for students who have less than reasonable fluency in English. Nearly all of the classroom instruction is in English. Some assistance may be provided in a student's primary language. For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by SDCOE may include, but are not limited to:

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

SDCOE's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code section 42238.02.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 4 of 9

---

In establishing SDCOE's language acquisition programs, the county superintendent of schools or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school.

The program placement of English learners who are special education students shall be specified in their Individualized Education Programs (IEPs).

#### PARENT/GUARDIAN NOTIFICATION

Following the initial administration of the ELPAC and each subsequent annual administration, the parent/guardian of an English learner shall be notified of the student's English language proficiency assessment results. The notice shall include the following:

1. The student's level of English proficiency and how the level was assessed.
2. The student's language designation.
3. A description of the program options and educational strategies and materials to be used in each option.
4. The student's program placement and, for students who have been identified for special education, the manner in which the program meets the requirements of the student's IEP.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT:** Identification, Assessment, and  
Education of English Learners

**PAGE:** 5 of 9

---

5. The specific exit requirements for the program, the expected rate of transition from the program into classrooms that are not tailored for limited-English proficient students, and the expected rate of graduation from secondary school for the program.
6. Information designed to assist a parent/guardian in selecting among available program options.
7. At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in schools and programs under the jurisdiction of the county superintendent of schools, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program.

Annual notification shall be provided to the parent/guardian of an English learner that includes the status of the student's academic achievement, in addition to all of the above information.

#### RECLASSIFICATION

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

Parents/guardians shall be notified of reclassification procedures and encouraged to participate in the process.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 6 of 9

The following criteria shall be used to determine whether an English learner shall be reclassified as fluent English proficient:

1. The student's English skills reflect an overall ELPAC score of Level 4 (Well Developed) and all sub groups are at Level 3 or above.
2. Recommendation of the student's classroom teacher based on multiple measures (e.g., Interim Assessment Blocks (IABs), benchmark assessments, and teacher made assessments) that evaluate the student's English language proficiency and reflect curriculum mastery at grade level.
3. Parent/guardian opinion and consultation (the county superintendent of schools or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process).
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age, as measured by the local assessment, Renaissance Learning (RenLearn), indicating the student is at proficiency level or higher in reading.

The assistant superintendent, Student Services and Programs, and the program manager, JCCS, or designee(s) shall provide subsequent educational support for reclassified students in the school programs under their direction and shall monitor the students' progress for a minimum of four years to ensure their correct classification and placement.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 7 of 9

---

### PROGRAM EVALUATION

To evaluate the effectiveness of SDCOE's educational program for English learners, the county superintendent of schools or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners toward proficiency in English.
2. The number and percentage of English learners reclassified as fluent English proficient.
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code section 313.1.
4. The achievement of English learners on standards-based tests in core curricular areas.
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309.
6. Progress toward any other goals for English learners identified in SDCOE's LCAP.
7. A comparison of current data with data from at least the previous year regarding items #1-6 above.
8. A comparison of data between the different language acquisition programs offered by SDCOE.

The county superintendent of schools or designee shall also provide the Board with regular reports from any SDCOE English learner advisory committees.

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 8 of 9

---

### ADVISORY COMMITTEE

A parent/guardian advisory committee shall be established at SDCOE when there are more than 50 English learners in schools and programs under the jurisdiction of the county superintendent of schools and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership to the extent proportionate to the percentage of English learners in the school.

SDCOE's English language advisory committee shall advise the Board on at least the following tasks:

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners.
2. SDCOE needs assessment on a school-by-school basis.
3. Establishment of a SDCOE program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the annual language census.
6. Review of and comment on SDCOE's reclassification procedures.

#### LCAP Advisory Committee

When there are at least 15 percent English learners in schools and programs operated by the county superintendent of schools, with at least 50 students who are English learners, a SDCOE-level English learner parent advisory committee shall be established to review and comment on SDCOE's LCAP in accordance with BP 2122 -



**SAN DIEGO COUNTY OFFICE OF EDUCATION**

**ADMINISTRATIVE  
REGULATION NO. 6156**

**CLASSIFICATION:** Instruction

**ADOPTED:** 10/4/10

**REVISED:** 5/13/20

**REVIEWED:** 8/23/16

**SUBJECT: Identification, Assessment, and  
Education of English Learners**

**PAGE:** 9 of 9

county superintendent of schools: Responsibilities and Duties. The committee shall be composed of a majority of parents/guardians of English learners.

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

**Derivation:** Adopted 10/4/10. Amended 5/8/13, 9/7/16, 5/13/20.

**Board Policy:** 2122, 6156

**Legal Reference:** Education Code  
300-340, 430-446, 33308.5, 44253.1-44253.11, 48980, 48985, 51101-51101.1,  
52066-52069, 52160-52178, 56305, 60603, 60640, 60810-60812, 62001-62005.5  
California Code of Regulations, Title 5  
4320, 11300-11316, 11510-11517  
United States Code, Title 20  
6312, 6801-6871, 7801