



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 9.1

Meeting Date: March 7, 2023

Subject: Actualizing English Learner Reclassification: Success and Opportunities for Emergent Bilingual Students in SCUSD

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Multilingual Literacy Department

Recommendation: Informational Item Only

Background/Rationale: Districts in the state of California are required to adhere to the policy enacted to serve English learners and their families. The California English Learner Roadmap State Board of Education Policy enacted in 2017 explicitly focuses on the improvement of the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessments and accountability, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. The EL Roadmap, Principal #4 underscores the importance of aligning practices and pathways across grade levels and educational segments, beginning with TK and continuing through the reclassification process to graduation and beyond (EL Roadmap, 2017).

According to Education Code Section 313(f)(1-4), each Local Education Agency (LEA), must reclassify English learners as proficient in English by using a process and criteria that include, but are not limited to: a) assessment of ELP (i.e., ELPAC); b) teacher evaluation; c) parent opinion; and d) comparison of student's performance skills against an empirically established range of performance in basic skills (i.e., iReady ELA or CAASPP ELA). Additionally, each LEA must monitor reclassified students for an additional four years to ensure correct classification, placement, and additional academic support as needed (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304).

Financial Considerations: The District's Title III English Learner and Immigrant allocations include support to increase opportunities for reclassification. Each school is responsible for addressing English learner reclassification and follow the criteria established by the district (i.e. Title I, LCFF EL and LCFF Free and Reduced).

LCAP Goal(s):

Goal 1- College and Career Readiness

Goal 2- Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 6: Provide Students with Multi-Tiered Systems of Support

Documents Attached:

1. [California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners](#)
2. [English Learner Program Instrument](#)
3. [CA Practitioners Guide for Educating English Learners with Disabilities](#)
4. [2022-2023 Local Control Accountability Plan](#)

Estimated Time of Presentation: 15 minutes

Submitted by: (Yvonne Wright, Chief Academic Officer; Dr. Olga L. Simms, Multilingual Literacy Director)

Approved by: Lisa Allen, Interim Superintendent