

CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy

All Schools

Engage, Connect, Grow

English Learner Master Plan
Board Approved December 2025

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INTRODUCTION

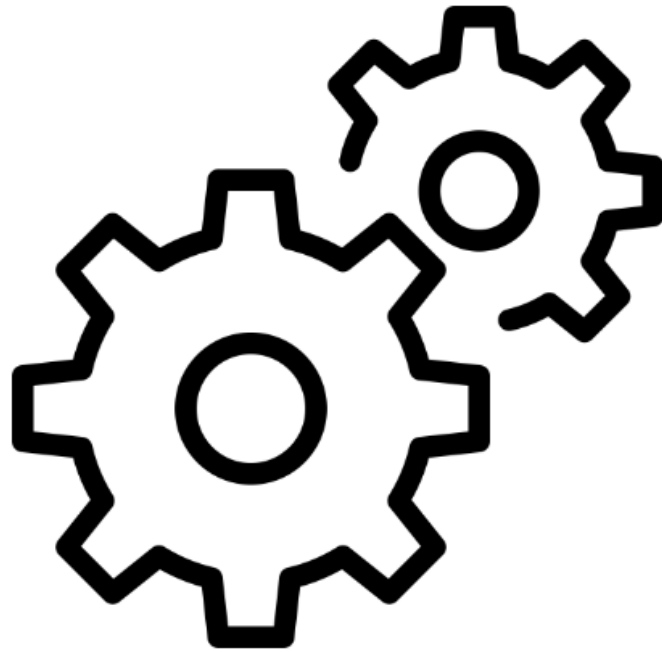
California Virtual Academies

The California Virtual Academies are a network of public charter schools. We currently have nine schools in the state of California. The California Virtual Academies serve students in grades TK-12. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. Today we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter schools, independent study, and applicable federal laws.

Each of our schools has a Board of Directors composed of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors has entered into an educational products and services contract with K12, Inc., a Virginia-based education curriculum company.

Our school office is in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the faculty work from their homes and live within driving distance of the students who are assigned to them whenever possible, thus enabling them to build a local school community in their area.



CHAPTER 1:
*Equitable, Coherent, and
Sustainable Systems*

COMPONENT 1: COMMITMENT AND PURPOSE

Rationale: An English Learner (EL) Master Plan provides clarity, direction and coherence to a Local Education Agency (LEA) educating English learners. The commitment and purpose component serves to provide the school with clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure equity for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Message from the Head of Schools
- Vision, Mission, Values, and Beliefs, Inclusive of English Learners
- Overview of Our Diverse Populations
- Federal and State Requirements for Services to English Learners

The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

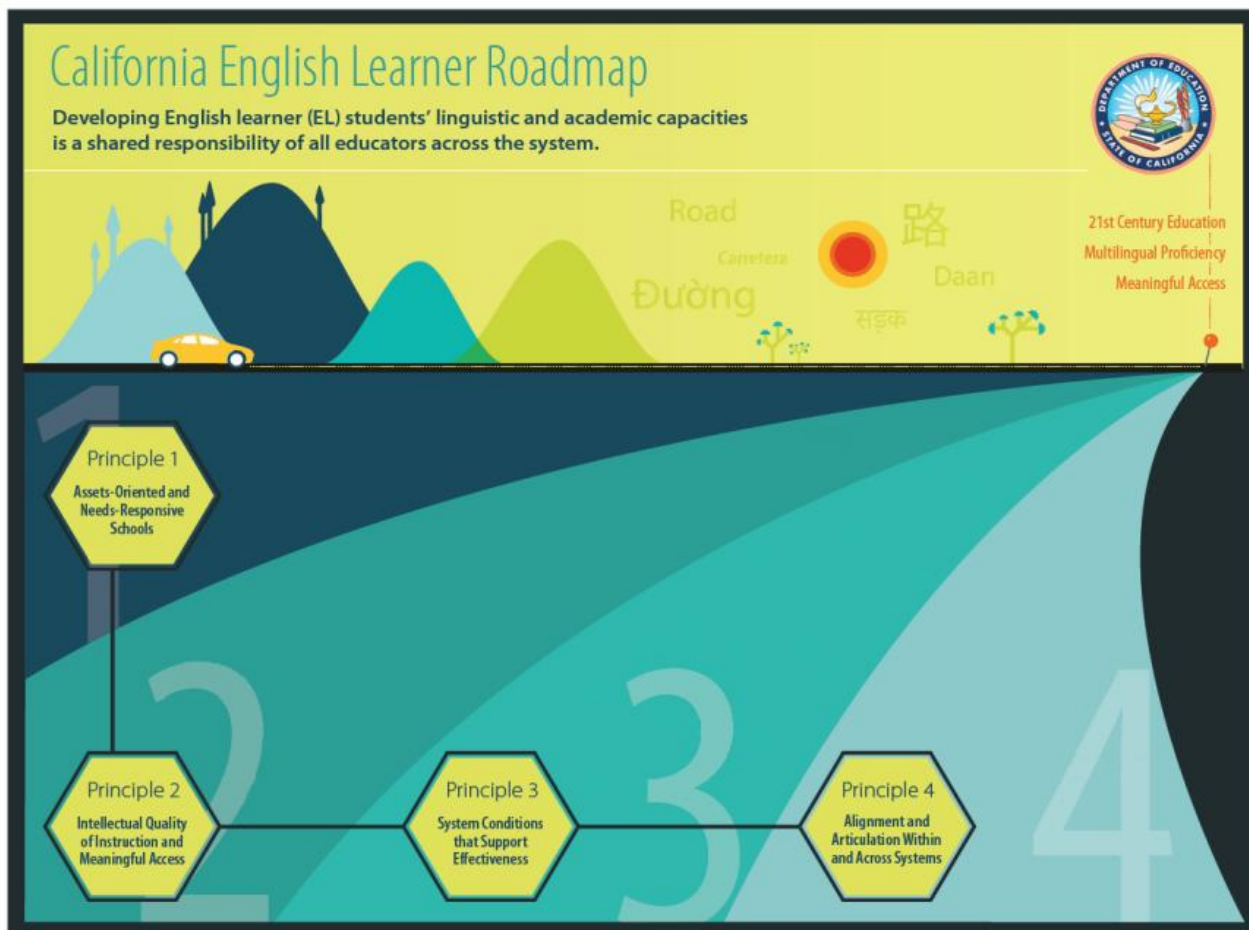
Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

RATIONALE FOR THE ENGLISH LEARNER MASTER PLAN

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students.

Best practices for English learners have been outlined in the California Department of Education's *English Learner Program Instrument*. This document identifies policies, procedures, and practices each local education agency (LEA) should implement to assure linguistic and academic success for all. The California Department of Education has also published the *English Learner Roadmap Guide* to assist LEAs in implementing California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

The English Learner Master Plan has been revised to align with the guiding principles and components of the California Department of Education's *English Learner Roadmap Guide* and *English Learner Program Instrument*. The purpose of this document revision is to move beyond compliancy to ensure sustained academic achievement, language development, and success for all students in our school.



✓ Guiding Principle 1

Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different English learner strengths, needs, and identities, and support the socio-emotional health and development of English learners.

✓ Guiding Principle 2

Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

✓ Guiding Principle 3

Systems Conditions that Support Effectiveness

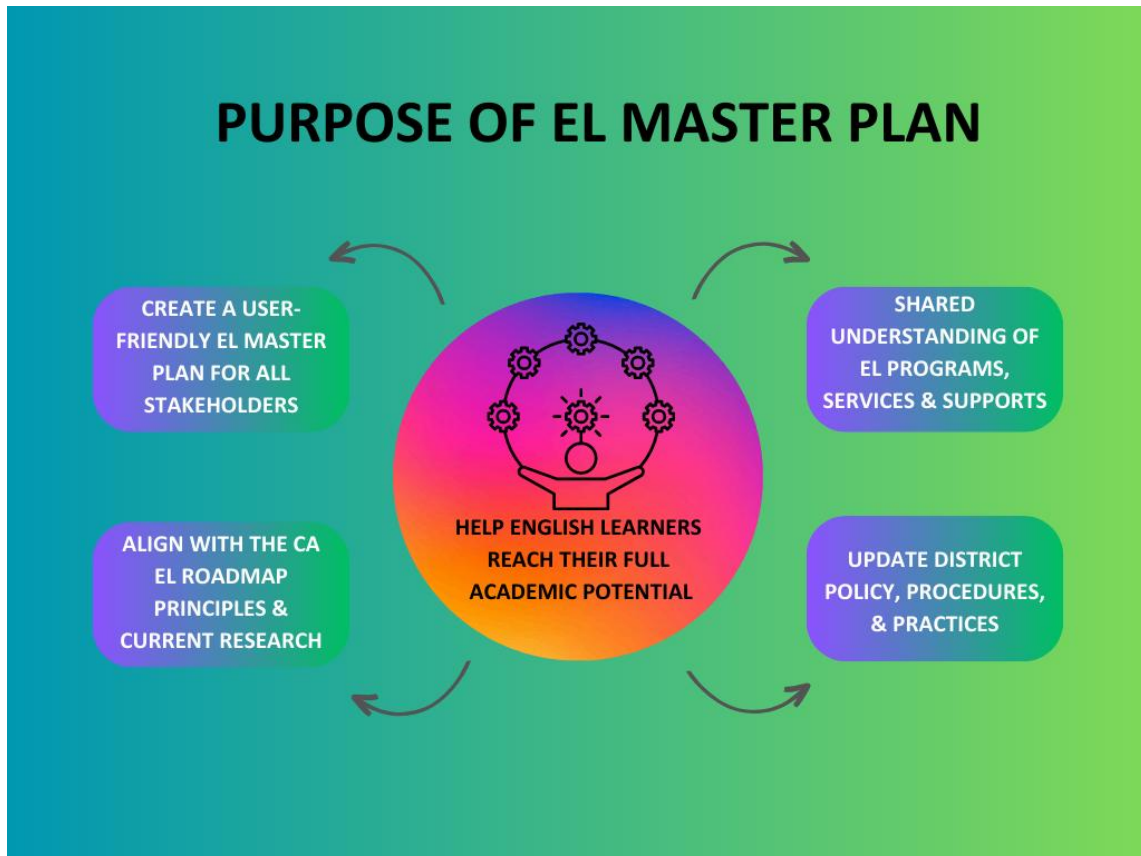
Each level of the school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

✓ Guiding Principle 4

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.

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students:



Our school is committed to informing educators, students, and their families of their rights, responsibilities and available resources while preparing English learners to embrace the challenges of the 21st century to become productive global citizens.



For more information on the California English Learner Roadmap, please visit:
<https://www.cde.ca.gov/sp/el/rm/>

MESSAGE FROM THE HEAD OF SCHOOL

Imagine a high-quality, WASC-accredited charter school that offers the innovative use of technology, a rigorous and interactive curriculum from K12, individualized learning plans for each student, and accommodations to foster different learning styles. This high-quality charter school is a reality at the nine independent California Virtual Academies. Founded in 2002, the California Virtual Academies are nine publicly funded charter schools serving students throughout the state.

When you enroll in one of the nine academies, you are enrolling in more than a school; you are joining an educational support system that, in partnership with your family and a California-credentialed teacher, was designed to give your child the best education possible.

The education provided by each of the California Virtual Academies enables your children to learn, explore their interests, and achieve their academic potential. For students enrolled in one of the academies, learning becomes a wonderful community and family experience. School outings help create real connections within the community of the California Virtual Academies.

We are proud of the schools' achievements and our outstanding parent, community, and faculty support system. From winners of national art scholarships to spelling bee finalists, California Virtual Academies' students continue to excel in all areas of academic achievement.

Not only are we proud of all of our schools; we also believe that it's a profoundly good choice for families who want to help their children get the education they deserve. On behalf of our dedicated community, I look forward to having you join us at one of the California Virtual Academies!

April Warren

Head of Schools

VISION, MISSION, VALUES AND BELIEFS INCLUSIVE OF ENGLISH LEARNERS

OUR MISSION STATEMENT

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

OUR VISION STATEMENT

We offer students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

OUR COLLECTIVE COMMITMENTS

- Facilitate meaningful connections & partnership between students, parents, and all California Virtual Academies staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our school

OUR SCHOOL-WIDE LEARNER OUTCOMES

California Virtual Academies are schools where every student engages, grows, and connects.

CAVA Students are Engaged Learners who:

- Grow academically in the areas of Mathematics, Reading, Language Arts, and Writing
- Integrate effective technology and multimedia resources to expand their knowledge base and enhance their commitment to lifelong learning
- Take an active role in their education and decision making to increase self-sufficiency developing lifelong learning skills

CAVA Students are Critical Thinkers who:

- Are exposed to grade-level curriculum and master essential standards
- Express concepts and ideas in a variety of forms, demonstrating a depth of knowledge and understanding
- Graduate on time, are college/vocational ready and prepared to be contributing members of society

CAVA Students are Global Citizens who:

- Appreciate the value of diversity
- Demonstrate an awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century

ELD DEPARTMENT MISSION STATEMENT

Our school's English Language Development (ELD) Department serves our English learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

ELD DEPARTMENT VISION STATEMENT

Our school's English Language Development (ELD) Department will increase English proficiency of all English Learners (ELs) and support ELs in meeting academic achievement standards by providing high quality, effective language instructional programs.



For more information about our school and ELD Department, please visit:

→ Our School Website: <https://cava.k12.com/>

→ Our ELD Department Website: <https://sites.google.com/californiava.org/eld>

OVERVIEW OF OUR DIVERSE POPULATIONS

ENGLISH LEARNER STUDENT TYPOLOGIES

Each student brings a unique set of strengths to our school. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). At our school, these assets are valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived in the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single English Learner profile, leadership and staff are required and equipped to be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled
- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

Communication with new families is key to building strong partnerships. New students are greeted by name and provided with individualized onboarding instruction and support. Families are personally invited to school events and other educational partner meetings or connect with staff members who speak their home language. A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs is completed in order to determine appropriate placement and services.



- To learn more about the characteristics of the English learner typologies, visit: <https://drive.google.com/file/d/1tVa8NSxhrzT32DmRfqE2Md-x690zbL-K/view>
- For more information on our school's diverse populations, please visit our current year's Local Control Accountability Plan: <https://fw.unitymg.com/rdr/D:2247>
- To view our school's Student Accountability Report Card (SARC), please visit: <https://fw.unitymg.com/rdr/D:2250>

FEDERAL AND STATE REQUIREMENTS FOR SERVICES TO ENGLISH LEARNERS

DEPARTMENT OF EDUCATION'S ENGLISH LEARNER FACT SHEET

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education and the U.S. Department of Justice have issued joint guidance to remind state education agencies, public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Staffing and Supporting an EL Program

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL Students

- School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.

- In California, school districts must monitor the academic progress of former EL students for at least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

Evaluating the Effectiveness of the EL Program

- EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way, and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents201501.pdf>.



→ For more information on legislation, regulations, and guidance for English learners, please visit: <https://www2.ed.gov/about/offices/list/oela/legislation.html>

COMPONENT 2: RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

- Initial Identification Assessment Criteria
- Primary Language Assessment / Transcript Review
- English Language Proficiency Assessment Overview
- Initial Identification Assessment Tool and Procedures
- Parental Rights, Notification, Program Options, and Selection Processes
- Considerations for Diverse Learners

The Responding to Diverse Learners' component is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation

INITIAL IDENTIFICATION ASSESSMENT CRITERIA

Our school must properly identify and assess all students who have a primary or native language other than English. The English learner identification process starts with the *Home Language Survey* (HLS) at or before the time of a student's initial enrollment in a California public school.



The Home Language Survey (HLS) is a document required by the state of California. California Education Code Section 52164 directs schools on whether to assess English language proficiency of incoming students. The process begins with determining the language(s) spoken in the home of each student. It must be *completed by a parent or guardian* for ALL students enrolling in a California public school for the first time in grades TK-12 and is administered as part of the enrollment process. Printed copies must be signed, dated, and placed in the student's cumulative folder.

- | | |
|--|-------|
| 1. Which language did your child learn when he/she first began to talk? | _____ |
| 2. Which language does your child most frequently speak at home? | _____ |
| 3. Which 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) | _____ |

Based on the Home Language Survey, our ELD Department will follow the steps below:

IF	THEN
Questions 1-3 = English	- English Only (EO) - Process stops; No English Language Proficiency Assessment for California (ELPAC) Testing
Questions 1-3 = Language Other Than English	- To Be Determined (TBD) - Administer Initial English Language Proficiency Assessment for California (ELPAC) Testing within 30 Days of Enrollment
Question 4 = Language Other than English Spoken by Adults at Home	Not used to determine student's English language proficiency, for site use only



See Appendix A for any documents referenced above: [APPENDIX A](#)

PRIMARY LANGUAGE ASSESSMENT / TRANSCRIPT REVIEW



Each student's primary or native language must be properly identified and documented. Schools are directed to determine the language(s) spoken in the home of each student per California *Education Code*, Section 52164.1 (a). Home languages should be valued and utilized as a way for language learners to make meaning and access content. A student's primary language provides an important foundation when developing proficiency in a second language, whether it is spoken in the home on a regular basis or not.



If a student is new but has transferred from another California school or district, our school's California Longitudinal Pupil Achievement Data System (CALPADS) team will research the English Language Acquisition Status (ELAS) of the student in the state system as well as request records from the previous district.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OVERVIEW

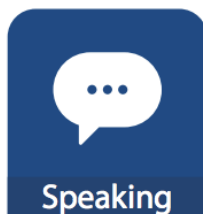


The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state ELP test to eligible students in transitional kindergarten (TK) through grade twelve. ELPAC is aligned with the 2012 California English Language Development (ELD) standards.

The ELPAC consists of two separate assessments:

1. Initial → For the initial identification of students as English learners (EL).
2. Summative → For the annual summative assessment to measure an EL student's progress in learning English and to identify the student's level of ELP.

The ELPAC tests four different areas:



The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student.

Estimated testing times can be found [here](#).



For more information on California's English Language Proficiency Assessment for California (ELPAC), please visit: <https://www.elpac.org/resources/parent-resources/>

INITIAL IDENTIFICATION ASSESSMENT TOOL AND PROCEDURES

If the answers to questions 1-3 of the Home Language Survey (HLS) indicate the enrolling student speaks a language other than English, the language proficiency assessment process will start. The newly enrolled student will be given the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC within 30 calendar days of enrollment.

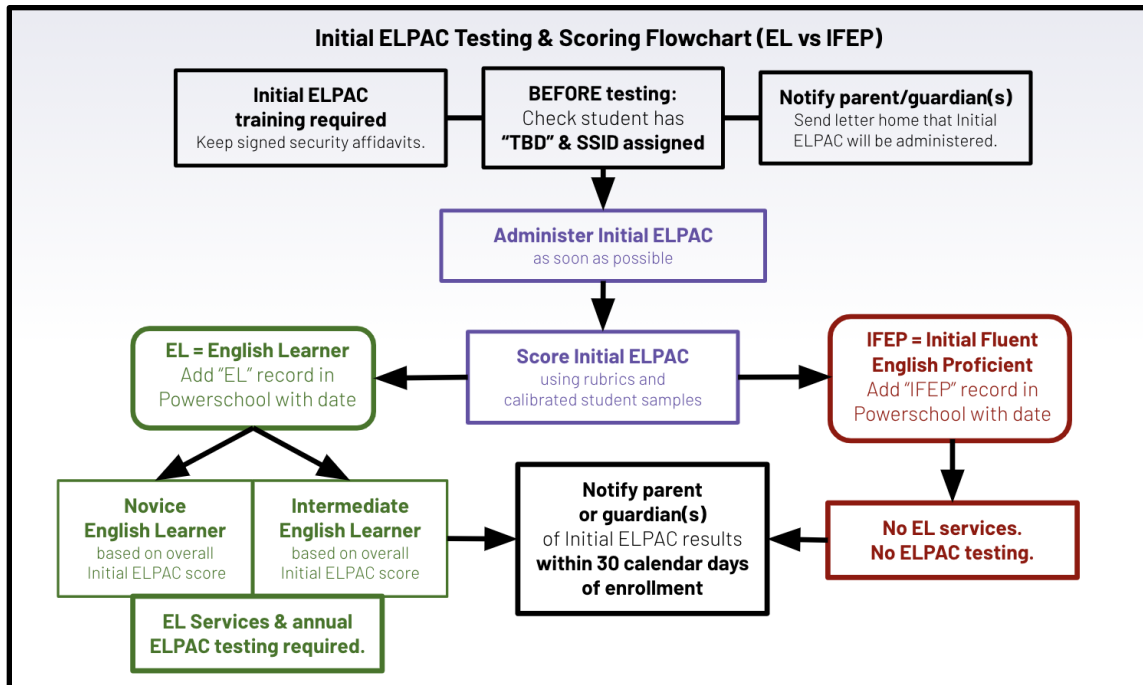


The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible “To Be Determined” (TBD) students within the first 30 days of enrollment. The Initial ELPAC is given to students in grades TK–12 whose primary language is not English. It is administered only once during a student’s enrollment in the California public school system.

The Initial ELPAC is administered in six grade spans: TK/K, 1, 2, 3–5, 6–8, and 9–12. In transitional kindergarten, kindergarten, and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

The Initial ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers. However, the ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Initial Alternate ELPAC. The Individualized Education Program (IEP) team of the student will determine if this assessment is appropriate using the California Department of Education’s Alternate Assessment Decision Confirmation Worksheet.

The Initial ELPAC is locally-scored and used to identify which students are initially fluent English proficient (IFEP) or English learners (EL). EL students qualify for language support & services. Results on the English proficiency assessments will determine a student’s course of study. If the student’s Initial ELPAC score falls within the Initial Fluent English Proficient (IFEP) level, he/she will be placed in a standard instructional program, without the need for English language development services. If the student’s score falls within the Intermediate English Learner OR Novice English Learner levels, he/she will be placed in the appropriate English Language Development (ELD) program or course, as depicted below.



Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Once placement is confirmed based on the English language proficiency assessment results, parents must be notified within 30 days of placement and given the opportunity to deny instructional services.

For more information about the Initial ELPAC, please visit <https://www.elpac.org/>.

→ Informational videos are available for parents/guardians in English & Spanish.

→ Sample score reports & other parent resources: <https://elpac.startingsmarter.org/>



See Appendix A for any documents referenced above: APPENDIX A

PARENT NOTIFICATION AND PROGRAM OPTION RIGHTS

PARENT NOTIFICATION

Our school ensures that all communication to a parent or parents of a student identified for participation in a language instruction educational program for limited English proficient students is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school notifies parents, in a language they can understand, within 30 school days. Our school is required to provide all parent notifications in both English and Spanish. The ELD Department coordinates the emailing of all parent notification letters related to EL programs, services, and assessments.

Here are the different types of parent notification letters that are sent to parents each school year as applicable:

Annual Parent Letters	For all current English Learners (EL) who took the English Language Proficiency Assessment for California (ELPAC) the previous school year
ELPAC Assessment Notice	Sent to all <i>eligible</i> ELs before taking an Initial or Summative ELPAC test
Initial Parent Letters (EL)	For any “TBD” (To Be Determined) who took Initial ELPAC within 30 day
Initial Parent Letters (IFEP)	For any “TBD” (To Be Determined) who took Initial ELPAC within 30 days

PROGRAM OPTION RIGHTS

Our school also informs parents of the language acquisition program options available. From these options, parents may choose the one that best suits their child (California Education Code (EC) Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Our school is required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). We offer the following language acquisition program:

Structured English Immersion Program, a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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 (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact the ELD Coordinator for our school.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners and are still required to take the annual language proficiency assessment. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



- For more information on opt-out waivers, please reference Component 3.
- See Appendix A for any documents referenced above: APPENDIX A

CONSIDERATIONS FOR DIVERSE LEARNERS

ENGLISH LEARNERS WITH DISABILITIES

“Identifying, assessing, and differentiating instruction for English learners with disabilities require educators first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students’ unique characteristics and needs so that they may thrive at school. Leaders and educators will best be prepared to meet student needs by collaboratively developing and implementing a process for educating English learners with disabilities” (CA Guide for Educating English Learners with Disabilities).

ANNUAL EL ASSESSMENT PARTICIPATION

The Individuals with Disabilities Education Act (IDEA) requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child’s 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA’s rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective Individual Education Programs (IEP) (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades transitional kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State English Language Proficiency (ELP) assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State ELL assessment in the following ways, as determined by their respective IEP Teams:

1. In the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
2. In the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student’s IEP; or
3. In an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

INDIVIDUALIZED EDUCATION PLANS (IEPs)

It is important that the IEP Team for a student identified as an ELL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.

A student identified as ELL who has a disability will receive both English Language support services as outlined in the English Learning Plan and special education services as determined by the IEP Team and plan.

ELD DEPARTMENT AND IEP TEAM COMMUNICATION

At the beginning of each school year or within 30 days of receiving a student with an IEP on their caseload, all ELD Specialists complete a Special Education Student Profile Form for each student. ELD Specialists use this information to inform their service plan for each EL with disabilities. At the beginning of each learning cycle, the ELD Specialist sends a copy of the English Language Plan (ELP) to the Education Specialist which includes the ELD goals, as well as service minutes and live class times.

The ELD Coordinator collaborates with the Special Education department administration to ensure proper services and support are in place for all English Learners with an IEP or 504 Plan.

A representative of the ELD team will be an active participant in the student's IEP or 504 plan team decisions.



- For more information on considerations for diverse learners, please visit the California Practitioners' Guide for Educating English Learners with Disabilities:
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- See Appendix A for any documents referenced above: APPENDIX A

COMPONENT 3: PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs.

CONTENT OVERVIEW

- Description of Programs Being Offered to English Learners
- Expected Progress Through Each Program / Model
- Parent Rights, Options, and Selection Processes

The Program Options component is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency

DESCRIPTION OF PROGRAMS BEING OFFERED TO ENGLISH LEARNERS

RATIONALE

Our school's instructional framework for supporting English learners is based on the CA English Learner Roadmap Principles. Our system provides appropriate tier 1 universal classroom instruction, as well as tier 2 additional support, and tier 3 intensive interventions during the regular school day. Our school believes in shared responsibility for the success of English learners across all schools and departments.

To realize the full academic and social potential of our English learners, the following best practices are implemented:

- **Practice #1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of our English learners; AND
- **Practice #2 - Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice #3 - Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice #4 - Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

Our school recognizes that language learning occurs in a continuum and English learners require differentiated levels of support.



PERFORMANCE LEVEL DESCRIPTORS (PLDs)

The Performance Level Descriptors (PLDs) for the ELPAC are short descriptions of the English skills that children at this performance level *typically* have.

Performance Level Descriptors (PLDs) for the Initial English Language Proficiency Assessments for California (ELPAC) and Levels of Support

Initial Fluent English Proficient (IFEP) Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need **light support** to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “**Bridging**” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

Intermediate English Learner Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need **substantial-to-moderate** support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “**Expanding**” proficiency level and to the lower range of the “**Bridging**” proficiency level as described in the 2012 *ELD Standards*.

Novice English Learner Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need **substantial-to-moderate** linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “**Emerging**” proficiency level as described in the 2012 *ELD Standards*.



Performance Level Descriptors (PLDs) for the *Summative English Language Proficiency Assessments for California (ELPAC)* and Levels of Support

	Level 1	Level 2	Level 3	Level 4
ELPAC Performance Level	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
Levels of Support	They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.	They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.	They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.	They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

Each student brings a unique set of strengths to our schools. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). These assets are valued and built upon in culturally responsive ways.

ENGLISH LEARNER TYPOLOGIES

Initial identification processes and ongoing monitoring are important in proper program placement for English Learners. There are six English Learner profiles to help our school to be responsive to different students' characteristics and experiences.

1. Newcomer - A student who is a recent immigrant to the United States and may have had limited, or interrupted, educational experiences in their native countries.
2. English Learners – Students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing to succeed in the school's regular instructional programs.
3. English Learners with Disabilities- Students who have been identified as an EL and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, these students need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.
4. Long Term English Learners (LTEL) - English Learners in grades 6 -12 who have been enrolled in a U.S. school for six years or more, have remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).
5. Reclassified Fluent English Proficient (RFEP) - A student who was initially classified as an English Learner but was redesignated to English fluent once they demonstrate English proficiency and readiness to enter mainstream instructional services.
6. Ever English Learners (Ever-ELs) - The California Department of Education defines Ever-ELs as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational paths of ELs overall. (SBE, EL Roadmap P1B 2017)

PROGRAM PLACEMENT

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs are completed to determine appropriate placement and services.

Programs of instruction for English Learners include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum. In selecting a program(s), our school selects programs that are research-based and that have been demonstrated to be effective in the education of English Learners.

1. Programs are implemented consistent with the goal of prompt acquisition of full English proficiency. Programs include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

2. Instruction is delivered by individuals who meet certification requirements and who are trained in the delivery of instruction to ELs.
3. The student's parent/guardian has a right to refuse placement of their child (ren) in the EL program and also has the right to withdraw an identified student from the program. Parents/Guardians of eligible students who refuse placement of their student in the ELD program or withdraw students the program shall do so in writing.

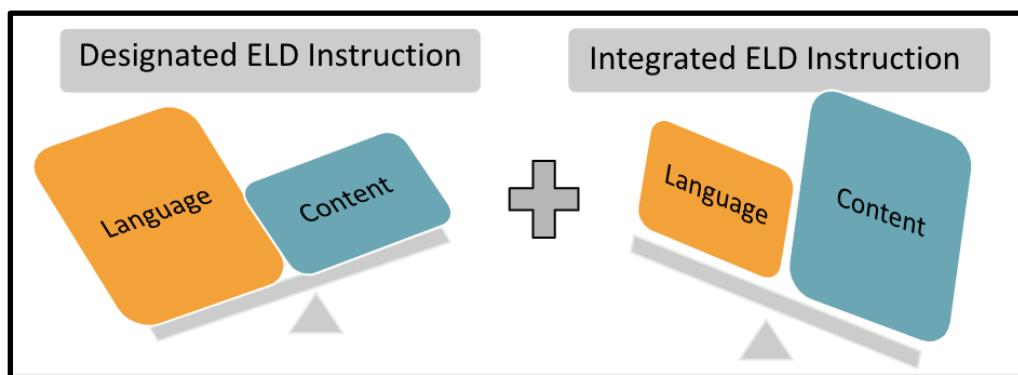
Our school's students identified as English Learners are automatically placed in the Structured English Immersion (SEI) Program.

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

A Structured English Immersion (SEI) Program is a language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for pupils who are learning English. At minimum, students are offered Designated English Language Development (ELD) and access to grade level academic subject matter content through Integrated ELD in order to reclassify to Fluent English Proficient. All schools are required to provide an SEI program for students. English Language Development (ELD) standards-based Designated and Integrated ELD instruction is a component of Universal Supports for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning (UDL).

DESIGNATED AND INTEGRATED ELD INSTRUCTION

According to the English Language Arts/English Language Development (ELA/ELD) Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD *and* specialized attention to their particular language learning needs, or designated ELD." (Ch. 2, p. 97) "Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English..." (CA ELA/ELD Framework, Ch. 2, p. 91)



Designated ELD is provided by an authorized teacher. Students are grouped at or near the same language proficiency level based on English Language Proficiency (ELP) assessments. Lessons are designed for ELs

to develop language proficiency in English as rapidly and effectively as possible. Students are provided Designated English Language Development (ELD) instruction which targets each student's language proficiency level. Essential components of Designated ELD include:

- Purposeful placement of students by English language proficiency level.
- Explicit teaching of how English works in a meaningful context.
- Emphasis on substantial oral language practice to ensure accuracy and fluency.
- Attention to the use of newly taught language throughout the day in academic and social settings.
- Ongoing progress monitoring of English language development.

At the elementary and middle school level, Designated ELD time occurs during weekly, synchronous instruction sessions and explicitly teaches the California English Language Development Standards by a credentialed teacher with a California English Learner Authorization. At the high school level, Designated ELD is its own elective credit-earning course which explicitly teaches the California English Language Development standards, taught by a credentialed teacher with a California English Learner Authorization.

The ELA/ELD Framework uses the term Integrated ELD to refer to ELD throughout the day and across the disciplines. All content area, Integrated ELD teachers provide language scaffolding & support during content lessons. The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons. Integrated ELD is embedded within and across content areas throughout the instructional day.

ELs should engage in activities in which they develop language awareness through listening, reading, analyzing, interpreting, discussing, and creating text. Students must discover that "language is a complex and dynamic resource for making meaning." (CA ELA/ELD Framework, Ch. 2, p. 81)



- To view the complete California ELA/ELD Framework, please visit: <https://www.cde.ca.gov/ci/rl/cf/>
- For more information on Initial ELPAC Proficiency Level Descriptors (PLDs), please visit: <https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>
- For more information on Summative ELPAC Proficiency Level Descriptors (PLDs), please visit: <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>
- To learn more about the characteristics of the English learner typologies, review Figure 1.0 (EL Toolkit of Strategies).

EXPECTED PROGRESS THROUGH PROGRAM MODEL

Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum.

To place ELs in specific English Language Development (ELD) courses, the ELD Department administrative team uses current grade level, Initial/Summative ELPAC scores, years of enrollment AND additional information, such as grades from prior ELD classes, samples of student work, standardized assessment results, and teacher academic recommendations based on student academic performance. EL Placement is purposeful in an effort to accelerate language acquisition and support academic achievement.

Students will receive ELD instruction and services based upon their Initial or Summative ELPAC Assessment proficiency level and relevant assessment data.



ELs are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches our board-approved Reclassification to Fluent English Proficient (RFEP) requirements.

This table *estimates* the amount of time an English learner should be enrolled in a specific EL program or secondary courses as measured by the ELPAC. Newcomer programs are typically *not* to exceed one year.

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 ELPAC RFEP Criteria: 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

PARENT RIGHTS, OPTIONS, AND SELECTION PROCESSES

PARENT NOTIFICATION OF ENGLISH LEARNER PROGRAM

“Language acquisition program” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. All language acquisition programs shall be based on sound instructional theory and must lead to grade level proficiency and academic achievement in both English and another language. They must also help students overcome language barriers and provide access to grade level curriculum. Our school shall notify parents of the language acquisition programs available. This annual notice will include a description of the language acquisition programs provided at our school.



PARENT/GUARDIAN RIGHT TO REFUSE ELD INSTRUCTIONAL SERVICES

Although schools have an obligation to serve all English Learner students, parents/guardians of English learners have a right to decline or opt their child(ren) out of a school’s ELD program or out of particular EL instructional services within an ELD program. If parents/guardians opt their children out of a school’s ELD program or specific EL services, the children retain their status as English learners and are required to take the annual Summative ELPAC until they reclassify to fluent English proficiency.

Our school remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parents/guardians when progress is not made, and re-offer the parent programs and services to consider at that time. Opt Out waivers must be requested annually in writing by the student’s parent/guardian. In addition, the parent/guardian must attend the required opt-out meeting facilitated by an ELD Department administrator prior to the issuance and signing of the form opt out waiver form. For further information, please contact your our school’s ELD Department Coordinator.

Refusal of English Language Development (ELD) programs and/or services or "opt out of ELD" indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all English Language Development programs. Content teachers will continue to provide strategies within regular instruction that help English language learners learn academic content while developing English language skills.



→ See Appendix A for any documents referenced above: [APPENDIX A](#)

COMPONENT 4: STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

- Options for Staffing EL Programs
- Rationale for Staffing Based on State Requirements

The staffing component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

OPTIONS FOR STAFFING EL PROGRAMS

Our school diligently utilizes the platform of *Ed Join* to publicly announce and disseminate information regarding our available teaching positions whenever vacancies arise. In our relentless pursuit of exceptional and suitably qualified candidates, we frequently extend our outreach statewide, aiming to attract individuals of exceptional talent and expertise. This practice holds particular significance when it comes to our ELD Specialists, given the critical nature of their role. Furthermore, we recognize the significance of leveraging social media platforms and harnessing the power of staff referrals as effective means of engaging and acquiring exceptional talent in our recruitment endeavors.



Teachers who work with English learners must possess foundational knowledge and skills in several areas. Some of the key expectations for these educators that are evaluated during the interview process for all applicants include:

1. Understanding of Second Language Acquisition: Teachers must have a deep understanding of how second languages are acquired, including the stages of language development and the factors that affect language learning.
2. Knowledge of Language Structure and Function: Teachers must be able to analyze the structure and function of language, including grammar, syntax, vocabulary, and pragmatics. They should also have a solid understanding of the differences between first and second language acquisition.
3. Cultural Competence: Teachers must be culturally competent and have a strong understanding of the cultures and backgrounds of their students. This includes understanding cultural norms, values, beliefs, and customs, as well as the impact of culture on language learning.
4. Assessment and Evaluation: Teachers must have the skills to assess and evaluate English language proficiency and academic content knowledge for English learners. This includes using appropriate assessments and identifying strategies to support student progress.
5. Instructional Strategies: Teachers must have a repertoire of instructional strategies to support English learners' language development and academic success. This includes providing differentiated instruction, using scaffolding techniques, and incorporating the use of technology and multimedia.
6. Collaborative Skills: Teachers must be able to work collaboratively with other educators, administrators, and families to support English learners. This includes communicating effectively, collaborating on instructional strategies, and identifying appropriate resources and support services.

New hires are expected to demonstrate a strong understanding of these foundational knowledge and skills during our school's thorough interview process, and should also be willing to engage in ongoing professional development to continue to grow and refine their expertise in teaching English learners.



When making hiring decisions, an emphasis is placed on prioritizing the inclusion of bilingual educators, recognizing their valuable role in supporting our multilingual families and students. In addition, our school provides additional compensation to staff members proficient in multiple languages who are willing to provide translation services. Consequently, we are able to provide support to our multilingual families during parent meetings, events and functions through assigning our multilingual staff to attend and provide translation, ensuring seamless communication and creating an inclusive environment for all participants.

RATIONALE FOR STAFFING BASED ON STATE REQUIREMENTS

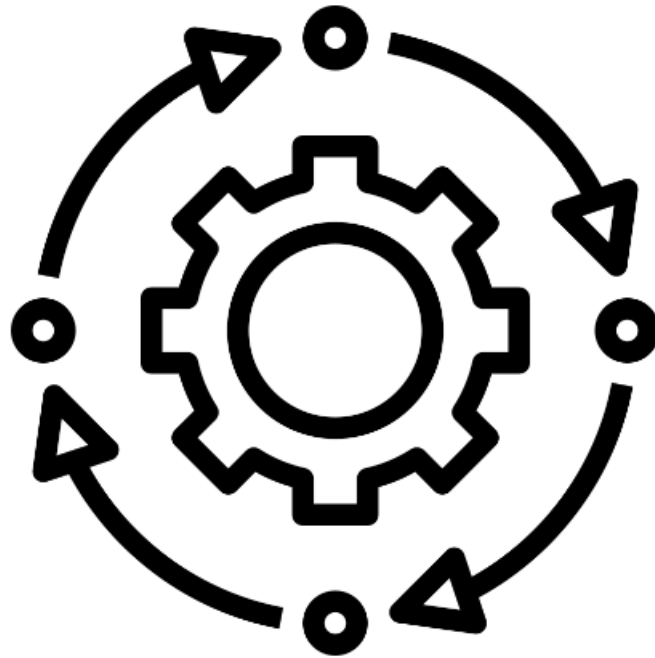
Within our school, each teaching staff member entrusted with the instruction of English Learners demonstrates the essential qualifications required for delivering appropriate educational services. Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013). Oversight by the Human Resources department ensures that these staff members possess not only the requisite teaching credential authorized by the California Commission on Teacher Credentialing but also hold an English Learner (EL) authorization, further affirming their proficiency in English language instruction.



Teachers who do not hold appropriate certification, will be enrolled in training programs designed to achieve authorization within 5 years. Moreover, our English Learning Department operates under the supervision of an administrator, whose primary responsibility lies in overseeing the effective implementation of services and the delivery of high-quality instruction tailored to support our English Learners and their families.



→ For more specific information on California’s Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>



CHAPTER 2:

Equity-Driven Processes, Evidence-Based Programs, and Practices

COMPONENT 5: ACCESS TO CORE CURRICULUM

Rationale: A

Local Education Agency's (LEA) vision and mission for equity and excellence in English Learner (EL) education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement, honors, or gifted courses. An appraisal of a LEA's daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA's aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for Access to the Core Curriculum
- Expectations for Rigorous Standards-Based Instruction
- Integrated ELD's Role in Accessing the Core Curriculum
- Role of Primary Language

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency

RATIONALE FOR ACCESS TO THE CORE CURRICULUM

According to the U.S. Department of Education’s English Learner Toolkit, “Meaningful access to the core curriculum (e.g. reading/ language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time (Ch. 4, p. 1).

Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA’s content and performance standards for their respective grade levels within a reasonable amount of time. In addition, each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

- (a) Enrollment in the standard instructional program, which, at a minimum, consists of:
 - i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - ii. Courses required to meet state and local high school graduation requirements, and
 - iii. Courses required for middle school grade promotion;
- (b) Enrollment in a full course load of courses that are part of the standard instructional program, and
- (c) Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1006–1011).

Our school provides the following to all English learner students to guarantee their access to the standard instructional program:

- Instruction that focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence
- Instruction that leverages ELs’ home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction for ELs that is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
- Instruction that moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences. For eligible ELs with disabilities, special education and related services, and supplementary aids and services, as specified in their individualized education programs (IEPs), are provided in conjunction with the general education curriculum and any EL services.

- Instruction that fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.

In order to ensure equal access to curricular and extra curricular programs, the following questions from the U.S. Department of Education's English Learner Toolkit are used to guide all ELD Department decisions and actions for our school:

English Language Development (ELD)

1. Does ELD instruction prepare ELs to participate in the academic curriculum in English?
2. Is the ELD instruction tailored to and does it build upon students' levels of ELP?
3. Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

1. Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to neverELs, while also providing appropriate language assistance strategies in core instruction?
2. Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?
3. Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?
4. Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?
5. Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?



→ For more specific information on California's Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>

EXPECTATIONS FOR RIGOROUS STANDARDS-BASED INSTRUCTION

The expectation for quality, standards-based, rigorous curriculum and instruction being offered to English Learners (ELs) in all content areas is that it should be:

1. Culturally Responsive: Curriculum and instruction should recognize and value the cultural and linguistic diversity of ELs. Teachers should create a learning environment that respects and validates the students' cultural and linguistic identities.
2. Linguistically Accessible: Curriculum and instruction should be linguistically accessible and comprehensible to ELs, so they can understand the content and participate in the learning process. Teachers should use language strategies, such as scaffolding, graphic organizers, and visuals, to support ELs' language development.
3. Standards-Based: Curriculum and instruction should align with state and national academic standards. Teachers should provide clear learning objectives and assess student progress based on those objectives.
4. Rigorous: Curriculum and instruction should challenge ELs academically and intellectually. Teachers should provide opportunities for ELs to engage in critical thinking, problem-solving, and higher-order thinking skills.
5. Differentiated: Curriculum and instruction should be differentiated to meet the diverse needs of ELs. Teachers should use a variety of instructional strategies and materials to accommodate different learning styles, abilities, and backgrounds.
6. Ongoing: Curriculum and instruction should be ongoing and responsive to ELs' changing needs. Teachers should regularly assess students' progress and adjust instruction accordingly.



In summary, quality, standards-based, rigorous curriculum and instruction for ELs should be culturally responsive, linguistically accessible, standards-based, rigorous, differentiated, and ongoing to ensure that ELs have equitable access to a high-quality education.

INTEGRATED ELD'S ROLE IN ACCESSING THE CORE CURRICULUM

Integrated English Language Development (ELD) is a requirement for English Learners (ELs) to access the core curriculum. It is an instructional approach that integrates language development instruction with the content of the core curriculum.

In an Integrated ELD program, teachers explicitly teach the language skills necessary for ELs to understand and engage with the content being taught in the core curriculum. The language instruction is tailored to the language proficiency level of the ELs, so that they can access and understand the content being taught.

Integrated ELD is not a separate language class; instead, it is embedded within the content instruction of the core curriculum. This means that ELs receive language instruction while also learning the academic content of the subject matter. For example, in a social studies class, the teacher might explicitly teach academic vocabulary and language structures related to the topic being studied, such as "government" or "cause and effect" while teaching about the Constitution or the Civil War.

The goal of Integrated ELD is to provide ELs with the language skills they need to fully participate in the core curriculum and develop the academic language proficiency necessary for academic success. By integrating language instruction with the core curriculum, ELs have access to both language development and academic content at the same time, which can help accelerate their language acquisition and academic progress.



Integrated English Language Development (ELD) instructional strategies can vary depending on grade levels, from Transitional Kindergarten (TK) to grade 12, and the English Language Proficiency (ELP) levels of the students. Here are some examples of Integrated ELD instructional strategies for all grade levels:

1. Visuals and Graphic Organizers: Teachers can use visuals and graphic organizers to support understanding and help students make connections between new concepts and prior knowledge. This strategy is particularly useful for TK-2 students and students at lower ELP levels.

2. Sentence Frames and Starters: Teachers can provide sentence frames and starters to support student participation and provide language models for students to use. This strategy is helpful for students at lower ELP levels in all grade levels.
3. Think-Pair-Share: Teachers can use think-pair-share activities to promote student discussion and collaboration, allowing students to practice their language skills in a supportive environment. This strategy is helpful for all grade levels and ELP levels.
4. Peer Interaction: Teachers can encourage peer interaction to provide opportunities for students to practice their language skills in a supportive setting. This strategy is helpful for all grade levels and ELP levels.
5. Scaffolding: Teachers can scaffold instruction by breaking down complex concepts and providing students with the necessary language and content support to access the curriculum. This strategy is helpful for all grade levels and ELP levels.
6. Differentiated Instruction: Teachers can differentiate instruction based on students' language and academic needs, using a variety of instructional strategies to support student learning. This strategy is helpful for all grade levels and ELP levels.
7. Content and Language Objectives: Teachers can provide clear content and language objectives for each lesson, ensuring that students know what they are expected to learn and the language skills they will need to accomplish the learning objectives. This strategy is helpful for all grade levels and ELP levels.
8. Academic Vocabulary Instruction: Teachers can provide explicit instruction on academic vocabulary and language structures, ensuring that students have the necessary language skills to access and engage with the curriculum. This strategy is helpful for all grade levels and ELP levels.

Overall, Integrated ELD instructional strategies aim to support ELs in accessing and engaging with the core curriculum, while also developing their language proficiency. By providing explicit language instruction within the context of the core curriculum, teachers can help ELs accelerate their language acquisition and academic progress.

Our school provides annual professional development, ongoing instructional coaching, and research-based best practice resources for all Integrated ELD teachers on staff.



→ For more information on Integrated ELD, please visit:

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

→ See Appendix B for any documents referenced above: APPENDIX B

ROLE OF PRIMARY LANGUAGE



California has entered a new era of ELD instruction that embraces linguistic diversity as an asset while providing the support necessary to allow English learners access to an intellectually rich and engaging curriculum (SBE, EL Roadmap 2017). Primary language support for ELs is the use of students' home language to facilitate understanding of core content that is taught in English for ELs in the Newcomer program, and when needed in the Structured English Immersion program. Students with low levels of English proficiency can benefit from the use of their home language to support their English Language Development towards fluency.

The following options are available for primary language support:

- Onboarding support for the students and Learning Coaches (LCs) in the family's primary language
- Instruction and support in online translation tools and resources
- Instruction and support in online school components with translation features
- Bilingual dictionaries and other support materials can be provided for students with literacy skills in their home language
- Use of bilingual support staff for language and literacy support
- Translation and interpretation services for family engagement opportunities

COMPONENT 6: ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners (EL) expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (California Department of Education, 2015) defines Designated English Language Development (ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. Local education agencies (LEAs) need to provide clear guidelines and expectations for Designated ELD to provide ELs opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD Instruction and Instructional Minutes
- Expected ELD Progress and Monitoring
- Structures and Systems to Intervene Based on Student Progress

The ELD component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency

PURPOSE OF ELD

English Learners (EL) in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs at our school are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs' linguistic and academic needs are fully met.

The following graphic from the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools encompasses the purposes and circles of implementation for our school's English Language Development Program:



The outer ring identifies the overarching goals of ELA/literacy and ELD instruction: By the time California's students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The white field represents the context in which instruction occurs. The context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Skills”).

In the center of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals. The California English Language Development (ELD) standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. These standards were adopted by the State Board of Education in November 2012.

Our school is committed to providing rigorous, standards-based instruction and meaningful access for students as described in Principle #2 of the California EL Roadmap: “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.”



- To view the complete California ELA/ELD Framework, please visit:
<https://www.cde.ca.gov/ci/rl/cf/>
- For more information on the California English Learner Roadmap, please visit:
<https://www.cde.ca.gov/sp/el/rm/>
- To view the California ELD Standards, please visit:
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- To view California’s Common Core State Standards (CCSS), please visit:
<https://www.cde.ca.gov/be/st/ss/>

EXPECTATIONS FOR ELD INSTRUCTION AND INSTRUCTIONAL MINUTES

English Language Development (ELD) must be a planned, specific, explicit and a designated component of the total education of English Learners. It is mandatory that each EL receives both Designated ELD and Integrated ELD instruction in all content courses throughout the day until s/he meets the criteria to be Reclassified to Fluent English Proficient (RFEP).

Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards.

Designated ELD includes synchronous live class sessions provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards, as well as asynchronous instruction using a program aligned with the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. The Tier 1 Designated ELD curriculum that is aligned with the California English Language Development Standards used by our school is *Connect to Literacy* (published by SummitK12). *Launch and Link to Literacy* (published by DataWorks Educational Research) is the curricular resource used for Tier 2/3 ELD language intervention services.

Our School's Designated ELD Service Plan for ELs in the Structured English Immersion (SEI) program:

Grade Level	Synchronous Instructional Minutes	Asynchronous Instructional Minutes	Tier 1 ELD Curriculum Aligned to CA ELD Standards	Tier 2/3 ELD Curriculum Aligned to CA ELD Standards
Level 1 Language Proficiency	90 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy</i> (DataWorks)
Level 2 Language Proficiency	60 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)
Level 3 Language Proficiency	60 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)
Level 4 Language Proficiency	30 minutes <i>minimum</i> per week	25 minutes in focus domain(s) per week: Domains determined by ELD Specialist based on ELPAC Scores	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)

All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.

ENGLISH LEARNING PLANS

Instruction of EL students should be specifically geared towards individual students and addressing their individual needs. Students with limited English abilities that demonstrate English Language proficiency of 1, 2, 3 or 4 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) must receive intensive research/evidence-based instruction in addition to the common academic content. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created annually by the student's assigned ELD Specialist.
- All English Learner students enrolled in a Designated ELD class must have an ELP.
- The ELP is shared with the student to ensure the student understands and agrees upon the goal set forth for the current school year.
- Teachers and staff with educational contact are given a copy of the ELP upon student enrollment and are required to implement the ELP within their respective classrooms on a daily basis.
- Parents/Guardians receive a copy of the ELP indicating supports and services the student will be receiving.
- ELPs are recorded and maintained in each student's personal cumulative file annually.



→ For more information on Designated and Integrated ELD, please visit:

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

→ For information on the Designated ELD curriculum referenced above, please visit the publisher's websites: www.educeri.com, <https://www.summitk12.com/>

→ See Appendix B for any documents referenced above: [APPENDIX B](#)

EXPECTED ELD PROGRESS AND MONITORING

ELD DEPARTMENT PROGRESS MONITORING

Our school's English Language Development (ELD) Department teams focus on the language and academic achievement of English Learners (EL) during weekly meetings that focus on monitoring students' progress. The teams use data for decision-making, problem solving, identifying student instructional needs, providing appropriate interventions and monitoring student progress. The data used during weekly data conference meetings includes state-wide, local, and classroom level assessments, including but not limited to:

<i>English Language Proficiency (ELP) Assessments</i>	<i>Basic Skills Proficiency Assessments</i>
▪ Initial/Summative English Language Proficiency Assessments for California (ELPAC) ▪ Interim ELPAC ▪ Common Formative and Summative Assessments of ELD Standards in Pear Assessment platform	▪ California Assessment of Student Performance and Progress (CAASPP) ▪ Star 360 ▪ Common Formative Assessments for Essential English Language Arts and Mathematics Standards

In addition to the English Language Plan (ELP), teachers and staff with educational contact, as well as the student and parent/guardian, are provided with an ELP Progress Report at the end of each instructional cycle. This documents the student's Designated ELD class attendance rate and their progress toward annual language proficiency goals. This allows ELD Specialists as well as General and Special Education teachers to adjust curriculum and interventions to target student learning and ensure student academic growth throughout the school year.

The EL team provides oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing EL instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

A culture of continuous collaboration is fostered throughout the academic year between the ELD Department and our general education (GE) staff members. This collaborative relationship enables alignment of instruction with English Language Development (ELD) standards and the seamless integration of effective instructional strategies. These collaborative efforts occur within the structure of our Professional Learning Community collaborative teams and are further reinforced by individual check-ins with staff members throughout the year, ensuring a commitment to instructional excellence.

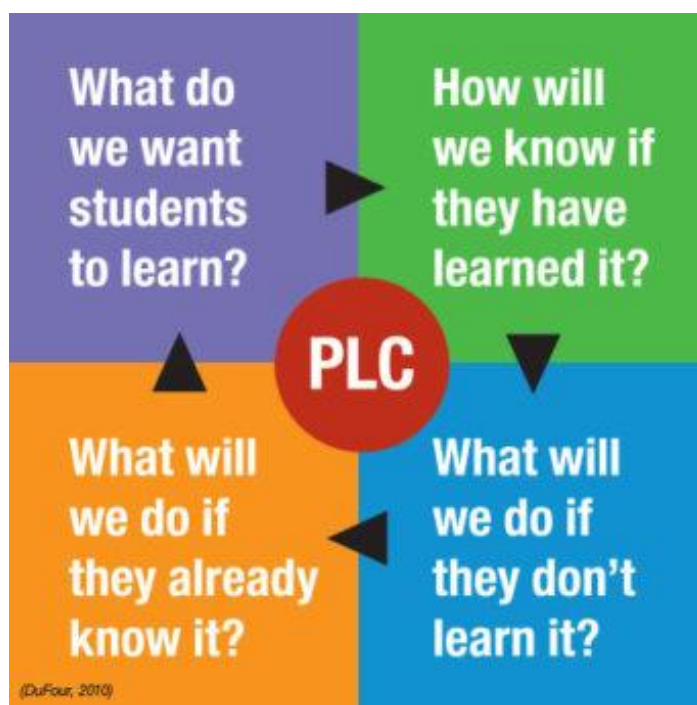


→ See Appendix B for any documents referenced above: [APPENDIX B](#)

STRUCTURES AND SYSTEMS TO INTERVENE BASED ON STUDENT PROGRESS

Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981).

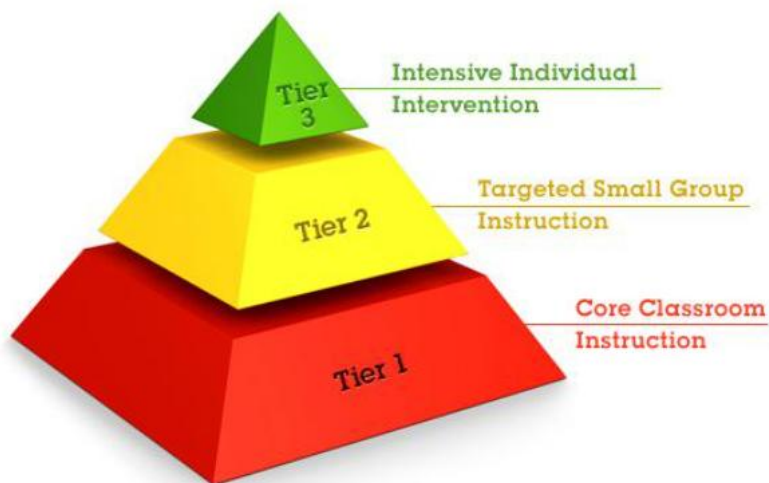
The Tier 1 Designated English Language Development (ELD) curriculum for the school is *Connect to Literacy* (published by *SummitK12*) which is research-based and aligned with the California ELD Standards. The ELD Department utilizes the four essential questions of a *Professional Learning Community (PLC)* and the *Visible Learning* strategies compiled in a global research database with an effect size of 0.4 or greater to ensure effective tier 1 language instruction and to respond appropriately when students have or have not yet mastered the essential ELD standards.



ELD Specialists administer common formative assessments for *essential ELD standards* in the listening, speaking, reading and writing domains. In addition, all EL students take a benchmark assessment in *SummitK12* to serve as a common summative assessment and progress monitoring tool at the middle and end of the school year. Any students who do not demonstrate mastery of the essential ELD Standards after first-time best instruction are provided Tier 2 and Tier 3 ELD intervention in small group settings, using *Launch and Link to Literacy* (published by *DataWorks Educational Research*) as the primary curricular resources for the language-focused intervention.

In addition, our EL students are offered Tier 2 interventions for *essential content area standards* when necessary, coordinated by the general education teacher(s), Education Specialist(s), and administrative team. The Tier 2 interventions for our school include:

- Small Group Instruction on Essential ELA and/or Mathematics
- Tutoring Services through Tutor.com (grades 4-12)
- Summer School Courses



For EL students who are two or more years below grade level in their basic skills proficiency, they are provided with Tier 3 intervention to meet the intensive levels of instruction and support that are needed. The Tier 3 interventions for our school are assigned on an individual needs basis and include:

- *Lalilo* (Grades K-2)
- *Skills Arcade* (All Grades)
- Literacy Lab Course using *Read 180* (High School)
- Math Lab Course using *Math 180* (High School)
- Credit Recovery Course (High School)
- Extended School Year (ESY)
- Prescriptive Plans
- Learning Contracts

NEWCOMER STUDENTS

As it pertains to *Education Code (EC)* sections [51225.1](#), [51225.2](#), and [60811.8](#), [Assembly Bill 714](#) defines “newcomer pupil” the same as “immigrant children and youth,” as defined in Section 7011(5) of Title 20 of the United States Codes as the following: Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools

in the United States for more than three full academic years. The table below provides general definitions of terms that may also be used to describe newcomer students.

Term	Definition
English Learner	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. ²
Immigrant Children and Youth (for the purpose of Title III, Part A)	Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years. ³
Migratory children (for the purpose of Title I, Part C)	A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity. ⁴
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group. If the person is currently residing in the United States, the person may apply for asylum. If the person is not in the United States, the person may apply to the U.S. Refugee Admissions Program. (U.S. Citizenship and Immigration Services, 2015) ¹
Student who may have experienced Limited/Interrupted Formal Education (SIFE/SLIFE)	SIFE/SLIFE: Students with interrupted formal education/student with limited or interrupted formal education (a newcomer with significant gaps in formal education). (Greenberg Motamedi et al., 2021) ¹
1. Unaccompanied Minors or Youth (federal and state use) 2. Unaccompanied Children (federal and state use) 3. Unaccompanied Alien Children (federal use) 4. Unaccompanied Undocumented Minors (state use)	A child who has: - No lawful immigration status in the United States; - Not attained 18 years of age and - No parent or legal guardian in the United States, or no parent or legal guardian in the United States available to provide care and physical custody.⁵ Children who enter the country without their parent/legal guardian and for other reasons have been separated from their parent/legal guardian also fall under this definition. ⁶
Unaccompanied Refugee Minors (URM)	The URM program is administered both at the federal and state level. At the state level, the California Department of Social Services (CDSS) administers the URM program by providing culturally responsive child welfare, foster care, and independent living services to unaccompanied refugee youth. Youth in the URM program have one of the following immigration statuses: - Refugees; - Cuban/Haitian entrants; - Asylees; - Victims of human trafficking who have an Office of Refugee Resettlement (ORR) eligibility letter; - Non-citizen victims of domestic violence and other serious crimes who have been granted a U-Visa from the United States Citizenship and Immigration Services, and meet all other eligibility requirements; or; - Minors who have received Special Immigrant Juvenile Status while in ORR's custody.⁷

Newcomer students are eligible to receive additional support from the school’s Bilingual Engagement Coach. The Bilingual Engagement Coach supports newcomer students and their families to ensure access to the services and resources that foster success and assists them in learning the school’s expectations and learning format. Newcomer students’ ELD Specialists provide them with academic and social emotional instruction, appropriate interventions, and necessary wraparound support services for the students and their families, in addition to the Designated and Integrated ELD instruction provided to all EL students.

LONG-TERM AND AT-RISK LONG-TERM ENGLISH LEARNERS

Long-Term English Learner (LTEL)	An English Learner (EL) student who meets the following criteria: In grades 6 to 12, has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive prior years or has regressed and has yet to reclassify.
English Learner “At-Risk” of Becoming a Long-Term English Learner (AR-LTEs)	An English Learner (EL) student who meets the following criteria: is enrolled in grades 3 to 12 and has been enrolled in a U.S. school for four or five years and has been at the same English language proficiency level for two or more consecutive prior years or has regressed.

At our school, Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (AR-LTELs) receive extra language instruction and support, in addition to their regularly-scheduled, required Designated ELD sessions. LTEL and AR-LTEL sessions target the reading and writing domains of the ELD standards and the essential learning behaviors necessary for academic success. *Link to Literacy* (published by *DataWorks* Educational Research) is the curricular resource used to explicitly teach the specific areas of need which are preventing students from meeting the ELD program’s Reclassification to Fluent English Proficient (RFEP) criteria



- For more information on Newcomers, please reference the U.S. Department of Education’s Newcomer Toolkit:
<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>
- For more information on California’s Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>
- See Appendix B for any documents referenced above: **APPENDIX B**

COMPONENT 7: PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants and others in varied professions participate in professional learning to keep abreast of: current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. The same is required in the educational field. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality professional development to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for Professional Development to Build and Sustain the Capacity of English Learners
- Foundational Knowledge Expectations for Teachers of ELs
- Clarity Around Responsibilities for Coherent and Aligned Professional Development
- Connectedness Between Professional Development for EL Educators and the LEA Educational Plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

PROFESSIONAL DEVELOPMENT TO BUILD AND SUSTAIN THE CAPACITY OF ENGLISH LEARNERS

Our school strives to meet the needs of all English learners and to guide students in realizing their full academic potential in addition to being valued members of our society. Data-driven decisions to improve teaching and learning are a strong component of our academic and language programs. The overarching English Learner Roadmap principles guiding this chapter are:

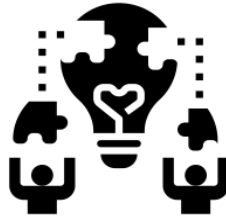
✓ Guiding Principle 1	Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners.
Assets-Oriented and Needs-Responsive Schools	
✓ Guiding Principle 2	English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
Intellectual Quality of Instruction and Meaningful Access	
✓ Guiding Principle 3	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.
Systems Conditions that Support Effectiveness	

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Our school fosters the ongoing professional growth of its classified and certificated staff members through various avenues. With a specific focus on enhancing instructional practices to strengthen competence in supporting English Learners, required and optional professional development sessions are regularly conducted, enabling educators to engage in targeted professional development that equips them with effective strategies tailored for the diverse needs of the English Learners that they serve. These professional development sessions are thoughtfully offered throughout the academic year to ensure a sustained and comprehensive learning experience. In addition, all staff members are provided the opportunity to pursue professional development in their preferred areas beyond the scope of the professional development opportunities provided by our school, with reimbursement for associated costs. The chosen professional development could include fostering growth in English language development and implementing instructional methodologies that cater to the unique requirements of English Learners.

Our school's commitment each year is to provide professional development to improve instruction for English learners and all students. Multiple funds are used to provide ongoing training at all levels. Our school uses the following criteria to ensure that effective professional development and coaching occur for our staff: Does the professional development/coaching opportunity:

- Enhance the ability of staff to understand & implement Integrated & Designated ELD instruction?
- Improve assessment practices that measure language development and academic achievement?
- Model effective instructional strategies that increase engagement & remove instructional barriers for English learners?
- Substantially increase the subject matter knowledge, pedagogy, and skills of teachers?
- Provide sufficient intensity & duration to have a positive and lasting impact on teacher and student performance in the classroom?



All ELD professional development selected and implemented by our ELD Department is aligned with state content standards and supported by sound instructional theory outlined in the following state guidance documents:

- 2012 English Language Development (ELD) standards
- 2014 ELA/ELD Framework
- 2017 California EL Roadmap
- 2019 California Practitioners' Guide for Educating English Learners with Disabilities

Administrators, teachers, coaches, support staff, and other EL educational partners are provided on-going professional learning opportunities to build capacity. Specific topics may vary year by year based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting ELL students in a virtual setting, supporting English learners with disabilities, ELPAC administration, and process for providing translated materials or interpreters and identification of ELD students.

	<i>Professional Development Topic</i>	<i>Staff in Attendance</i>
Semester 1	ELD Program Overview: Roster and Roles	All General Education Staff
	English Learners with Disabilities	Special Education Staff
	ELD Curriculum Training	All ELD Department Staff
	ELD Data Analysis, Goal Development, and Instructional Alignment	All ELD Department Staff
	<i>Moodle Initial</i> ELPAC Training	Staff as Assigned
Semester 2	ELD Program Services and Exit Criteria	All Staff
	ELD Progress Monitoring and Documentation	All Staff
	<i>Moodle Summative</i> ELPAC Training	Staff as Assigned
Annual: Ongoing	EL Typologies and Associated Needs for Our Students	All Staff
	School-wide Culturally Responsive Teaching	All Staff
	High-Impact ELD Instructional Strategies	All Staff



→ See Appendix B for any documents referenced above: APPENDIX B

COHERENT AND ALIGNED PROFESSIONAL DEVELOPMENT

To guide our professional development, our school uses the CA EL Roadmap's vision along with our school's mission statement. In addition, the district bases professional development on the research based social-cultural theory of learning. It approaches learning language as a social process that requires varying levels of support during interactions with peers, texts, and academic language in a variety of settings and contexts. Our school believes that focusing professional development on holding high expectations and providing English Learners with the tools to utilize language as a resource for making meaning creates opportunities for ELs ongoing success.

CA EL Roadmap Vision:

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Our School Mission:

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Our ELD Department Mission:

Our school's English Language Development (ELD) Department serves our English language learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

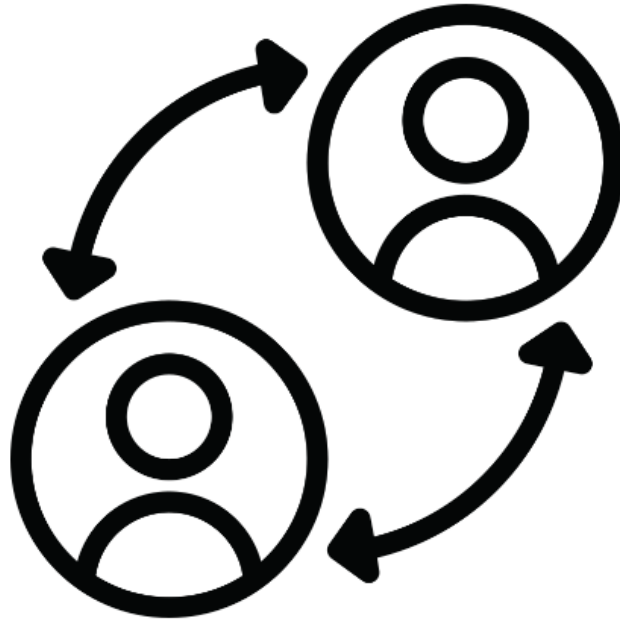
To realize the full academic and social potential of our English learners our school will engage in the following best practices which are based on the CA EL Roadmap Principles:

- **Practice # 1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of English learners; AND
- **Practice # 2 - Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice # 3 - Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice # 4 - Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.



For more information about our school and ELD Department, please visit:

- ➔ Our School Website: <https://cava.k12.com/>
- ➔ Our ELD Department Website: <https://sites.google.com/californiava.org/eld>



CHAPTER 3:

Family-Community Engagement

COMPONENT 8: FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels.” John Hattie’s meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year’s growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are a local education agency’s (LEA) partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of Families in the Education of ELs
- Expectations and Systems for EL Students and Families to Engage in LEA Activities/ Education
- Primary Language Communication / Translation
- Role of Advisory Committees

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

ROLE OF FAMILIES IN THE EDUCATION OF ELS

At our school, we recognize and value the crucial role that families play in the education and success of their English learners. We are committed to fostering a strong partnership between families and our institution to ensure the optimal development and support of our students. Our dedication to the role of families as partners and assets in the education of English learners is reflected in the following key initiatives and practices:

Collaborative Communication: We believe in open and frequent communication between educators and families. We establish multiple channels of communication, such as regular parent-teacher meetings, email updates, phone calls, and digital platforms, to keep families informed about their child's progress, classroom activities, and upcoming events. We actively encourage families to reach out to us with any questions or concerns they may have.

Welcoming Environment: We strive to create a welcoming and inclusive environment where families from diverse linguistic and cultural backgrounds feel respected, valued, and involved. We provide translated materials, interpreters, and bilingual staff to facilitate communication with families who may have limited English proficiency.

Family Engagement Programs: We offer a range of family engagement programs specifically tailored to support English learners. These programs provide parents with resources, strategies, and workshops to enhance their understanding of the educational system, language acquisition, and ways to support their child's learning at home. We also involve families in decision-making processes, such as developing school policies and curriculum, through parent advisory committees and regular feedback sessions.

Parent Empowerment: We empower parents to be advocates for their children's education and success. We provide resources and support to help parents navigate educational systems, access community services, and understand their rights. We also facilitate opportunities for parents to connect with each other, forming networks of support and empowerment.

By fostering strong partnerships with families, we believe that we can maximize the potential of our English learners. We recognize that families are not only important educational partners but also valuable assets, as they possess unique insights, cultural knowledge, and a deep understanding of their children. Together, we can create an inclusive and enriching educational experience that enables all English learners to thrive academically, linguistically, and socially.

EXPECTATIONS AND SYSTEMS FOR EL STUDENTS AND FAMILIES TO ENGAGE IN LEA ACTIVITIES/EDUCATION

Parents and families are an essential part of the educational partnership that includes students, staff, and community members. We strive to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all school activities, procedures, and policies that directly impact their children. It is the responsibility of the school to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

OUR SCHOOL'S PARENT AND FAMILY ENGAGEMENT POLICY

California Virtual Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit <https://cava.k12.com/about-our-school/public-notice/> > Policies > Family Engagement Policy to view the Parent and Family Engagement Policy.

SCHOOL INFORMATION AND UPDATES

There are many ways for families to connect with our school and to receive important news and updates.

- **Parent Square/SMORE**: Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at <https://www.parentsquare.com/>.
- **LC App**: Learning Coaches and legal guardians can receive updates on student enrollment, class progress, and grades by using the K12 App. Within the App, families can also connect with a community of Learning Coaches to receive support and encouragement. App information at <https://www.k12.com/app.html>.
- **Email**: For general questions and concerns, please reach out to your student's teacher or write to info@caliva.org.
- **Social Media**: Community members can receive some school updates and information by visiting the @CaliforniaVirtualAcademies Facebook page or @CAVAk12 Instagram feed.
- **Parent Organization**: At California Virtual Academies, we recognize the importance of a strong partnership with our families. Our goal is to strengthen student support by increasing participation and collaboration between parents and school staff. As a Parent and/or Learning Coach, you can become more involved in your child's education by joining the Family Teacher Organization (FTO).

There are several English Learner family and community engagement opportunities available as well:

- English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC): A school/district-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.
- Local Control Accountability Plan (LCAP) Meetings: The LCAP provides an opportunity for all of our school's educational partners to collectively share our stories of how, what, and why programs and services are selected to meet their local needs.
- English Learner Family Education Meeting: This meeting is held annually to inform parents of English learners about the academic and language acquisition process in our school.
- Learning Coach (LC) Universities: Annual opportunities for Learning Coaches to attend a series of sessions targeting the specific needs for their English learner students.



- To view the complete Parent and Family Engagement Policy for our school, please visit: <https://fw.unitymg.com/rdr/D:2659>
- To view our school's Local Control Accountability Plan (LCAP), please visit: <https://fw.unitymg.com/rdr/D:2247>
- For more information about our school's family engagement opportunities, please visit our school website: <https://cava.k12.com/>
- See Appendix C for any documents referenced above: [APPENDIX C](#)

PRIMARY LANGUAGE COMMUNICATION / TRANSLATION

According to the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division, Local Education Agencies must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter.

- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language but may not be competent to interpret in and out of that language, or to translate documents.

California Education Code 48985(a) states that:

“If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.”

Our school serves a diverse population of multilingual learners. Our school reviews demographic data frequently to ensure families are receiving communication in their primary language.

Translation Services

Our school has contracted with an over the phone interpreting service, Certified Languages International (CLI). The service provides interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents.

The Director of Categorical Programs collaborates annually with the department directors as necessary to identify vital written documents that need to be translated into the language of each frequently encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary.

Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., online/digital and “in person” or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The

notification(s) should include information about how to access the services and will identify a school contact person (e.g., ELD Lead Teacher/Specialist) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services will be published in/on:

- the school's website;
- the student and parent handbooks;
- all school newsletters or other general communications;
- general contact information in advertisements or other contacts relating to enrollment/admissions.



→ See Appendix C for any documents referenced above: [APPENDIX C](#)

ROLE OF ADVISORY COMMITTEES

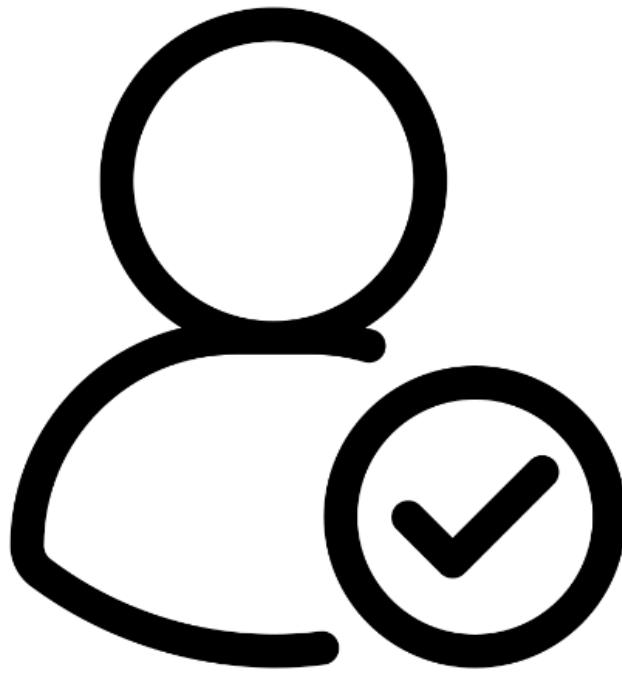
An English Learner Advisory Committee (ELAC) is a school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. A school site with 21 or more English learners (ELs) must have a functioning ELAC. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan for consideration for inclusion in the Local Control Accountability Plan (LCAP).

A District English Learner Advisory Committee (DELAC) is a district-level English Learner Advisory Committee. Since our charter school is a single school district, therefore the ELAC and DELAC are combined when there are 51 or more ELs in the school. In addition to the ELAC responsibilities above, the DLAC shall be responsibility for the following; the development of a master plan for education programs and services for English learners, the establishment of program, goals, and objectives for programs and services for EL, the development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements, and review and comment on the reclassification procedures and on the written notifications required to be sent to parents and guardians. The DELAC should share out all gathered information to the school board.

Our school's ELAC/DELAC meets once per quarter on Zoom. A public notice and agenda for each meeting are posted on our school website, our school's communication and social media platforms, and emailed directly to each parent/guardian of an English learner in advance of the meeting. Robert's Rules of Order are followed during all ELAC/DELAC meetings, and meeting recordings and official minutes are posted at the end of each meeting.



- To view our school's Local Control Accountability Plan (LCAP), please visit: <https://fw.unitymg.com/rdr/D:2247>
- See Appendix C for any documents referenced above: APPENDIX C



CHAPTER 4: *Accountability*

COMPONENT 9: ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the English language development (ELD) and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive Assessment Program
- Reclassification Criteria and Processes

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

ANNUAL SUMMATIVE ASSESSMENT PROGRAM

This section provides information about state and school assessments used to assess English Learner's academic and linguistic progress.

ACADEMIC ASSESSMENTS USED TO ASSESS STUDENTS' BASIC SKILLS PROFICIENCY

The California Assessment of Student Performance and Progress (CAASPP) is designed to assess English Language Arts (ELA) and Mathematics performance in grades 3-8 and grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. The California Alternate Assessments (CAAs) for English Language Arts and Mathematics are available in grades 3-8 and grade 11, to students with disabilities when the need for alternate assessment is indicated in the Individualized Education Program (IEP).

The school-adopted summative assessments are also administered throughout the year to monitor students' academic progress in reading and mathematics using Star 360 Assessments. Core Curriculum assessments are taken in English by English Learners in Structured English Immersion (SEI).

****Special Circumstance:***

Students in grades 3-8 and 11 will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. A student may be exempted from taking the ELA portion of the Smarter Balanced assessment if the student has been designated as an English learner and is within his or her first 12 months of enrollment in a U.S. school as of April 15 of the previous year.

CALIFORNIA'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Our school is required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English Language Proficiency for all students who have been previously identified as English Learners. The current English Language Proficiency state-approved assessment is the English Language- Proficiency Assessments of California (ELPAC) and is aligned to the CA 2012 English Language Development standards. The ELPAC assesses students' language development in listening, speaking, reading, and writing. This assessment monitors English language proficiency for students participating in English Language Development programs to ensure each student is on target to meet state proficiency-growth expectations. The Alternate English Language Proficiency Assessments for California (ELPAC) is designed for students with the most significant cognitive disabilities who are English learners. This test is administered to students with disabilities when the need for alternate assessment is indicated in the Individualized Education Program (IEP).



→ For more information on the California Assessment of Student Performance and Progress (CAASPP), please visit:
<https://www.caaspp.org/administration/about/smarter-balanced/> OR
<https://www.cde.ca.gov/ta/tg/ca/>

SUMMATIVE ELPAC: **ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA**

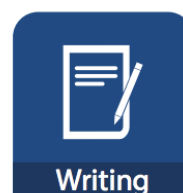
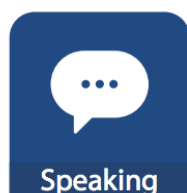
Our school must annually assess the English language proficiency (ELP) and academic progress of each identified English learner using assessments such as the Summative ELPAC.



The Summative ELPAC administration window is open from February 1 through May 31. It must be administered to all English learners during this window.

The Summative Assessment is given only to students in grades TK–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP).

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports that they need to do well in school. The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains:



The Summative ELPAC task types are aligned with the 2012 California English Language Development (ELD) standards.

The Summative ELPAC is a Computer-Based Assessment administered in seven grade spans: K, 1, 2, 3–5, 6–8, and 9–10, 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

When administering any Summative ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations, in accordance with the student's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student.



The Summative ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found [here](#). The speaking domain of the Summative ELPAC is one-on-one and scored in real time.

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level 1	English learners at this level have <u>minimally developed</u> oral (listening & speaking) and written (reading & writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need <i>substantial-to-moderate</i> linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.
Level 2	English learners at this level have <u>somewhat developed</u> oral (listening & speaking) and written (reading & writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need <i>moderate-to-light</i> linguistic support to engage in familiar social and academic contexts. They need <i>substantial-to-moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have <u>moderately developed</u> oral (listening & speaking) and written (reading & writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need <i>light to minimal</i> linguistic support to engage in familiar social and academic contexts; they need <i>moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 4	English learners at this level have <u>well developed</u> oral (listening & speaking) and written (reading & writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need <i>occasional linguistic</i> support to engage in familiar social and academic contexts; they may need <i>light</i> support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the 2012 ELD Standards.



For more information about the Summative ELPAC, please visit <https://www.elpac.org/>.
→ Informational videos are available for parents/guardians in English & Spanish.
→ Sample score reports & other parent resources: <https://elpac.startingsmarter.org/>

ALTERNATE ELPAC

The Summative ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as “Matrix 4”) that address visual, auditory, and physical access barriers. However, the Summative ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC.

The Summative Alternate ELPAC will provide information on student annual progress toward proficiency and support decisions for students to be reclassified fluent English proficient (RFEP).

The Alternate ELPAC is aligned to the ELD Connectors found in the blueprints. The ELD Connectors provide an aligned expectation of student English language proficiency that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

Alternate ELPAC General Performance Level Descriptors:

Fluent English Proficient	• Students at this level have <i>sufficient</i> English language proficiency. • They may need <i>occasional</i> linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	• Students at this level have <i>moderate</i> English language proficiency. • They may need <i>frequent</i> linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	• Students at this level have <i>minimal</i> English language proficiency. • They need <i>substantial</i> linguistic support to enable them to access adapted grade-level content in English.

****Special Circumstance:***

EL students newly enrolled in a California school who have a language other than English on the Home Language Survey (HLS) during February 1 to May 31 may need to take BOTH the Initial ELPAC and the Summative ELPAC. If newly enrolled students are designated as English learners after taking the Initial ELPAC, they are required to take the Summative ELPAC as well. After May 31 until June 30, EL students newly enrolled in California school who have a language other than English on the Home Language Survey (HLS) will take ONLY the Initial ELPAC.

Student Assessment Results:

Student assessment results are available in electronic form and can be located on the student’s dashboard in our school’s Parent Portal. The student data is used for several purposes, including student placement in ELD courses, instructional planning, and monitoring student progress towards reclassification. Teachers use core curriculum assessments to review student progress for planning differentiated instruction and providing linguistic accommodations. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and Star 360 scores

in ELA, reading and mathematics are used to identify students in need of interventions. General and special education teams and ELD Department teams regularly meet to review student data and plan instruction accordingly.



- For more information and updates or access to the blueprints, please visit the Alternate ELPAC website: <https://www.elpac.org/test-administration/alternate/>
- To view the ELD Connectors in the Alternate ELPAC Test Blueprint, please visit: <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>
- See Appendix C for any documents referenced above: [APPENDIX C](#)

RECLASSIFICATION CRITERIA AND PROCESSES

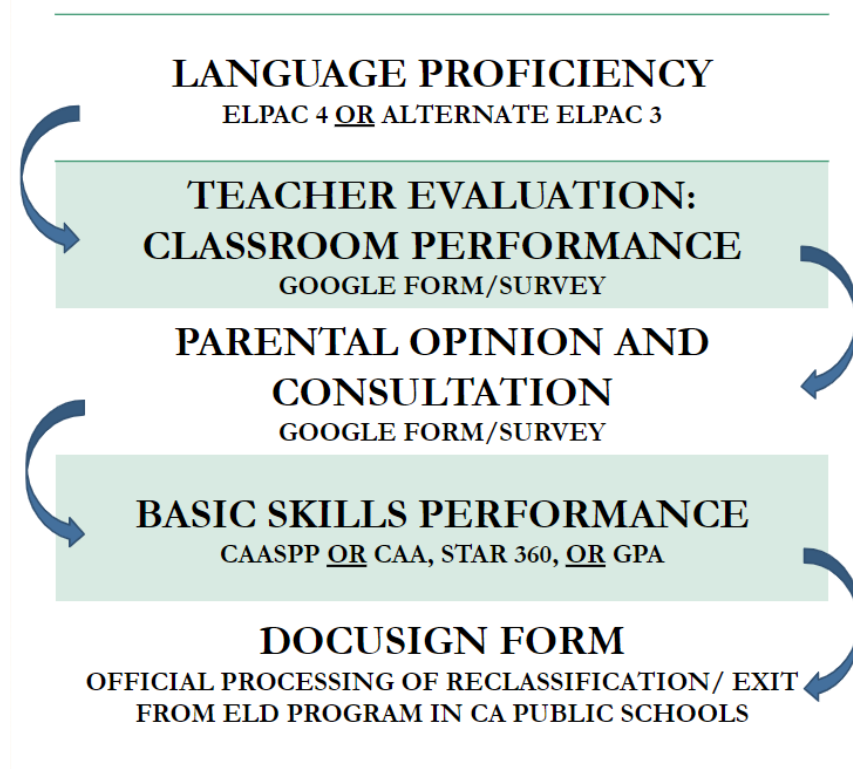
RECLASSIFICATION AND PROGRAM EXIT CRITERIA

The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency to be reclassified as fluent English proficient (RFEP). The ultimate goal of our ELD program is for all English learners to reach or exceed the level of proficiency and basic skills compared to their native English-speaking peers.



Once the Summative ELPAC results are received, the reclassification process can begin for transitional kindergarten through 12th grade students. Teachers, school administrators, support staff, parents, and students all participate in the reclassification process.

In order to change an English learner's classification from English Learner (EL) to Fluent English Proficient (FEP) the school must go through a reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.



Annually, parents will be notified of the board-approved reclassification criteria for EL students. Parents have a legal right to participate in the reclassification process. Reasonable attempts to contact parents regarding their opinion and consultation must be documented on the English Learner Reclassification Form.

RECLASSIFICATION CRITERIA FOR ENGLISH LEARNERS

BOARD APPROVED as of 11/2022

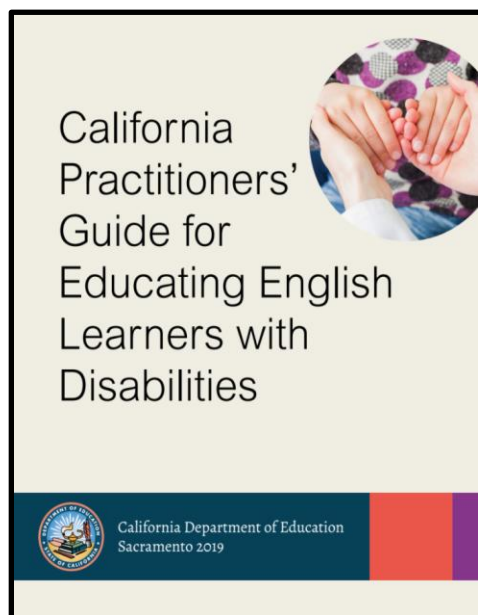
Reclassification Criteria

1. Demonstration of English Language Proficiency
 - o Grades K-12: Summative ELPAC overall score of performance level 4 (well developed)
or
 - o Grades K-12: Summative **Alternate** ELPAC overall score of performance level 3 (fluent English proficient)
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
 - o Language arts course is at or above grade level, and
 - student is consistently demonstrating proficiency of grade level standards,
OR
 - grade of C or better OR
 - o Special Circumstances:
 - If a student is not enrolled in a language arts course at the time of reclassification consideration, a teacher evaluation will be conducted from a different core content course.
 - A core content course evaluation *alone* will not preclude a student *with unique needs* from demonstrating readiness for reclassification.
3. Parental opinion and consultation.
 - o Parents will provide input during the reclassification process.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
 - o Star 360 Reading Assessment of Above, At, or On Watch; OR
 - o Smarter Balanced Assessment level of 2.5 (scaled score mid-way between standard nearly met and standard met), OR
 - o California Alternate Assessment level of 2.5 (score mid-way between foundational understanding and understanding); OR
 - o High school GPA of 2.0 or above

Once a student is reclassified, they will have full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students. The student will be monitored for four years to ensure they are keeping up with their mainstream peers through bi-yearly review of classroom, test, and overall academic performance.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Under current state law, all English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including English learners with disabilities.



The reclassification process is based on guidelines approved by the State Board of Education and recommendations listed in the California Practitioners' Guide for Educating English Learners with Disabilities. Our school and ELD Department will continue to use this guidance document to provide additional professional development for staff members working with English learners and Individualized Education Program (IEP) team members to better support our English learners with disabilities.

Our school is equipped to provide ELs with IEPs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Our school utilizes multiple measures and criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each English Learner with an IEP, the IEP or 504 team will determine the following:

- Appropriate measures of English language proficiency (ELP).
 - a. The Alternate ELPAC is available to assess ELs with significant cognitive disabilities;
 - b. Appropriate measures of performance in basic skills.
- Appropriate designated supports or accommodations.
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.

In accordance with federal and state law, the IEP team may address the individual needs of each English learner with a disability using multiple measures referenced in the board-approved reclassification criteria.



RECLASSIFIED TO FLUENT ENGLISH PROFICIENT (RFEP) STUDENTS

State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of

Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

ELD Department administrators, ELD Specialists, teachers and /or case managers collaborate to complete the RFEP Monitoring Forms and ensure that supports are in place if needed. The RFEP Monitoring forms are stored in the student's cumulative file annually.

During this monitoring time, schools ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet these goals, intervention and support is to be provided. According to the California Department of Education, these services are not dependent on specialized funds.



- Download a copy of the CA Practitioners' Guide to Educating English Learners with Disabilities to explore additional guidance, student scenarios, and Frequently Asked Questions (FAQs): <https://drive.google.com/file/d/1nhDI-EkZn9BBxjVulkDu2aVRGkqWwFuW/view>
- Learn more about the [Alternate ELPAC](#) or [Accessibility Resources](#) for California state assessments.
- For more information on Non-Regulatory Guidance, please visit: <https://drive.google.com/file/d/1nhDI-EkZn9BBxjVulkDu2aVRGkqWwFuW/view>
- For more information on California's monitoring of reclassified students, please visit: <https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp>
- See Appendix D for any documents referenced above: [APPENDIX D](#)

COMPONENT 10: PROGRAM MONITORING AND EVALUATION

Rationale: Local education agencies (LEAs) and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- Plan for English Learner Program Evaluation
- Federal Program Monitoring
- Goal Setting and Accountability
- Funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

PLAN FOR ENGLISH LEARNER PROGRAM EVALUATION

ANNUAL PROGRAM EVALUATION

All Local education agencies (LEAs) shall prepare an annual evaluation of its English learner (EL) program(s). This evaluation may be part of the annual evaluation process.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, state assessments, and school achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.

Schools will annually analyze outcomes and program services for English learners. The process will focus on the attainment of linguistic and academic standards for EL students as well as to identify potential issues regarding instructional programs for EL by:

- Assembling Data and program information on EL student performance;
- Presenting assembled data for analysis and providing survey items for the school to rate itself on key dimensions.

This information services as another data source to discern the strengths and weaknesses of the school's English language development program.

1. Assemble the following data for past 3 years.
 - Number & percentage of EL
 - Percentage of EL Students Who Made Progress Towards English Proficiency
 - Percentage of EL Students Who Were Reclassified
 - Percentage of long-term English learners (LTELs)
 - Percentage of students "at-risk" of becoming LTELs
 - SBAC Reading & Math Proficient & Advanced (at/above grade level) Grades 3-8, 11 for English Learners compared to all students
 - Chronic Absenteeism Rate for EL compared to all students
2. Review and reflect on the data with school educational partners.
3. Discuss the trends observed over time.
 - Identify question(s) that need to be investigated further.
 - Identify students' challenges and needs.
 - Identify how the needs can be addressed.
 - The annual program review is part of the Local Control Accountability Plan (LCAP) process.



→ To view our school's Local Control Accountability Plan (LCAP), please visit:

<https://fw.unitymg.com/rdr/D:2247>

→ See Appendix D for any documents referenced above: APPENDIX D

FEDERAL PROGRAM MONITORING

FEDERAL PROGRAM MONITORING (FPM)

Local education agencies (LEAs) that receive federal funding for certain programs, may be selected for a review by the state. The purpose of this Federal Program Monitoring (FPM) process is to ensure that all LEAs are meeting all federal legal requirements. Below is a list of the program components that are reviewed.

I – Involvement

- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration

- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor, & Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III Inventory

III – Funding

- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time & Effort Requirements (Title I & III)

IV – Standards, Assessment, and Accountability

- EL 9: Evaluation of Title III-Funded Services & Programs
- EL 10: Reclassification

V – Staffing and Professional Development

- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access

- EL 13: Language Acquisition Program Options & Parent Choice

VII – Teaching & Learning

- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program



→ For more information on Federal Program Monitoring (FPM), please visit: <https://www.cde.ca.gov/ta/cr/>

GOAL SETTING AND ACCOUNTABILITY

GOAL SETTING & ACCOUNTABILITY

School leaders and the English Language Development Department will use the self-reflection rubrics to evaluate and monitor the implementation and progress toward accomplishing English Learner program goals. The rubrics are aligned with the four principles of the California EL Roadmap:

California Department of Education (2018)

Site/District: (Add site name)

English Learner Roadmap Self-Reflection Rubric

School and district teams can use this 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 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.

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Strengths? Next steps? SPSA/LCAP Planning?
1-A. The languages and 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 and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	Notes or reflection:



→ See Appendix D for any documents referenced above: [APPENDIX D](#)

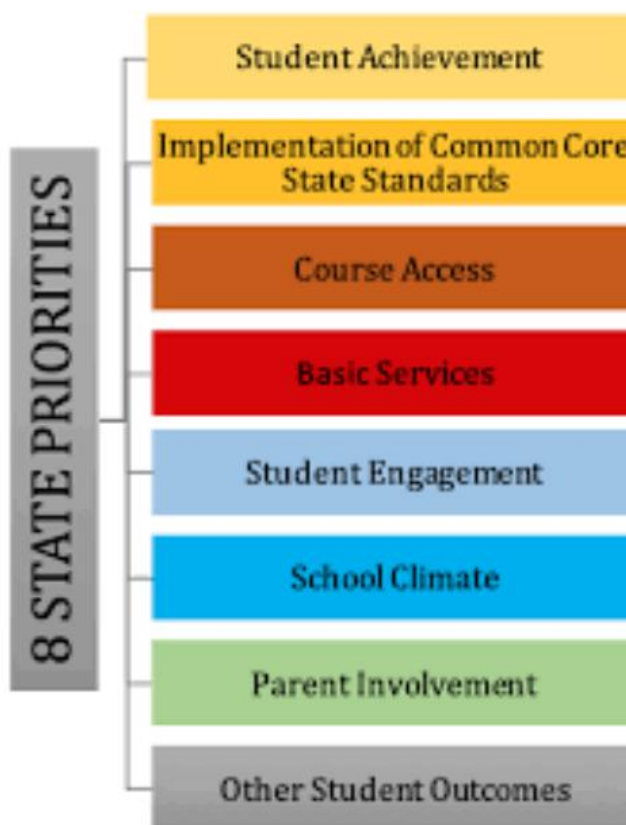
FUNDING

FUNDING

The school provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the school's goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including English language development and core curriculum.

The additional support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. The school receives Local Control Funding Formula/Supplemental Funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to; professional development, supplementary materials, bilingual classified staff, parent engagement programs, and extended learning.

The Local Control Accountability Plan (LCAP) is a critical part of the Local Control Funding Formula (LCFF). Each Local education agency (LEA) must engage parents, educators, employees, and the community to establish these plans. The plan describes the LEA's overall vision for students, annual goals, and specific actions to be taken to achieve the vision and goals. The LCAP must focus on eight areas identified as priorities set by the state of California and the English Learner Roadmap's four interrelated principles.



→ To view our school's Local Control Accountability Plan (LCAP), please visit:
<https://fw.unitymg.com/rdr/D:2247>

APPENDIX

APPENDIX A

CHAPTER 1: EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

- Component #1 – Commitment and Purpose
- Component #2 – Responding to Diverse Learners
- Component #3 – Program Options
- Component #4 – Staffing

APPENDIX B

CHAPTER 2: EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

- Component #5 – Access to Core Curriculum
- Component #6 – English Language Development
- Component #7 – Professional Learning

APPENDIX C

CHAPTER 3: FAMILY-COMMUNITY ENGAGEMENT

- Component #8 – Family-School Partnerships

APPENDIX D

CHAPTER 4: ACCOUNTABILITY

Component #9 – Assessment and Student Monitoring
Component #10 – Program Monitoring and Evaluation

