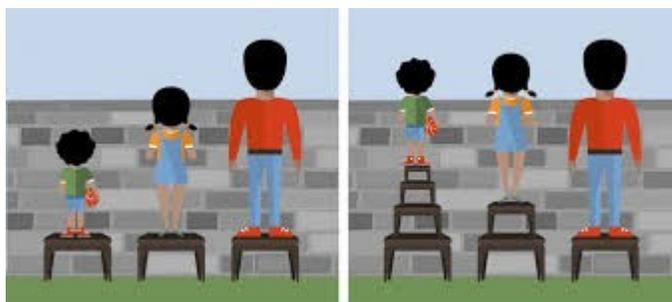# English Learner Master Plan

The O'Farrell Charter School

Equality   Equity

Every Student. Every Possibility. No Matter What.

Preparing students for college and career.

School Website

www.ofarrellschool.org

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Introduction

The U.S. Department of Education (ED), the Department of Justice (DOJ) and the Office of Civil Rights (OCR) remind states, school districts and schools of their obligations under federal law to ensure that English Learners have equal access to a high- quality education and the opportunity to achieve their full academic potential. Collaboratively, they created these resources which have been used extensively as guides in creating **The O'Farrell Charter School's English Learner Master Plan: English Learner Toolkit for State and Local Education Agencies** (SEAs and LEAs), and the **Newcomer Toolkit**.

The O'Farrell Charter School (OCS) recognizes that English Learners have a double curricular load-they will become proficient in academic English, and they will master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs will receive excellent first teaching in the core content and will be provided services above core instruction to ensure that their linguistic and academic needs are met.

This plan provides a framework of instruction for English Learners and to acquaint their teachers, administrators, and parents with federal, state, and district policies and programs, resources, and staff/parent development opportunities.

OCS personnel: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures specified in the English Learner Master Plan. With this in mind, these goals have been established:

- Develop English proficiency quickly and efficiently
- Provide English Learners with a smooth transition into the core (a-g graduation requirements at the secondary level), standards-based curriculum, and ensure academic success by continuing to develop academic English
- Provide equal access to the core (a-g graduation requirements at secondary level) standards-based curriculum
- Develop a positive self-concept among English Learners
- Establish standards-based instruction and evaluation procedures by aligning school programs with the California English Language Development Standards and benchmarks
- Provide staff and parents with a comprehensive overview of instructional practices and program options for English Learners
- Achieve standardization of instructional programs for English Learners school wide

- Provide staff and parents with standards-based professional development opportunities
- Provide personnel and parents with an accessible and usable English Learner Master Plan

To better serve our English Learners, OCS will establish or continue:

- District English Language Advisory Council (DELAC), composed of administrators, teachers, counselors, classified staff, including family engagement facilitators, parents/guardians, and community members with the purpose of monitoring and evaluating this plan and EL services, including the reclassification process
- English Learner classroom aides with the purpose of monitoring EL student data, assisting EL students with in ELD classes and core courses and to support the site's EL programs and services
- English Learner Folders in the CUM file which contain : English Language Proficiency, assessment results, reclassification documents, progress monitoring documents, etc.
- ELLevation tracking and monitoring program

Guiding Principles

These guiding principles describe OCS' beliefs and philosophies for educating English Language Learners:

- English Learner Students will be provided equal access to all Common Core courses (a-g courses at the secondary level) and all programs, without exception. Therefore, we will provide systems and structures to ensure students are making adequate academic and linguistic growth to be college and career ready.

- English Learner Students will be held to the same rigorous expectations of learning established for all students. Therefore, we will provide challenging, culturally relevant academic content to meet performance standards in all content areas, with support as needed.

- The academic success of ELs is a responsibility shared by all educators, the family, and the community. Therefore, we will hire and retain personnel who are culturally proficient, knowledgeable about second language acquisition, and willing to continuously learn to improve the outcomes for ELs.

- We believe in social-emotional wellness. Therefore, we will foster relationships with ELs and their families based on respect, kindness, empathy, and inclusivity.

This EL Master Plan puts into practice that language learning and content learning are most powerful when they happen together, which is at the heart of the 2012 California ELD Standards and 2014 California ELA/ELD Framework.

This document clarifies our critical legal obligations to ELs and also recognizes that OCS educators are aspiring to do whatever is necessary to remove all obstacles and ensure our ELs are college and career ready.

Essential Practices for EL Achievement

The Five Essential Practices for EL Achievement organize and focus our support of ELs at OCS and they are woven throughout this plan. The practices are guided and informed by the research-based Six Key Principles for EL Instruction from Understanding Language at Stanford University and by New York State's Blueprint for EL Success.

If we work collectively and relentlessly to enact these practices, then ELs in OCS will graduate from high school college and career ready. We summarize the essential practices below:

1. **Access and Rigor:** Ensure all ELs have full access to and engagement in the academic demands of the California Standards (a-g courses at the secondary level), Next Generation Science Standards, and California's 2012 English Language Development Standards.
2. **Designated and Integrated ELD:** Ensure ELs receive daily Designated ELD and Integrated ELD in every content area.
3. **Data-Driven Decisions:** Make programmatic, placement, and instructional decisions for ELs grounded in a regular analysis of evidence.
4. **Asset-Based Approach:** Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.
5. **Whole Child:** Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELs' ability to thrive in school.

Chapter 1
Initial Identification, Assessment, Parent Notification, Program Placement and Transfer Students

Chapter Overview

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for The O'Farrell Charter School (OCS) is standardized for consistency and equity. This responds to the educational needs of EL students and the preferences of parents and guardians. The process is described in this chapter and illustrated on the document titled "Identification, Assessment, & Program Placement Flow Chart".

OCS's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

At the beginning of the school year, all students will receive a copy of Facts for Parents Annual Updates and Notifications which includes an explanation of the Uniform Complaint Procedures to ensure that all parents understand how to address any potential concerns with staff. Extra copies are in the office throughout the school year.

Initial Identification

Enrollment Process

Each school office has a staff member available to provide consistent information about the instructional program options offered to EL students. Our goal is to provide information in a language that parents understand. Every effort is made to ensure the enrollment process is convenient and efficient for parents.

Home Language Survey

During the enrollment, parents will fill out a Home Language Survey (HLS). The HLS will only be used if this is the student's first year in education. If the student has attended school, the language acquisition status will be verified by the student's cum and the California Longitudinal Pupil Achievement Data System (CALPADS), a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. More information is noted in the *Transfer Student* section.

Upon initial enrollment, parents complete the HLS section on the Student Registration Form, as required by state and federal law. The HLS determines if a language other than English is used in the student's home. Parents may receive, upon request, an explanation regarding the HLS purposes and uses. Students may be given an assessment to measure their English language proficiency level. It is important to convey to parents that the HLS is not used to determine a student's language classification and/or immigration status.

The survey is completed by the parent or guardian at the time of the student's initial enrollment in OCS. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the PowerSchool Student Information System (SIS) and the student's cumulative record (CUM).

The HLS comprises these three questions:
1. Which language/dialect did your child learn when he/she first began to talk?
2. What language/dialect does your child most frequently use at home?
3. What language/dialect do you use most frequently to speak to your child?

The questions in the HLS are used to determine a student's home language status:

Kindergarten Students

- If "English" is written on all 3 questions, the student is identified as English Only (EO). The student's primary language is determined to be English.
- If there is a language other than English for any of the 3 questions, the student's identification is To Be Determined (TBD).
- Student registration forms for all students identified as TBD are provided to the EL Coordinator for further processing.
- EL Coordinator will determine the student's identification (EL, IFEP).

Enrolling Kindergarten Students during the School Year

- If a student has been at a prior school, the students will be entered as TBD on the student's English Proficiency screen in the SIS, until further processing.
- The registrar will determine the student's identification (EO, EL, IFEP) through verification on CALPADS.

Kinder – 12th Grade

- All new incoming students will be identified on the English Proficiency screen as TBD.
- Student registration forms for all students identified as TBD are provided to the EL Coordinator for further processing
- The Coordinator will determine the student's identification, (EO, EL, IFEP, RFEP).

English Only (EO)

The student is classified as "English Only" if the answers to the three questions on the HLS are "English" and the student's cum and CALPADS documentation supports this.

English Learner (EL)

A student *might* be classified as "English Learner" if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language.

The student's English proficiency will be assessed to measure his/her current performance level in English and to identify the student's language acquisition status.

These additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment:

- Parent/Guardian requires an interpreter to communicate in English.
- Parent/Guardian speaks to their student in a language other than English.
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles.)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- Student, after having been enrolled in the core English program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the student will be administered the state the English Language Proficiency Assessment of California (ELPAC). The parent will be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

When reasonable doubt is established, the school will annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee will sign and date the annotations provided.

Parents who enroll their student in OCS will complete the HLS as part of the enrollment process. The first HLS on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the SIS and CALPADS.

English Language Proficiency Assessment

California has transitioned into a new assessment the English Language Proficiency Assessments for California (ELPAC).

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level will be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents will be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Under Education Code (EC), initially enrolled students identified by the HLS as potential EL students may not be exempt from taking the state-adopted English language proficiency assessment.

Initial Language/Classification Status

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English or classification status. It is also used annually to measure progress in acquiring English. Based on a student's overall performance on the ELPAC, the student may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student.

A student's initial language classification or status is determined by their overall performance on the initial ELPAC. Based on the performance level, a student may be classified:

<u>English Learner (EL) and Initial Fluent English Proficiency (IFEP)</u>

The overall performance level on the initial ELPAC is Initial Fluent English Proficient (IFEP) or English Learner (EL) is Intermediate or Novice. Any student who is not IFEP is them classified as EL.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native- English and fluent-English speakers, often identified as English Only (EO).

Initial ELPAC assessments will be pre-scored at the school site so an interim language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level will be communicated to the parent using the Initial Parent Notification Letter, which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

	Student Classified as ELL	Student Classified as IFEP
Kindergarten - 12th	Any student who did not receive an overall of 4 or higher on Initial ELPAC	Overall 4 or higher on ELPAC

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides OCS with ELPAC results. The ELPAC results are to be accurately and permanently recorded in the school's SIS and student CUM. If there is a discrepancy between the unofficial pre-scored English language proficiency results and the official score provided by the test vendor, the official score overrides the unofficial pre-scored results.

Once a student is identified as an EL, the student will be annually assessed with the ELPAC until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

English Learner Students with Individualized Education Programs (IEP)

EL students with disabilities will be assessed with the initial or annual or ELPAC. EL students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team will document in the student's IEP any accommodations or modifications used, and these will not deviate from those approved by CDE. All EL students with disabilities will be assessed with the ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

An alternate assessment to the ELPAC may be designated by the IEP team for students receiving special education services. At this time, the CDE does not have an approved, recommended alternative assessment to ELPAC for students with moderate to severe disabilities that the IEP team determines may not be able to take ELPAC in order to identify their level of English proficiency.

If the IEP team determines that a student should take an alternate assessment to ELPAC, they will ensure that the student is assessed in all four domains of:

English proficiency: listening, speaking, reading, and writing.

Newly Enrolled EL Students with IEPs

If a new student classified as EL enrolls in school from another Special Education Local Plan Area (SELPA) with an IEP, the student will be placed in an interim 30-day placement. The student is automatically eligible for special education services upon entry. An IEP meeting to determine if the placement and services are appropriate will be held within the 30 days.

Parent Notification of Initial and Annual Assessment Results and Program Placement

Parents of EL students will be notified each year of their student's current language classification with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Initial and Annual Language Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. OCS ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the Annual Parent Notification Letter which includes most recent ELPAC results and program placement options. All attempts are made to provide parents the official ELPAC assessment results in a language they understand when the results become available from the test publisher. Information on how to interpret ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

Parents of students (EL and IFEP) who are administered the initial or annual ELPAC will receive official notification within 30 calendar days, informing them of their student's:

- Initial English language proficiency level and how it was assessed or Annual English language proficiency level and how it was assessed

- Official language classification

- Instructional program placement

Parents of EL students and IFEP students are informed of the above information via the Initial Parent Notification Letter, which includes language assessment results and program placement options. Parents are advised to contact the student's school if they should need additional information.

Parents will also receive information regarding:
- English language proficiency level from annual assessment and how it was assessed
- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for EL students with a disability (with an Individualized Education Program (IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students are informed of the above information via the Annual Parent Notification Letter which includes the most recent ELPAC results and program placement options. Parents are advised to contact the student's home school if they should need additional information.

Parent Rights

Parent Confirmation of Program Placement

Parents are informed of the initial ELPAC results and the instructional program selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the CUM.

Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. ***School personnel may not recommend that a parent opt a child out of EL programs or services for any reason.***

Transfer Students

Transfers from Other California Public School Districts

Students transferring into OCS from another public school district within California will present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT and/or ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented during enrollment. If these documents are available at the time of enrollment, OCS does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff will contact the previous district to request the student's information.

Transfers from Out-of-State or from another Country

The initial identification and assessment process is to be used for students entering the school from another state or country.

Students enrolling in OCS born in another country may have two different enrollment dates: (1) School enrollment date and (2) U.S. enrollment date.

- **School Enrollment Date**
  The student's first day of attendance is the official enrollment date with the school.

- **U.S. Enrollment Date**
  The student's first day of attendance in a U.S. school is the official U.S. enrollment date.
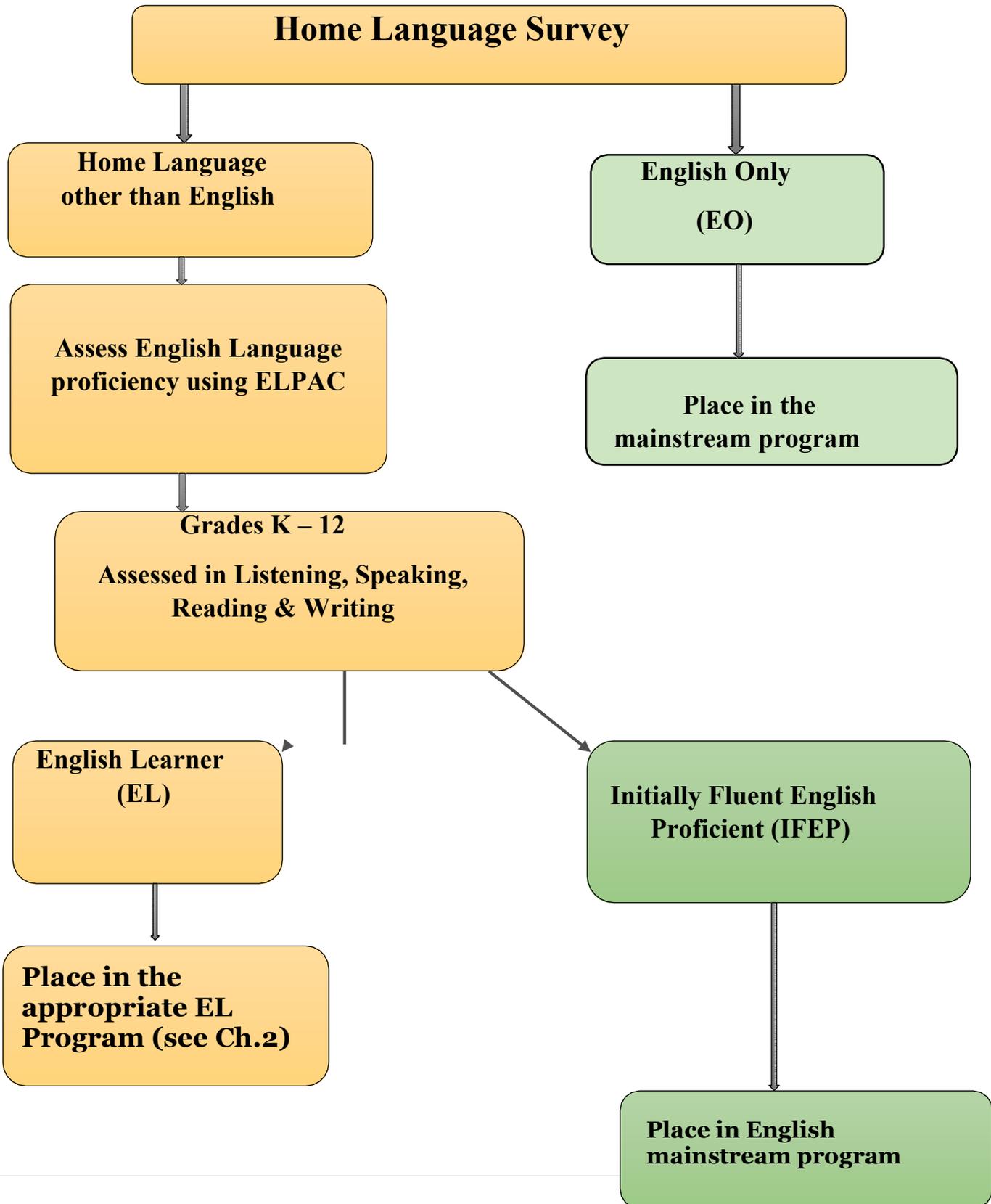
The O'Farrell Charter School initial enrollment procedure is followed for students who are new to the state or from another country. The student's enrollment date is entered into the student's records as the date the student first enrolled in a California school or when appropriate, the date the student first enrolled in a U.S. school. The student will be placed in the grade level aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) at OCS is standardized for consistency and equity. This responds to the educational needs of EL students and the preferences of parents and guardians. The process is described in this chapter and illustrated on the document titled "Identification, Assessment, & Program Placement Flow Chart".

The school's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so all parents can make informed decisions.

IDENTIFICATION, ASSESSMENT & PROGRAM PLACEMENT FLOW CHART

Home Language Survey

Home Language other than English

English Only (EO)

Assess English Language proficiency using ELPAC

Place in the mainstream program

Grades K – 12

Assessed in Listening, Speaking, Reading & Writing

English Learner (EL)

Initially Fluent English Proficient (IFEP)

Place in the appropriate EL Program (see Ch.2)

Place in English mainstream program

Chapter 2
Instructional Programs and Models

Chapter Overview

After ELs have been identified using the English Language Proficiency Assessments for California (ELPAC), OCS will provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." OCS will also provide Special Education Services to ELs identified to warrant such services.

OCS will provide appropriate EL services and programs that meet civil right requirements and best meet the needs of our EL student population so ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. OCS will offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process explained in Chapter 4.

To determine which EL services and programs are best suited for a student identified as an EL, OCS will consider the student's (1) English proficiency level, (2) grade level, and (3) educational background.

2013 California Education Code 313.1. a &b defines a Long-Term English Learner (LTEL) as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test. OCS will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

OCS' instructional programs for ELs are the core of our mission to ensure ELs are college and

career ready. Our instructional programs teach ELs to understand and use academic English proficiently and effectively while ensuring they have meaningful access to a high-quality education and the opportunity to achieve their full academic potential. OCS' instructional programs for ELs are:

- Clearly defined
- Research based
- Aligned with rigor of Common Core State Standards, New Generation Science Standards, California ELD Standards and California ELA/ELD Framework
- Driven by the theory of action laid out in the Essential Practices for ELL Achievement
- Designed to address the needs of each EL subgroup
- Strongly supported and resourced
- Effectively monitored through the ELLevation program

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated ELD.
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups.
- Describe Special Education Services for ELs.

Designated and Integrated English Language Development (ELD)

Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content, they are interested in. The concepts of Integrated and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

To deliver quality Designated and Integrated ELD to all ELs, OCS will:

Provide a minimum 30 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.
- At the secondary level
  - Includes at least one period of Designated ELD per school day as long as the student is an EL, with two periods for newcomers.
  - Is part of a comprehensive Designated ELD Course sequence.
  - Academic Language Acceleration (Secondary only, LTELS and At-risk ELs) that includes intentional language development along with reading instruction.

Provide Integrated ELD across content areas that:

- Have clear articulation, instruction, and assessment of Content-Language objectives.
- Provides students appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.), a practice sometimes referred to as Discipline-specific and Academic Language Expansion (DALE).
- Requires ample oral and written production of language.
- Intentionally incorporates the Three High-Impact Language Practices (Using Complex Text, Fortifying Complex Output, and Fostering Interaction) into content area instruction and core routines such as Reading and Writing Workshop.

Effective provision of Designated and integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELs in their classrooms, K-12:
   - Will be skilled at providing Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.
   - Will be skilled at providing content-embedded Designated ELD when they teach this period or course.
   - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

2. The OCS will:
   - Ensure effectively Integrated ELD is provided in all elementary and secondary classrooms.
   - Provide ongoing professional development that allows ALL teachers K-12 to become experts in the delivery of effective Integrated ELD and Designated ELD where applicable.
   - Ensure all ELs receive at least 30 minutes per day of Designated ELD until they reclassify.
   - Ensure the elementary school and individual teachers reach Stage III: Consistent Implementation on the Descriptors for Stages of Designated and Integrated ELD Implementation (See Appendix)

Education Programs for EL Students

This section describes each of the instructional programs available to ELs in OCS. The programs are:

- English Language Development (ELD)
- Long Term English Learner (LTEL) Support
- Universal Newcomer Supports and Newcomer Programs

A. English Language Development (ELD)

English Language Development (ELD)
Base program for all schools and classrooms serving ELs
Strengthens grade-level instruction for ELs and ALL students*
Includes Integrated and Designated ELD
All staff will have the skills and resources to effectively deliver

Every classroom in OCS will serve ELs during the year, and teachers will be equipped to provide the required base program to EL students.

Program Features of the English Language Development Program (ELD)

Students Served and Exit Criteria
1. The program serves ELs from Emerging to Bridging (ELPAC Levels 1-4). EOs, IFEPs, and RFEPs are enrolled in an ELAP classroom and will receive the supports provided by Integrated ELD. 2. Once ELs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other supports provided in ELD, including robust Integrated ELD. 3. In addition, ELs receive designated ELD instruction as well as support in all integrated ELD classrooms.

Program Components

1. For Designated ELD:
  • Minimum 30 minutes per day as a protected time for Focused Language Study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELs.
 	
2. Both Integrated and Designated ELD will feature:
  • Standards-based instruction with differentiation and language development strategies in all content areas including:
    ◦ Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use
    ◦ The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction
    ◦ SDAIE, GLAD and other strategies for making content instruction understandable, listed on the document Strategies for Designated and Integrated ELD
 	
    ◦ Partner and group work to foster content and language learning, social- emotional learning and cultural competence
    ◦ Use of both core and supplemental curriculum

- Leveraging of primary language for content and language learning
- Routines that are clear, predictable and supportive of OCS-aligned rigor and high student engagement
- Monitoring of ELs to ensure progress towards reclassification within 5 years, and monitoring of RFEPS for two years
- Intensive monitoring of newcomers, LTELS, and ELs at –risk of becoming LTELs, including twice-yearly assessment
- For ELs with IEPs, clear articulation and consistent implementation of IEP language development goals

3. Family engagement activities, bilingual support staff, and strong community partnerships will support the educational experience of ELs.

B. Newcomers

"Newcomer" is an umbrella term that includes various categories of immigrants born outside of the United States. It's important to note, however, that not all immigrants are ELs; some are fluent in English, while others speak little or no English. In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers.

Newcomers and their families have four basic needs:

1. A welcoming environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students
3. Social-emotional support and skills development to succeed in school and beyond
4. Encouragement and support to engage in the education process

By recognizing these needs and developing strategies to meet them, schools can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success.

B. Universal Newcomer Supports

All newcomers at OCS sites will receive baseline *Universal Newcomer Supports*, which consist of additions to the baseline ELAP instructional program. *Universal Newcomer Supports* include a more robust intake process at the site and additional Designated ELD each day.

Features of Universal Newcomer Supports

Students Served and Exit Criteria
1. Universal Newcomer Supports serves students who have been in the U.S. three years or less. As ELs with beginning levels of English proficiency, newcomer students are placed in the ELD instructional program. 2. Students will exit the extra period of Designated ELD after one year, but students will still receive the other Universal Newcomer Supports for at least two years and for up to four years as needed. For greater detail, see the document *Newcomer Entry and Exit Criteria*

Program Components

In addition to the Program Components from the ELAP instructional program above, *Universal Newcomer Supports* should include these components:
 	
1. A robust newcomer intake process at the site, including transcript analysis to identify prior schooling and proficiency levels in math, home language, and literacy, and the flagging of any newcomer who might have or need an IEP
 	
2. Special attention to literacy development and early reading skills as needed
 	
3. At least 2 periods daily of specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge and social emotional learning skills.
 	
    • For elementary, a period is defined as a discrete block of at least 30 minutes.
    • For secondary, one of the periods should be a course from the ELD course sequence.

4. Independent computer-based learning is in addition to, not in lieu of, the minimum 2 periods of Designated and Integrated ELD mentioned.

5. When possible, leverage primary language:
   - To develop content knowledge and aid in the comprehension of English texts and class discussions.

6. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs.

7. Additional steps for access to the core (a-g graduation requirements at the secondary level) over and above the points listed in "Standards-based instruction with differentiation and language development strategies in all content areas" in the ELAP Instructional Program Components including:
   - Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs
   - More targeted scaffolding and differentiation including additional small group work, plus use of language partners

8. Extend Learning Opportunities including summer school and after school programs that specifically target newcomers at the secondary level

9. Counseling and other services, both within and outside of the school, to support newcomer students who have experienced trauma or who are unaccompanied minors

10. Family engagement activities, bilingual support staff, and strong community partnerships to provide extra support

C. LTEL Support: Academic Language Acceleration Course (Secondary Only, LTELS and At-Risk ELs)

The *Academic Language Acceleration* course is designed to explicitly address the language and literacy gaps that impede academic success for LTELs and At-Risk ELs while meeting a-g requirements for ELA course rigor. However, the Academic Language Acceleration course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum 30 minutes per day Designated ELD instruction required for ELs.

The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy. Writing from evidence, vocabulary development, and reading of increasingly complex text and text-based academic discussions are key components.

Features of LTEL Support: Academic Language Acceleration Course

Students Served and Exit Criteria
1. Students are enrolled in the program if they have been ELs for over six years or if they are at-risk of becoming LTELs and have finished the other courses in the ELD course sequence.   2. Students are exited from the program when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their two years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by the Key Performance Indicators.

Program Components

In addition to the Program Components bullets from the ELAP instructional program above, the *Academic Language Acceleration Course* should include these components:

1. The program is designed to explicitly address the language and literacy gaps that impede academic success for LTELs.

2. A smaller class size to reduce the student-teacher ratio when possible is recommended.

3. The site monitors progress throughout the course using curriculum-embedded benchmark assessments.

4. Overall progress is monitored annually through ELPAC, SBAC, or ELLevation benchmark assessments

5. The curriculum emphasizes rich oral and written academic language development and work with complex text.

6. Instruction provides appropriate supports and scaffolds without undermining "productive struggle."

7. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.

8. Goal-setting around language development and reclassification is emphasized.

For LTELs with IEPs, clear articulation and consistent implementation of IEP language development goals are provided.

Special Education Services for EL Students

English Learners have access to Special Education services just as all other students in the district. A careful review by the Student Study Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision testing, a parent interview and an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance reflects expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When determined that an English Learner must be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are considered when determining eligibility.

Instructional decisions related to the student's language acquisition status will be individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD and goals that support access to the content areas through primary language instruction and/or support. If the student's ELD program relates to the student's need for Special Education services, the IEP will document the provision of these services. English Learners in grades KA–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and ELAP instruction in conjunction and collaboration with the general education teacher.

Special Education staff will receive the same training as general education staff in working with English Learners. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are provided to parents in their primary language upon request as required by state law.

Chapter 3
Monitoring Student Progress and Reclassification

Chapter Overview

The O'Farrell Charter School has an obligation to monitor and regularly assess the progress of all ELs, in both English language proficiency (ELP) and content knowledge. This includes conducting annual ELPAC and measuring their performance in grade-level content areas. OCS is striving to create systematic, cyclical series of common assessments and tools specifically to monitor ELs progress over time, to determine when students are not making appropriate progress, and to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge. We will ensure that we are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi- Tiered Support System (MTSS) to ensure that EL students do not incur irreparable academic deficits.

Once students demonstrate proficiency on the ELPAC, the EL student should be able to effectively participate in grade-level content instruction in English without EL services.

The O'Farrell Charter School uses a variety of measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP). See the Reclassification Criteria in the Appendix.

Exiting EL students either too soon or too late raises civil rights concerns. EL students exited too soon are denied access to EL services while EL students exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.

After students have exited the EL program, OCS will monitor their academic progress for at least two years.

Monitoring Student Progress

Guiding Principles from the California Department of Education's (CDE) English Language Arts/English Language Development Framework

EL progress should inform EL program evaluations.

The O'Farrell Charter School abides by the following framework found in The Guiding Principles from the *California Department of Education's (CDE) English Language Arts/English Language Development Framework*:

1. **Potential** ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELs] to achieve the standards for college-and-career readiness" (NGA Center & CCSSO, 2010b, p. 1).

2. **Funds of Knowledge** ELs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELs.

3. **Diversity in EL Progress in Acquiring English Language Proficiency** A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. **A student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development.** For example**,** "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered the program, initial English proficiency level, native language

literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. **"Research has shown that ELs can develop literacy in English even as their oral proficiency in English develops** (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. **Scaffolding** ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

5. **Students with Limited or Interrupted Formal Education (SIFE's)** ELs with limited or interrupted formal education will be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCSS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSSO, 2010) for this purpose.

6. **Special Needs** ELs with disabilities can benefit from English language development services (and it is recommended that language development goals be part of their Individualized Education Plans [IEPs]). Educators should know that these students may take slightly different paths toward English language proficiency.

7. **Access Supports and Accommodations** Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so their assessment results are valid and reflect what they know and can do. Educators should know that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the access supports and English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards 2 accommodations that should be considered for ELs and ELs with IEPs or 504 plans during classroom instruction and assessment, it is useful to consider EL needs in relation to receptive and productive modalities.

8. **Multimedia, Technology, and New Literacies** New understandings around literacy (e.g., visual and digital literacies) have emerged around information and communication technologies (International Reading Association, 2009). Relevant, strategic, and multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELs.

Minimum Progress Expectations

Clear minimum progress expectations allows OCS, individuals, and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELs at OCS. In this section, we provide graphics detailing the minimum progress expectation for each instructional program, model or specific support.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section Titled: ***Interventions within MTSS for ELs Not Meeting Minimum Progress***. To understand the minimum expectations tables (below), follow the different students across multiple years, bearing these points in mind:

1. No matter the English proficiency level of a student when s/he enrolls in a particular instructional program, reclassification is expected to occur by the time s/he reaches the far right column of the table.

2. All the English proficiency and academic achievement indicators in the columns are "end-of-year" expectations.

3. The assumption is that a student begins the year about "one year's growth" behind the end-of-year target. For example,

   • A student expected to finish the year at "High Pre-emerging/Low Emerging" (the far left column for English proficiency in the table below) would have begun the school year knowing almost no English.

   • A student expected to finish the year at "High Expanding" would have begun the school year at the "High Emerging" level (which is the column to the left of "High Expanding").

4. A student's first year in an instructional language program at OCS can happen at any grade level or at any English proficiency level, depending on the student's history.

ELAP Instructional Program Minimum Progress Expectations for ELs

	High "Pre-Emerging" to Low Emerging	High Emerging	High Expanding	Low Bridging	Mid to High Bridging and reclassification
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3			Student A	Student B	Student C
End of Year 4				Student A	Student B
End of Year 5					Student A

Other End of Year Minimum Progress Academic Achievement Indicators					
English Reading	1 to 3 grade levels below on Reading Inventory	1 to 2.5 grade levels below on Reading Inventory	1 to 2 grade levels below on Reading Inventory	1 to 1.5 grade levels below on Reading Inventory	1 to less than 1 grade level below (meet or exceed OCS' Reclassification Criteria)
Math	1 to 2 grade levels below on Math Inventory	1 to 1.5 grade levels below on Math Inventory	1 grade level below on Math Inventory	.5 grade level below on Math Inventory	On grade level on on Math Inventory
SBAC ELA & Math	Standard Not Met	Standard Not Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met

Assessment and Process to Monitor Progress of EL Students

At least twice yearly, the EL Department will meet to review the progress of ELs, LTELs, ELs at risk of becoming LTELS, newcomers, and ELs with IEPs.
The EL department will access the ELLevation data as part of the review process.

In order to effectively educate ELs, teachers will assess each student's' academic and language development needs and tailor their instruction accordingly. Teachers also must closely monitor student progress. OCS will use appropriate and reliable evaluations and testing methods to measure ELs knowledge of core subjects and language proficiency.

ELLevation: ELLevation supports customized digital monitoring forms for online completion, digital document uploads for student records, online feedback forms that are easy for teachers to complete, and more. ELLevation tracks individual student performance on ELPAC, CAASPP and formative assessment data, and focuses on LTELs and other important sub-groups. ELLevation offers classroom activities that teachers can incorporate into lessons, ensuring best-practice instruction for ELs. Teachers are empowered to personalize instruction with key student information, language supports, and instructional resources. EL Progress monitoring is accomplished through our comprehensive digital ELLevation program.

A schedule of assessments is determined by both state and school timelines. Some are annual and some are a response to intervention. Assessments used to determine English language proficiency and evaluate students' academic performance include, but are not limited to:

- English Language Proficiency Assessment (i.e. ELPAC)

- ELD Curriculum - with embedded benchmark assessments

- ELA Curriculum - with embedded benchmark assessments

- Math Curriculum - with embedded assessments

- Language Arts Assessments

- SBAC

- California Standards Test in Spanish (STS)

Transcripts/Assessment results will be maintained in PowerSchool and ELLevation. This allows administrators, principals, teachers, EL Specialists, and the ELD department to rapidly access results used for many purposes, including, but not limited to, information that relates to the identification, placement, progress towards reclassification and identification of students in need of additional supports.

Reclassification

Reclassification Process

At least twice per year, in the fall and spring, the ELD department will collect and review test results, the latest official ELPAC scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, the ELD department will identify those students eligible for reclassification (see Appendix: OCS' Reclassification Criteria embedded in the Parent Notification Letter).
The reclassification criteria include multiple measures:

- English language proficiency, including listening, speaking, reading, and writing

- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion)

- Comparison of performance in basic skills

- Parent opinion and consultation

The ELD department will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian cannot attend this meeting, the members of the ELD department will try to involve the parent/guardian in the Reclassification Process through the avenues of parent letters, phone calls, and if possible, home visits.

The site may elect to take these additional steps for involving parents/guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/student met all the criteria to be reclassified

Progress Monitoring Reclassified Students

OCS will monitor and regularly assess the progress of all Reclassified English Learners for at least two years, through the use of the ELLevation program to ensure that they have not been prematurely exited from the ELD program and other EL support programs and that they are meaningfully participating in the school's standards-based educational programs comparable to their never-EL peers.

Detailed, tiered interventions are documented in the ELLevation program. OCS is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, the school will document this through the *EL Student Classification Form* and process, which includes a revised Parent Notification Letter presented to the parents in a ***face-to-face meeting*** to ensure parent consent of reentry to EL status.

Interventions within MTSS for ELs Not Meeting Minimum Progress

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will craft a plan to accelerate this student's achievement. The Multi-Tiered Support System (MTSS) provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

MTSS is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability results from inadequate instruction and progress monitoring. For ELs, proper identification of specific learning disabilities is critical.

The Three Tiers of the MTSS Pyramid

The three tiers in the MTSS Pyramid detail the increasing support provided for students having some difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:
    - Universal Design for Learning (UDL)
    - Small group work and differentiation
    - Integrated and Designated ELD for all ELs
    - Social-Emotional Learning
    - Newcomer Support for all newcomer ELs as part of their core "Tier 1" program
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction to support students having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.
- In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

Chapter 4
Parent and Community Engagement

Chapter Overview

The O'Farrell Charter School believes that parents, as the child's first teachers, are essential partners in the education of a child. OCS is committed to promoting family and community engagement to achieve academic success for all English learners.

OCS has identified Family and Community Engagement as one of its strategic priorities. Specifically, OCS aims to build strong communication and relationships between parents/guardians, community, and schools by promoting proactive involvement in students' academic and personal growth.

This chapter describes the ways through which families and the school community can be more involved in the OCS EL program. The ELD department will provide guidelines and support to ensure that teachers follow best practices and strategies. The principal or his/her designee administers, supervises and evaluates the effectiveness of the family and community engagement.

Communication with Parents/Guardians

Trust is the foundation of any partnership. To build and maintain a trusting relationship between OCS, families and school communities, communication is key. To ensure that a two-way meaningful communication exists, OCS will strive to make the dissemination of information timely, transparently, and clearly using a language understood by the majority of the families and members of the school community.

OCS will inform the parents how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

Each school site will provide ***The Parent and Family Engagement Policy*** for all parents outlining the school and community resources with contact information for school stakeholders. See the board approved *Parent and Family Engagement Policy* on the website or in person in the school offices.

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services as the situation warrants. Under state law, schools will provide written communication in the primary language of the parent when fifteen percent (15%) or more students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/ minutes.

To ensure shared decision-making and program satisfaction, ***Local Control Accountability Plan Survey*** will be conducted on an ongoing basis throughout the school year. The principal and all English Learner stakeholders will review data from the survey and will address findings with staff, DELAC, and all EL parents. In addition, a specific plan to improve its partnership with parents will be written in each the school Single School District plan (SSD), and communicated to the school's faculty, staff and parents.

Translation Services

The school office provides all translation services for school facilitated activities and IEP meetings.

The school provides an annual workshop on translation to all bilingual facilitators to maintain high-quality translation at all school meetings.

Required Parent Notifications

OCS will provide written notification to parents of all EL students concerning the following: (samples of notifications found in the Appendix)

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual ELPAC levels
- Reclassification Criteria
- High school graduation and a-g
  requirements

In addition, OCS will assure that parents are notified in writing if the following applies:

- Progress expectations in any area are not being met
- Criteria for reclassification have not been met
    o Interventions available at the school and their purpose

EL student progress is discussed at the elementary level during regular individual parent-teacher conferences and at the secondary level annually through parent meetings with designated site staff.

Parent, Guardian, Community Involvement

DELAC (District English Learner Advisory Committee)

Districts having 51 or more English Learners are required by the California Department of Education to form a district-level advisory committee. OCS meets these criteria and has an established functioning DELAC. The DELAC is to meet regularly with the Title III coordinator to identify training topics needed to assist the committee members in carrying out their legal responsibilities. For the committee members to make informed recommendations, OCS will provide the following training to DELAC members:

- Goals, rationale, structure, and outcomes of the instructional programs for ELs in OCS.
- Data included in the annual CALPAD's Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students through ELLevation
- Notifications for parents or ELs (Enrollment, Notification of Test Results, Annual Notifications)
- Ensure that current information for parents of ELs is distributed and used uniformly throughout the school.
- Invite all community organizations, non-profits and other entities with curricula specific to parents of ELs, to present such curricula throughout the school year.
- Advising the school site council on the school's program for English Learners
- Advising the principal and staff on the school's program for English Learners
- Assisting in developing the school's: needs assessment, Language Census Report, and effort to make parents aware of the importance of regular school attendance.
- OCS will provide DELAC with training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

> "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."
> - Jane D. Hull

An election of DELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving one- year terms are selected from these elected members. Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel.

• Parent members are elected by parents of English Learners;

• Parents of English Learners constitute at least the same percentage of committee members as their children represent the student body; and,

• All parents/guardians of English Learners have an opportunity to vote.

This documentation is collected and reviewed by the Title III Coordinator:

- Calendar of meeting dates for the year
- DELAC Officers contact information sheet
- Monthly agendas
- Monthly minutes from meetings
- Monthly flyers

Collaborating with Families and School Community

Our civic and community organizations collaborate with us to promote family engagement and the well-being and success of our students. OCS will implement outreach to parents of English Learner students. Parents will provide valuable input and participate in making important decisions about our academic and enrichment programs.

OCS will also provide training activities to parents on how they can be involved and become active participants in assisting their children to:

- Attain English proficiency
- Achieve at high levels in core academic subjects
- Meet challenging state academic content and achievement standards expected of all students

Chapter 5
Evaluation and Accountability

Chapter Overview

Evaluation of The O'Farrell Charter School EL program is guided by principles outlined in the US Department of Education "English Learner Toolkit for State and Local Education Agencies."

According to this document, successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time the District will modify the EL program. The evaluation is also guided by the principle that a successful EL program will avoid unnecessary segregation.

Program Evaluation

Program evaluation should:

- Determine whether our system is providing the EL services described in Ch. 1 through 7
- Determine whether we are achieving satisfactory results for OCS ELs
- Be integrated into all EL program activities
- Focus on policies, procedures, programs, practices, resources, staffing, and student outcomes
- Consist of collaborative efforts to improve systems, services, and student outcomes

Eight Goals for OCS' EL Program

The evaluation of OCS' EL program will consist of monitoring program effectiveness in these areas:

1. EL programs are fully implemented
2. Identification and monitoring of EL students and appropriate placement in the instructional program
3. EL students attaining full English proficiency within 5 years.
4. EL students attaining parity of participation in the standard instructional program within 5 years.
5. EL students having access to specialized and accelerated programs
6. Engaging ELs in meaningful cultural, social and academic activities
7. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never-ELs.
8. Ensuring adequate communication with parents regarding all aspects of the program to achieve meaningful parent participation

Accountability and Support

If OCS's data indicates achievement goals are not being met and past collaborative efforts have not led to the desired outcomes, OCS will provide greater support to achieve strong outcomes for ELs. Below are sample triggers that may lead to needed tiered supports at OCS:

- OCS is in the red band on the English Learner Progress Report on the California School Dashboard.
- OCS spends two or more years in the orange band on the English Learner Progress Report on the California School Dashboard.
- OCS is in the red band on the Graduation Rate Report for English Learners on the California Dashboard.
- OCS spends two or more years in the orange band on the Graduation Rate Report for English Learners on the California School Dashboard.
- OCS is in the red band on the English Language Arts Report for English Learners on the California Dashboard.
- OCS spends two or more years in the orange band on the English Language Arts Report for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

OCS' Checklist for Addressing and Implementing the EL Master Plan

Administrative Staff

- Provide adequate support for teachers to:
  - Fully develop and implement a site EL program including curriculum, student support systems, and monitoring capabilities
  - Develop extended learning opportunities (e.g. summer school, after school tutoring)
  - Evaluate comprehensive, disaggregated, student data relevant to monitoring student progress
- Provide for effective, high-quality professional development regarding all aspects of the EL program
- Periodically evaluate and audit all aspects of EL programs
- Provide any needed translation for meetings
- Provide a system that allows for input and evaluation from all stakeholders
- Continue supporting the DELAC
- Support the English Language Development Department in its efforts to:
  - Review and coordinate EL programs and issues
  - Ensure that the school adheres to the standards and procedures of the EL Master Plan
  - Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs and a focus group for collaborative program-solving.
  - Provides a forum for evaluating and determining that practices and resources are being used effectively to implement the district program(s) for ELs
  - Makes recommendations regarding meaningful effective and adequate data reports.
  - Ensures communication and integration for clarity, consistency and continuing improvement to the OCS programs for ELs.
- Ensure adequate staffing of EL programs (appropriate funds will be provided to ensure adequate staffing to EL programs)
- Ensure LCAP/LCFF goals are aligned with OCS EL Master Plan.
- Monitor site implementation of EL Master Plan
- Inform school staff of relevant EL Dashboard data
- Identify EL students for teachers and provide academic information
- Monitor student progress and ensure students not achieving adequate progress are provided support and intervention
- Ensure timely and correct placement of students in core classes
- Ensure all ELs are provided Integrated and Designated ELD.
- Provide translation for all site meetings

- Monitor RFEP students through ELLevation program
- Compare academic progress of ELs and RFEPs to "never ELs" or EOs
- Ensure process for parent contact regarding EL student academic progress
- Monitor EL student participation in extra- and co-curricular activities
- Monitor attendance rates, GPA, graduation rates, suspension/expulsion rates for EL students

Instructional Staff

- Provide ELs with Integrated and Designated ELD
- Utilize data to monitor student progress and modify instruction
- Determine and implement differentiated strategies for EL and RFEP students
- Participate in professional development
- Provide feedback to site administration and district office regarding effectiveness of EL programs, curriculum, and support
- Advocates for support services for students when needed

Counseling Staff

- Provide timely and correct placement of students in core classes
- Ensure all English Learners are provided Designated ELD
- Monitor individual EL student academic progress
- Facilitate college and career readiness for all EL students
- Assist EL department in facilitating and informing parent/student of reclassification progress
- Collaborates with parent and teacher to facilitate student progress

Student

- Attends school daily and works for high achievement
- Participate in school activities
- Communicates regularly with parents, teachers, and site staff

Parent

- Monitors/promotes EL's progress in academics, homework, attendance, and behavior
- Supports ELs in activities to promote student achievement
- Communicates regularly regarding student progress with students, teachers, and school site
- Attends parent conferences and school functions (e.g. Open House, conferences)
- Participates in school committees (e.g. DELAC, Site Council, PTA, etc.)

Accountability for Implementation and Monitoring

Goal	Evaluation Questions	Program Monitoring
1. **Implementation:** ELL programs are fully implemented across the school.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the EL Master Plan a useful guiding document for stakeholders?	• EL Master Plan is available and accessible to all stakeholders on the website • OCS will provide timely support and necessary professional development for EL program implementation • Site administration monitors and verifies full site EL Plan implementation • Conduct stakeholder surveys regarding implementation and effectiveness of plan

2. **Identification and monitoring:** Identification and monitoring of EL and RFEP students and appropriate placement in the instructional program	2.1 To what extent are ELs identified and assessed within the first 30 days of school?
	
	2.2 To what extent are parents notified of EL placement within the first 30 days of school?
		• File and Record Audit of:
		  a. Date of enrollment
		  b. Home Language Survey
		  c. English Assessment
		  d. Placement

	2.3 To what extent are EL students placed in academically appropriate courses within the first 30 days of school? **2.4** Upon reclassification to what extent are counselors and stakeholders notified to ensure proper academic placement? **2.5** To what extent is the academic progress of EL, LTEL and RFEP students monitored?	• Audit of student schedules • Evidence of reclassification notification to parents, teachers, and counselors • Evidence from site administration that RFEP students are being monitored academically.

3. **English Proficiency:** EL students will attain full English proficiency within 5 years	**3.1** Do EL's meet the state's Title III Annual Measurable Achievement Objective 1 regarding progress in learning English?
	
	3.2 Do ELL's meet the state's Title III Annual Measurable Achievement Objective 2 regarding attaining English Language proficiency?
	
	3.3 Are there overall proficiency gains on all subtests on the ELPAC for students?
	
	  • 1-3 years in U.S. schools?
	  • 4-5 years in U.S. schools?
	  • Over 5 years in U.S. schools?
		• An analysis of English language acquisition benchmark progress and English language proficiency attainment will be conducted by the district, school, language group, and program.
		
		• Data from ELPAC, SBAC ELA and Reading Inventory will be provided for these cohorts: Students in US schools 1-3 years
		Students in US schools 4-5 years
		Students in US schools over 5 years
		
		• Reclassification rates for EL and LTEL

	What are the overall gains in the cohort group?	
	3.4 Is there a decrease in the number of students identified as LTELs?	
	3.5 Is there an increase in the reclassification rate for LTEL students?	

| 4. **Academic progress:** EL students will attain parity of access and participation in the standards-based instructional program within a reasonable period of time | 4.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA?

4.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math?

4.3 Are ELs needing academic support being identified and appropriately served?

4.4 Do ELs and RFEPs meet the state's Title 1 accountability system target in English Language Arts and Math?

4.5 To what extent are ELs and RFEPs represented in these categories:
    • Meeting UC/CSU (a-g) course requirements at | • Review of SBAC-ELA and SBAC-Math comparing data by EL, RFEP and Never -EL.

  District-wide and site-specific data provided to each site.

  Disaggregated data by the number of years in district and placement.

• Review of site procedures for identification and monitoring of EL students needing academic support.

• Review of site EL student support programs and extended learning opportunities.

• Review of EL student course completion rates and GPA. |

	high school graduation • Taking and passing college placement examinations 4.6 Are ELs at high school gaining access to academically rigorous core classes?	• Review of EL student transcripts.
5. **Academic Access:** EL students will have access to specialized and accelerated programs including Honors and AP courses	**5.1** To what extent do EL students have access to accelerated programs K-12? **5.2** To what extent do EL students have access to specialized programs and pathways? 5.3 To what extent do EL students have access to district charter schools? 5.4 To what extent do EL students concurrently enroll in college courses?	• Monitor EL/RFEP enrollment in Honors courses by district and site • Monitor EL/RFEP enrollment in AP • Review EL student transcripts • Review of EL enrollment data in district charter schools • Review of EL enrollment data in specialized programs and pathways • Review of EL rates for concurrent enrollment in college course
6. **Student Engagement:** Engage ELs in meaningful cultural, social and academic activities	6.1 To what extent do ELs and RFEPs receive and participate in programs and services?	• Sites monitor participation rates in site-selected activities

			• Review of Rosters
	6.2	To what extent do ELs/RFEPs respond to opportunities at school (e.g. extracurricular activities, committees, etc.)?	
7. **Increase Student Success:** Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never ELs/EOs	**7.1**	Is EL and RFEP representation proportional to Never-ELs in these categories: • Suspensions, expulsions, other discipline • Retentions in grades K-6 • Dropouts	Review of : • Suspensions, expulsions, other discipline • Retentions in grades K-6 • Dropout rates • Attendance • GPA • Credit deficiency rates • Non- graduation rates • Alternative education program enrollment
	7.2	Are EL and RFEP attendance rates similar to those of Never ELs?	
	7.3	Are ELs and RFEPs in high school making expected progress towards graduation?	
	7.4	Is EL and RFEP representation proportional to Never-ELs in alternative education programs?	

8 Parent Communication: Ensure adequate communication with parents regarding all aspects of the EL program to achieve meaningful parent participation.	9. Are parents of ELs and RFEP's as likely as parents of Never-ELs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? **9.2** Is the rate of EL and RFEP parent participation increasing? **9.3** To what extent do parents participate in DELAC meetings?	• Bilingual communication is in place and utilized • Sites will monitor parent participation in site activities

Chapter 6
Staffing and Professional Development

Staffing

Recruiting, developing, and retaining excellent educators is essential to ensure that OCS provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification, such as CLAD, BCLAD, or equivalent, to provide necessary instructional services to English Learners. OCS will actively seek teachers who hold a BCLAD.

The Human Resources staff will hire no teacher that is not English Learner authorized with a CLAD (or equivalent certification).

The school will provide and designate staff who will:

- inform and assist parents with school choice and enrollment

- do intake surveys and initial assessments

- identify long-term English Learners (LTELs) and Newcomers

- provide pull-out or push-in professional support to meet those needs.

- continually monitor and update the ILP

- reclassify and monitor students making sufficient linguistic and academic progress.

Professional Development

The O'Farrell Charter School is committed to providing focused, effective, and research- based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Having EL teachers well prepared and employing their training in the classroom will help ensure that the EL program model successfully achieves its educational objectives. In addition, staff who register students and manage student records will receive training on the legal

requirements and school procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are informed and able to take an active role in determining the appropriate instructional program for their children.

7 Core Principles of Professional Development

Excellent professional development to meet the needs of English Learners will...

1. Build on a foundation of skills, knowledge, and expertise: Those leading training will ascertain the existing experience and expertise of the participants and will use this information to construct learning that builds upon the foundational knowledge already in place.

2. Engage participants as learners, present materials in a hands-on manner, and allow time to try out new methods in a safe environment before moving on to a new subject or implementing in the classroom.

3. Provide content specific ELD training for Integrated and Designated ELD.

4. Provide practice, feedback, and follow-up with a constructivist approach, allowing participants to link and build on prior knowledge, apply new skills in the classroom and receive constructive feedback.

5. Have in place a practice to measure growth in teacher implementation of effective practices in working with English learners.
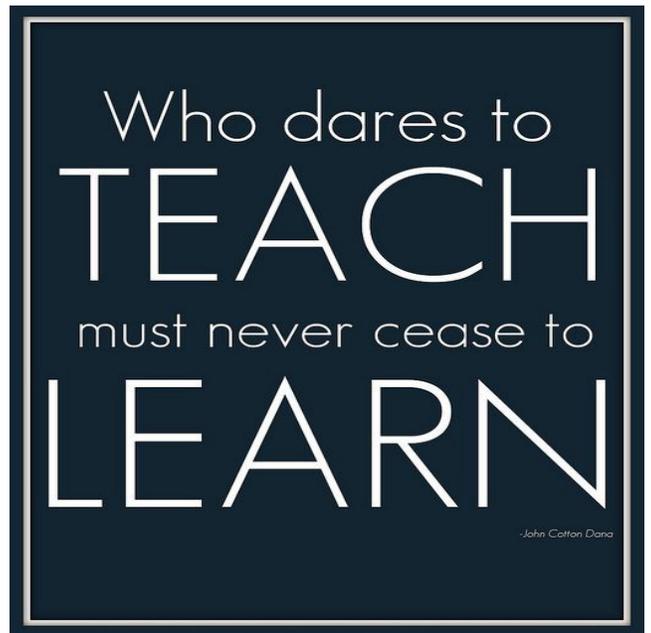
6. Have in place a practice to monitor changes in student performance by linking it to measurable outcomes, behavior, and/or achievement highlighting student work samples.

7. Because cultural sensitivity is foundational in helping to advance our EL students, all staff members who work with English Learners will participate in cultural awareness training.

There will be an annual review of the EL Master Plan to consider revisions. This will ensure there will be constant vigilance in keeping the EL Master Plan current and a commitment to faithful and high-quality implementation.

English Learner Services, in partnership with site administrators and staff, will develop a three to five-year professional development plan that addresses the implementation of the Master Plan for English Learners and offer training and collaborative opportunities that focus on instruction and student learning related to our English Learners' needs.

Chapter 7
Funding

The O'Farrell Charter School is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for English Learners.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and school policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the San Diego Unified School District and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at OCS, including but not limited to:

1. The O'Farrell Charter School Board Policies
2. LCAP Goals
3. Title I, Title II, and Title III Plans
4. Single School District plan
5. Federal Program Monitoring (FPM) corrective actions
6. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other school services (transportation, Special Education, food, health, and counseling) and support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD programs/materials.

Categorical Funding

Both the state and federal governments provide supplemental funds through categorical funding (e.g. Title III) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table below provides information on the appropriate and inappropriate use of supplemental funds.

Funding Source	TITLE III
Funding Description	• A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards
Students to be Served	• English Learners, K–12
INAPPROPRIATE EXPENDITURE EXAMPLES	
	• Supplanting general funds
EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE	
Support for English Language Arts, ELD, and Math	• Academic interventions & P.D. • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions & P.D. • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support & P.D. • Primary language materials & P.D. • Provision of "high-quality language instruction educational programs" • Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures • Extended Learning Opportunities (e.g. Summer School, after school tutoring)

Support Personnel	• Teachers on Special Assignment/EL Specialists • English/Language Arts/Math/ ELD coaches Intervention teacher • Instructional Aide/Paraeducators • Multilingual parent advisor • Multilingual community liaison • EL Specialists

Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education	• Instructional materials and equipment • Professional Development • Extended Learning Opportunities (e.g. Summer School)
Capacity Building/ Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends/Extended Day Pay • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
School Climate, Parent Engagement, Family Support and Learning Environment	• Food for parent meetings & trainings • School Site Council expenditures • Parent-training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • Support Personnel • Attendance Incentives • Home Visits • Parent Orientations

Appendix

Glossary of Terms

A

A-G Course Requirements: This is the minimum bar to be eligible to enter a four- year public college (either the California State University or University of California systems). Students must take and pass the A-G course requirements – that is 15 specific high school courses with a grade of C or better. It's important to remember that these are minimum standards. To get into more competitive schools, students will want to go beyond what's required.

Access to Core: Providing English Learner students with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

(AMAO) Annual Measurable Academic Objective: An accountability measure no longer used by the state related to the education of English Learners. AMAO targets had to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT). A new accountability system is being put in place through the Every Student Succeeds Act (ESSA).

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(BTSA) Beginning Teacher Support & Assessment: The purpose of BTSA in the California Education Code, Section 44279.2(b) is to provide an effective transition into the teaching career for a first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

(BICS) Basic Interpersonal Communication Skills: Language used in everyday social interaction

C

(CABE) California Association for Bilingual Education.

California Content Standards: Standards adopted by the California State Board of Education, which specify what all California children, are expected to know and be able to do in each grade or course.

(CALP) Cognitive Academic Language Proficiency: A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CDE) California Department of Education: Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CLAD) Cross-cultural Language and Academic Development: credential or certificate that authorizes the holder to teach ELD and SDAIE.

(CSS) California State Standards - State education chiefs and governors in 48 states came together to develop the California State Standards (CSS), a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 45 states have voluntarily adopted and are working to implement the standards, which ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

Cooperative Learning: Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in California. SEE: www.ctc.ca.gov/

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in California. SEE: www.ctc.ca.gov/

(CTEL) California Teacher of English Learners examination, that leads to CLAD authorization**.**

Cultural Proficiency: The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and are supportive of people in cross- cultural settings.

D

(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Differentiated Instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

E

(EL) English Learner: A classification used to identify a student who is not proficient in English and whose primary language is not English; (also called Limited English Proficient {LEP} student).

(ELA) English Language Arts: A core subject area that includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee: A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELAP) English Language Development Program: The base program for all EL programs designed to strengthen grade-level instruction for ELs and ALL students. Includes Integrated ELD and Designated ELD delivered by staff with the necessary skills and resources to get the desired outcomes from our ELs. This includes Integrated ELD in all content areas and minimally a 30 minute uninterrupted daily Designated ELD block of instruction.

(ELD) English Language Development: Systematic, daily, leveled standards-based instruction in the English language for students identified as English learners.

(ELP) English Language Proficiency: the ability of Students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study.

(ELPAC) English Language Proficiency Assessment of California: The new English Language Proficiency Assessment that will replace the CELDT in Spring 2018.

EL Master Plan for English Learners: A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

(EO) English-Only student: A student with a primary language of English, and no other language.

F

FPM) Federal Program Monitoring: A state review process focused on determining whether a district's programs comply with federal and state law and regulations.

(FEP) Fluent English Proficient: students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

H

(HLS) Home Language Survey: A questionnaire, required in California public schools, to be completed by parents during registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

(IEP) Individualized Education Plan: This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient: A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

Language Acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

(LCAP) Local Control Accountability Plan - LCAP must identify goals and measure progress for student subgroups across multiple performance indicators.

(LCFF) Local Control Funding Formula - LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

(LEA) Local Education Agency: usually refers to a school district (i.e. Napa Valley Unified School District), but may also refer to a County Office of Education.

(L1) Primary language: The language identified as the student's native or home language.

(L2) The second language students acquire: (usually refers to English).

(LTEL) Long-Term English Learner: An LTEL is an English Learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the U.S. for over six years, has remained at the same English language proficiency level for two or more consecutive years.

M

(MTSS) Multi-Tiered System of Supports: In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

N

Native English Speaker: A student whose native language is English.

Newcomer: A student who is a recent immigrant to the United States (i.e. has been   in the U.S. for less than 12 months). In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers

O

(OCR) Office for Civil Rights, U.S. Department of Education

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parental Engagement: The involvement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1): The language identified as the student's native or home language.

R

Reclassification (formerly called Re-designation): When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient. This change in language classification also often involves a change in the student's instructional program placement.

(R-FEP) Reclassified Fluent English Proficient: A classification given to students who were once identified as English learners who have met all of the district criteria to be Fluent English Proficient (FEP).

S

(SBAC) Smarter Balanced Assessment Consortium: The SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests to be used in several states, including California.

(SDAIE) Specially Designed Academic Instruction in English: SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade- level to advanced academic competencies and should be viewed as one component of a comprehensive program for English Learners.

Second Language (L2): The second language students acquire (usually refers to English).

(SIFE) Students with Interrupted Formal Education: SIFE students are those who meet at least one of these two categories:
1. Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
2. Are immigrant students who enter a school in the U.S. after grade 2

And meet these conditions:
a. Have had at least two years less schooling than their peers; ***and,***
b. Function at least two years below expected grade level in reading and in mathematics; ***and,***
c. Maybe pre-literate in their native language.

(SIS) Student Information System: A student information system is a student management system for education establishments to manage student data.

(SPSA) Single Plan for Student Achievement: A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council: A site governing body, comprising the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.

(SST) Student Study Team: A team comprising the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD): Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K-2, 3-5, 6-8, and 9-12)

(STS) Standards Test in Spanish: a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

T

Title I: A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high-poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds shall be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III: A federal program from No Child Left Behind (NCLB) which provides funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting academic standards.

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