



Welcome to
Harriet Tubman
Village Charter School



ENGLISH LEARNER MASTER PLAN 2018-19 School Year

Board Approved: _____
Board President Date

School Site Council: _____
SSC Chair Date

EL Resource Teacher: _____
EL Ed Specialist Date

Acknowledgements:

The Harriet Tubman Village Charter English Learner Plan was developed in collaboration with the School Site Council (SSC), Laura Vivar (EL Ed Specialist), ELAC Committee, and Ryan Woodard (CEO/Principal).

Harriet Tubman Village Charter also acknowledges the English Learner plan's format was developed originally from Elk Grove and Sacramento City School Districts.

Harriet Tubman Village Charter School Mission

Harriet Tubman Village Charter School, a San Diego TK-8 public school working in close partnership with our community, ensures that all children develop the skills and knowledge that will empower them to thrive in a rapidly changing world.

Harriet Tubman Village Charter School Vision

Harriet Tubman Village Charter School: a global vision that empowers heads, hearts, and hands to foster freedom through education.

The EL Master Plan Overview

Harriet Tubman Village Charter School (HTVCS) is committed to working with teachers, support staff, students, parents, community members and administrators to provide the most effective instructional programs for English Learners. An English learner, also known as a limited English proficient student, refers to a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English (Education Code 306). With the different languages spoken by our students and families, HTVCS recognizes and celebrates the rich language and culturally diversity our students bring to our school. We are teaching students who are learning English, presenting an opportunity for the school to nurture and expand the diverse student population who are ultimately ready for high school, college and careers.

Our school is committed to closing the achievement gap for all students and we aim to provide our English learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. The purpose of the English Learner Master Plan is to define and describe the program of instruction and educational pathways for our students as well as provide support to support staff. The Plan provides the foundation for an English learner instructional programs to English fluency and reclassification. While the Plan contains Federal and State compliance guidelines, the emphasis is placed on student learning and achievement. Committed, motivated and knowledgeable staff assists the school, students, and parents with implementing program and policies for support EL students including:

- Identification, Assessment, and Placement
- Teaching and Learning
- Parent and Community Involvement
- Staffing and Professional Growth
- Monitoring Student Progress and Reclassification
- Program Evaluation and Accountability

Table of Contents

1. Identification, Assessment and Placement	- The purpose of this section is to describe how English learners are initially and annually identified and how information is communicated to parents and school personnel.	
a.	The Home Language Survey.....	5
b.	English Language Proficiency Assessment.....	5
c.	English Language Proficiency Classification.....	6
d.	Primary Language Assessment	6
i.	SST Referral.....	6
ii.	Non-Speaker Results.....	7
e.	Initial/Annual Notification of results for English Proficiency and Primary Language Assessments.....	7
f.	Placement.....	7
i.	SEI.....	8
ii.	MEC.....	8
iii.	SPED Placement	8
iv.	Newcomer Placement.....	8
v.	Alternative Program.....	9
g.	Parent Exception Waiver Request.....	9
h.	The Waiver Process.....	9
2. Teaching and Learning	-This section is aligned with the school's goals and the goals Local Control Accountability (LCAP). In order to reach our student achievement goals. English learners must attain English proficiency as rapidly and effectively as possible. In order for this to occur quality first instruction must contain scaffolding and support as well as English Language Development (ELD) strategies and access to all core subjects. The goal for all English Learners is to meet the criteria for reclassification to Fluent English Proficiency within five years.	
a.	Context for Learning.....	10
b.	Models of instruction.....	10
i.	English Language Development.....	10
ii.	SDAIE Specially Designed Academic Instruction in English.....	12
c.	English Learner Instructional Grouping.....	12
d.	Professional Development to support implementation of instructional programs for English Learners.....	13
3. Parent and Community Involvement	- This section addresses ways to build effective communication and trusting relationships in a unified collaborative learning community. Families are valued as part of the educational process. This section identifies that strengthen the relationship between schools and homes.	
a.	Parent Advisory Committee.....	13
b.	Implementation of the ELAC, ELAC meeting template, ELAC Calendar of Activities.....	14
c.	Delegation of ELAC Authority to SSC.....	16
d.	Additional Parent Outreach.....	16

4. Staffing and Professional Growth - It is the school's responsibility to ensure that teachers are fully authorized and have professional development opportunities to address the needs of English Learners. The Plan will present the need to develop and implement a comprehensive, ongoing cycle of professional development aligned to school academic goals and objectives, integrating effective instructional strategies as well as a goal of implementing training on diversity cultural proficiency for all staff.	
a. Staffing.....	17
b. Translation services.....	17
c. Site-Based Professional Development.....	17
5. Monitoring Student Progress and Reclassification -The EL Master Plan includes a section on monitoring student progress. This will include frequent, ongoing formative assessments to assist in identifying students in danger of failing to meet English proficiency targets. Proficiency targets include advancing on ELPAC until reclassification. Of particular concern are long term English Learners and the need to intervene as soon as possible.	
a. Monitoring Student Progress.....	18
b. State Assessments and school adopted assessments.....	18
c. EL student data, Use of Assessment Data for Instructional Planning.....	18
d. Benchmarks for at risk English Learners.....	19
e. Promotion/retention of English Learners.....	20
f. Reclassifications and Reclassification process.....	20
g. Monitoring progress and follow-up procedures.....	21
6. Program Evaluation and Accountability - This section targets reduction of the number of students who are not performing at the Proficient or Advanced levels in English-language arts and Math. Strategies include the integration of technology and assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and any personal educational plans. Staff will commit to ongoing, inquiry-based program evaluation and continuous improvement involving parent, students, community members, and all school staff.....	21
7. Funding and Resources - The Plan involves utilizing human and financial resources to ensure they are used most effectively to achieve our mission and objectives. Each year the school receives funding specifically targeted to the needs of English Learners. The goal of the EL Master Plan is to give site administrators guidance in aligning student needs to funding sources.....	22
8. Appendix - The EL Master Plan contains an appendix for school use. The appendix contains forms and documents that support each section.	
a. Appendix I – Primary Language Informal Assessment	23
b. Appendix II – Confirmation of No Primary Language Other than English.....	24
c. Appendix III – Initial Parent Notification Letter	25
d. Appendix IV – Annual Parent Notification Letter	27
e. Appendix V – Parental Exception Waiver Request	29
f. Appendix VI – Parental Exception Waiver Affidavit.....	31
g. Appendix VII – Appeal Process	32
h. Appendix VIII – ELAC Minutes Template	33
i. Appendix IX – RFEP Profile	34
j. Appendix X – RFEP Follow Up	35

Section 1

Identification, Assessment and Placement

One of our shared beliefs is that diversity is a valuable asset that strengthens and enriches our school community. English learners (ELs) belong to our school community, and it is our mission to educate and inspire them to succeed.

The Home Language Survey (HLS)

When a parent or legal guardian enrolls their child in Harriet Tubman Village Charter School (HTVCS) for the first time, the parent/legal guardian completes a Home Language Survey (HLS). Each completed HLS must include a parent's signature and date. If the first three responses on the HLS indicate a language other than English and the student is new to a California school, the parents/guardians will be notified that their child will be administered the Initial English Language Proficiency Assessment for California (ELPAC) and the student will be assessed within 30 days of enrollment. Parents/Guardians will be notified of results within 30 days as well. The results of these assessments enable site personnel to determine the English language proficiency level of the student. All students including English only students must have a completed HLS on file.

The HLS remains on file in the student's cumulative record. This information will assist the school in providing appropriate instruction for all students. Upon enrollment, primary language information is entered into the student information system. The parents have the right to amend the HLS at any time. However, if the student has already been administered the CELDT/ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT/ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 4 be assessed to determine their English language proficiency skills within 30 calendar days of initial enrollment if new to California. The 3rd question- the name of the language most spoken BY THE ADULTS at home- provides information for the school to consider but does not mandate assessment. The state-approved instrument used for language assessment is the English Language Proficiency Assessment for California (ELPAC). The ELPAC is used to assess language proficiency in English in the domains of listening, speaking, reading, and writing. The assessment determines the student's English language proficiency level (Level 1 – Emerging, Level 2-3: Expanding, and Level 3-4: Bridging). The Initial ELPAC should be given only once for initial identification, and the Summative ELPAC for annual progress monitoring.

Students who enter HTVCS from other districts in California do not have to take the Summative ELPAC if they enrolled after the testing window. It is the responsibility of the EL Ed Specialist to obtain CELDT/ELPAC history from the previous district and articulate the information to the corresponding staff. Official test results are recorded in the school database and individual reports are filed in the students' English learner file in the students cum file. This process allows for continuous uninterrupted service for transferring students.

Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-115167. Any student with a disability shall be allowed to take the test(s) with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

English Language Proficiency Classification

A student's initial language classification or status is determined by their overall performance of the INITIAL English language proficiency assessment, CELDT/ELPAC. Based on the performance level, a student may be classified as follows:

English Learner (EL)

Prior to Fall 2018 students who took the initial CELDT were classified as an EL if their overall performance level were Beginning, Early Intermediate, or Intermediate. As of Fall 2018, the ELPAC Local Scoring Tool will determine if students are ELs.

Initial Fluent English Proficient (IFEP)

Prior to Fall 2018 students who took the initial CELDT were classified as Initial Fluent English Proficient (IFEP) if their overall performance level was Early Advanced or Advanced with listening and speaking skill area scores of Intermediate or higher (grades TK-1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-8). As of Fall 2018, the ELPAC Local Scoring Tool will determine if students are designated IFEP. This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken at home.

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.

Primary Language Proficiency Assessment

Students designated as ELs on the basis of initial CELDT/ELPAC results must be assessed in their primary language within 90 calendar days of initial enrollment. Students initially assessed as Initially Fluent English Proficient (IFEP), based on CELDT/ELPAC results, are not to be assessed in their primary language. Students whose primary language is Spanish are given The Spanish Idea Proficiency Test (IPT). For the purpose of Initial Identification only the Oral Spanish IPT is required. Students could also be given The San Diego Observation Assessment Instrument (SDOAI). ELs who are unable to take either the Spanish IPT or the SDOAI are given a Primary Language Informal Assessment (See Appendix I) Unlike the CELDT/ELPAC, the Spanish IPT and SDOAI are administered only once when the student is initially identified as an English Learner, except when needed for a Student Study Team (SST) referral.

SST Referral

The primary language assessment is given if the SST referral is made more than six months after the date of an EL's initial primary language assessment. Updated language assessment information for SST referrals is for informational purposes only and the updated results are not to be entered into the school's database. "Re-tested for SST Referral" should be noted on any student test booklets or answer sheets used for this purpose, and those test booklets/answer sheets should be filed in the student's cumulative folder. The EL Ed Specialist will participate in the SST meeting.

For an SST referral of a Spanish-Speaking EL in grades TK-2 the student is only given the Spanish Oral IPT. In grades 3-6 if the student is "fluent" on the Spanish Oral IPT then he/she is assessed with the Spanish Reading IPT. If the student is "competent" on the Spanish Reading IPT, then he/she is further assessed with the Spanish Writing IPT. In grades 7-8 the student is given all three parts unless he/she is completely unable to read or write in Spanish. For an SST referral of a student given the SDOAI in grades 3-8 must also be given the Primary Language Informal Assessment to gather information about his/her reading and writing skills in the primary language.

Non-Speaker Results

Occasionally, when a primary language proficiency assessment is conducted, an EL will appear to have very little, if any, proficiency in his/her primary language (Level I-C on the SDOAI, or NSS on the Oral Spanish IPT), it is essential to verify whether the assessment results are accurate. If there is any doubt about the “Non-speaker” result, the bilingual assessor should re-administer the primary language assessment at a later date (within the 90-day timeline, if possible), paying special attention to ensure the testing environment is conducive to an accurate assessment result. If it is verified that the student truly has no primary language ability, the student's status may be changed to reflect his/hers “English-Only (EO)” status in the CALPADS English Language Acquisition Status (ELAS). An explanation of the situation along with a completed “Confirmation of No Primary Language Other than English” (See Appendix II) form must be filed into student's cumulative folder, in the English learner folder with all other second language documents.

Initial/Annual Notification of Results for the English Proficiency and Primary Language Assessments

Parents of students (ELs and IFEPs) who are administered the **Initial** ELPAC must receive official notification, within 30 calendar days of initial enrollment. The parent notification includes results of the Initial ELPAC results, primary language proficiency, the programs offered at HTVCS, and the student's initial placement. The notification is provided in English, Spanish and Somali (See Appendix III).

Parents of EL students who are administered the **annual** ELPAC must receive official notification within 30 calendar days of enrollment. This notification is also known as the Title III Letter. The parent notification includes the student most recent assessed English language proficiency level and how such level was assessed, the student's most recent academic achievement information, program placement for the current school year, description of program services, reclassification criteria, and for ELs with a disability (on IEP) how the program will meet objectives. The notification is provided in English, Spanish and Somali (See Appendix IV).

A copy of either the initial or annual parent notification letter must be filed into student's cumulative folder, in the English learner folder with all other second language documents.

Placement

An objective of HTVCS is that we will reduce the number of students who are not performing at the proficient or advanced levels in English Language Arts and Math by at least 50 percent. ELs face the additional challenge of rapidly acquiring the English necessary to participate in academic work that will lead them to grade level proficiency. All programs for ELs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects.

The state of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and proficiency level. California law governing programs for English learners requires that all English Learners be placed in English language classrooms unless a parent exception waiver has been granted for an alternative program. An exception is Special Education where an IEP team determines placement. HTVCS offers the following programs:

Structured English Immersion (SEI)

English learners with less than reasonable fluency in English according to CELDT/ELPAC (Beginning-low scale scores of Intermediate in CELDT; Emerging-low scale scores of Expanding for ELPAC) will be placed in SEI. The program goal is to develop English language proficiency and provide developmental access to the core curriculum through English using ELD, Specially Designed Academic Instruction in English (SDAIE) strategies

when appropriate, and through instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student. At HTVCS the SEI program is embedded within the mainstream classroom. Instruction is delivered through a combination of resources along with the ELD teacher pull-out or push-in sessions. Under California Education Code 300-340, English Learners are to be instructed with an “overwhelming majority” of the content in English. Primary language may be used for clarification, support and reinforcement. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction.

Mainstream English Classroom (MEC)

English learners with reasonable English language fluency according to CELDT/ELPAC (upper intermediate-advanced for CELDT; upper expanding-bridging for ELPAC) will be placed in the MEC program. Instruction focuses on the linguistics and literacy gaps typically found in students at these proficiency levels. English learners in this program receive ELD from a classroom teacher until they are reclassified to Fluent English Proficiency. English is the language of instruction for all subjects. Students may be placed in this program based on achievement on the CELDT/ELPAC assessment or by parental request. Instruction also addresses the EL standards in listening, speaking, reading and writing. For students the advanced levels of CELDT or Bridging levels of ELPAC, academic support is provided in the area(s) that prevent the student from being reclassified to fully English Proficient.

Special Education Placement

The Individualized Education Plan (IEP) team determines program of each special education student, regardless of language proficiency. Placement choices for ELs who qualify for special education parallel those for English Only (EO) students. Those students being served through a Special Day Class (SDC) will receive ELD services through the SDC teacher. It is the responsibility of the team writing the IEP to include linguistically appropriate language development goals and objectives, assuring that language development needs are being addressed. ELs with disabilities take the ELPAC with accommodations and modifications specified in the IEP or 504 Plan. If the IEP specifies that the ELPAC is not the appropriate tool to measure proficiency in English (for example, a nonverbal child), an alternate assessment must be used.

Newcomer Program

The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This program ensures that newcomers are better prepared to participate, with support, in Sheltered and Mainstream English language classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster literacy and academic skills in English to students who sometimes arrive with limited primary language literacy and formal schooling. Primary Language may be used for some core academic subject instruction when resources are available in the student’s native language. A newcomer in HTVCS is defined as a student enrolled in a U.S. school for fewer than two years and who is at beginning levels of English proficiency. This program is an intensive, specialized, where students participate in Mainstream English classroom with additional support as needed by the ELD Teacher.

Alternative Program

Schools are required to offer the Alternative Bilingual Program if there are 20 or more approved request at one grade level. We currently do not have enough requests at any grade level to offer an Alternative Program. See Appendix V for Parental Exception Waiver.

Parental Exception Waiver

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in an English Development program (Education Code 310-311). Each waiver request shall be considered on its individual merits with deference given to parent preference for student placement. A waiver request shall be granted in accordance with law unless the CEO/Principal and educational staff have determined that an alternative program would not be better suited to the student's overall education development. If the CEO, principal or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for denial. A parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular meeting. The Board may decide not to hear the appeal, in which the CEO, principal shall be final. If the Board hears the appeal, the CEO/principal shall send the Board's decision to the parent/guardian within seven working days.

The Waiver Process

HTVCS letter describing the parental program selection process shall be provided annually to parents of all English learners (See Appendix IV). In order to submit a waiver, parents must personally visit the school. Parents unable to visit the school site may submit, along with their waiver, an affidavit or inability to fulfill the requirement to visit the school site (See Appendix VI). At that time, the school must provide:

- A written (oral, if requested) description of the educational opportunities available to their children
- A description of the educational material used in the programs
- An explanation of the program selection process
- An explanation of the process for parent to appeal if a waiver is denied

HTVCS must act upon all request within 20 instructional days of the date filed, or within 10 calendar days of the expiration of the 30-day placement in Structured English Immersion, whichever is later. The school may not act upon any request before the 30-day placement has expired. Copies of all parental exception waivers shall be filed and given to the EL Ed Specialist. Parental exception waivers are granted unless the principal and educational staff determined that an Alternative Bilingual Program would not be better suited for the students and evidence is provided to support such a claim. See Appendix VIII for the appeal process.

Section 2 **Teaching and Learning**

HTVCS ensures that all staff is implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage students to increase achievement on state standards, 21st century skills, and personal education plans. All students, including our ELs, must meet progress expectations in order to graduate from HTVCS ready not only for high school and college but also for their future careers. ELs must make consistent progress and achieve an additional goal: Become proficient in the academic uses of English with 21st century skills.

Therefore, the educational progress made by ELs in HTVCS can also be measured by the success of these objectives:

- Implementation of effective instructional practices that engage all students through relevant evidence-based, rigorous and personalized approaches.
- Engagement of all students in 21st century learning/assessment that leads to independence application, and transfer to high school, college, and career.
- Develop and implement a comprehensive, ongoing cycle of professional development aligned to HTVCS's mission and objectives, integrating effective instructional strategies, assessment models, and instructional technology.

Context for Learning

The implementation of the Common Core State Standards for English-language Arts, Literacy in History/Social Studies, Science and Technical Subjects (CCSS) substantively changed the focus and delivery of educational services in HTVCS. The CCSS challenges teachers not to simply teach information to students, but also to teach students what to do with that information. As students work within each subject area, they work as apprentices- apprentice writers, apprentice mathematics, apprentice historians and apprentice scientists. They learn how to think and use language as learners and budding experts within each discipline. The disciplinary language and literacy development of ELs is a shared responsibility among all teachers who teach English Learners. The CCSS make it clear that schools can no longer rely on just English Learner Instructional Specialists to take care of the language education of ELs or native speakers.

ELs must learn each content area and the ways of reasoning and communicating, all while becoming fluent in a second language. Additionally, they must grow in understanding and using English to reach a level of academic fluency. Students must be provided with multiple opportunities for developing their comprehension and use of language with both teachers and peers in the classroom. As EL students' progress through the grades, the cognitive demands in the core content become increasingly sophisticated, and teachers must attend to subject-specific reasoning processes and the complementary language features and practices that are embedded with them. The HTVCS program for ELs will incorporate regular, dedicated periods of ELD instruction where language lessons derived from ELD standards focus on developing students' linguistics resources across proficiency levels. In addition, lessons based on the CCSS will be provided to support ELs as they move toward content proficiency.

The ELD standards goal for English Learners is clear. ELs must read, analyze, interpret, and create a variety of literary and informational text types. ELs contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in their ability to shift language use based on task, purpose, audience, and text type. Classroom instruction will build strong context knowledge for ELs through curriculum that is robust, rigorous, and relevant to building career and college readiness. Teachers will utilize a variety of resources in addition to text (pictures, models, diagrams and technology) to organize information and to elicit student talk. ELs across all levels of language proficiency will engage in the 21st century skills of invention, critical thinking, information literacy, collaboration and self-direction.

Models of Instruction:

English Language Development (ELD)

ELD is a component of all programs options for ELs. ELD instruction is distinct but complementary to, and supportive of, English-language arts instruction. This is especially true as the California ELD standards are designed and intended to be used in tandem with CCSS and other state content standards, English-language arts and ELD, alike, address all four domains of language: speaking, listening, reading and writing. Oral language is a key building block for fluency in other domains, listening and speaking must be given full attention in any content area classrooms containing ELs, especially with the increased emphasis and new content standards on collaborative and presentational skills. These dimensions are therefore strongly called out in ELD standards and practice. Lesson and program design must reflect multiple and regular opportunities for oral language development and academic conversations. ELs will progress in their English Language acquisition, expand their collaborative, interpretive and productive language domains, and develop skillful writing in conjunction with regular and extended opportunities for academic conversations.

In order to build academic skills, classroom conversations need to emphasis student to student exchange, as well as small and whole group interactions, in addition to more traditional teacher to student interactions. The intent of

ELD is to accelerate language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of change and complexity. Effective ELD improves access to reading/language arts and other core subjects by focusing on the language demands of the core subject. It does not replace a robust grade level appropriate reading/language arts program. It is instruction in addition to a standards-aligned program in reading/language arts program. ELD is considered by the state of California to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

ELD instruction is researched and standards based, and systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored by progress over time to ensure students learn English within a reasonable amount of time. ELD can be delivered during a dedicated ELD time but its content is derived from core subject areas students are currently studying. In addition to providing integrated ELD, teachers can provide additional ELD, either language lessons specially designed to meet the needs of newcomers or language lessons aligned to the CCSS or state content standards for other subject area.

Language lessons that are based on content standards use language objectives that are drawn from grade-level core curriculum in language arts, math, science, social science, etc., rather than from ELD standards. These language lessons are most appropriate for ELs students at high intermediate, early advanced or advanced levels of proficiency. For students with lower levels of proficiency, the objective may be within reach when adapted and/or scaffold to afford opportunities for language development within a student's individual level.

In order to accelerate the acquisition of academic English language skills, HTVCS is focused on providing ELD using dedicated ELD and language lessons aligned to the core curriculum. The CCSS require high levels of literacy, thinking and language use, and so corresponding ELD standards must be taught throughout the day in a content-rich and language-rich environment in order to narrow the achievement gap. By definition ELD must be based on the ELD standards. Therefore, teachers must develop specific, standards-based lessons that will not only propel content learning but will meet students at their individual language proficiency levels. Language instruction is integrated and reinforced repeatedly across content subject matter to support depth of understanding and application. The repetition occurs during core instruction and is enhanced during Universal Access and ELD time. These lessons must be systematic so that teachers can assure that the EL students in their classes have had full access to and make substantive growth in, the ELD standards for their grade and language proficiency level.

In our elementary model ELD might be taught solely by the classroom teacher or in tandem by the classroom, a grade level partner, or an English Learner Instructional Specialist. In our middle school grades, students with lower levels of proficiency may be enrolled in a core ELD class with a supplemental ELD course. Middle school students may be enrolled in a SDAIE English course and a supplemental ELD course. Long term ELs require an English support class specially designed to teach the features of academic English by reading and listening to increasingly complex texts. This support is provided through a four day a week elective for identified students in 6th-8th grade.

Long term English learners, as defined by the State of California, are English Learner who are enrolled in 6th grade or higher, who have been enrolled in schools in the United States, for more than six years, and have remained at the same English language proficiency level for two or more consecutive years and scores far below or below basic of the state English-language arts standards-based achievement tests.

SDAIE-Specially Designed Academic Instruction in English

Access to the core curriculum is an essential component to the HTVCS's instructional program for ELs. SDAIE is a methodology centered around four elements—content, connections, comprehensibility, and interaction—and is designed to make core instruction comprehensible and grade-level academic content accessible for ELs. All teachers who provide content instruction in English at any grade must use SDAIE methodology to provide core content areas for EL students, taking into account their level of language proficiency. Teachers must incorporate the use of additional researched-based strategies, techniques, and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social science, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, especially what is called academic language. ELs are provided with access to well-articulated, standards-aligned core curriculum via many different scaffolding techniques and strategies. All teachers who teach content area instruction to ELs will use SDAIE strategies.

SDAIE is instruction that:

- Facilitates access to grade-level content standards for ELs
- Contextualizes lessons so that ELs may use various resources, background knowledge, graphic organizers and other visuals, instructional discussions with peers, multi-media etc.—to gain full access to concepts and skills contained within grade-level content standards
- Employs tasks that require students to revisit concepts through a variety of means; synthesize new concepts and skills; deepen understanding of the concepts and corresponding language while completing tasks
- Provides sufficient scaffolding
- Provides many opportunities for student interaction focused on the target learning objectives and language features
- Contains frequent checks for understanding that require all students to respond in order to monitor their progress
- Employs frequent formative assessments used to guide subsequent instruction
- Analyzes the language demand encompassed within the standards and teaches the language skills and concepts

English Learner Instructional Groupings

Student placement in ELD and SDAIE classes will be a reflection of CELDT scores as well as any assessments in the primary language, teacher judgments, and students' length of time in school. Services are provided based on resources and personnel. The school modifies their program as the EL population changes or the needs of the EL instructional program change. EL support might take the form of providing assistance with data analysis, professional development or curriculum. Our classrooms are created heterogeneously with students of varying English proficiency levels in one class, teachers may group students within their classrooms or grade levels for ELD lessons so that one or more levels can be targeted at one time. Teachers are encouraged to arrange ELD lessons specifically for these proficiency levels, perhaps using a pull-out or push-in model. These students need lessons in basic, everyday English, which are more difficult to deliver using content-based ELD.

The goal of instructional grouping is to have one English proficiency level per group. However, the population of ELs may be too small to allow for the optimal grouping of one level per class. In those cases, students should be grouped with the fewest ELD levels together as possible. Students at adjacent grade levels but with the same English proficiency level

may be grouped together for ELD instruction as long as the grades are within the ELD standards grade span. For example, ELD standards are grouped by grades TK-2, 3-5, and 6-8. Students at the same proficiency level in 2nd and 3rd grade would not be grouped together because their ELD standards fall in different clusters and because their language and academic needs are different assuming 3rd grade students have mastered reading. TK-2 students are expected to be learning to read while students in grades 3 and above are reading to learn. Students at the same ELD level in 3rd and 4th grade could be grouped together because their language and content learning objectives and standards fall within the same band.

Professional Development to Support Implementation of Instructional Programs for English Learners

The school will provide ongoing professional development opportunities in both ELD and SDAIE instruction, along with quality instructional practices to administrators, teachers, and support staff. The professional development will be differentiated as needed. Topics could include research-based practices in both ELD and SDAIE, integrating ELD with core curriculum, implementing structures for serving ELs appropriately for the levels of English learners; integrating technology into instruction for ELs; and other subjects as the needs arise.

Section 3 **Parent and Community Involvement**

HTVCS believes that parents are a child's first teacher and are essential partners in the overall educational achievement of their children. The active involvement of parents and community members in the work of the schools is a high priority for the school and is essential to high achievement for all students, especially ELs. This chapter describes the basic level of parent participation as outlined in the California Education Code.

HTVCS recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the school's effort to involve parents of ELs in the education of their children, the school has established policies and procedures for the English Learner Advisory Committees (ELAC). Through the ELAC parents of ELs have opportunities to be involved in their child's education, collaborate with district staff, evaluate instructional services and provide recommendations.

Parent Advisory Committee

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning English Learners Advisory Committee (ELAC). The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of ELs and must make up at least the same percentage of the committee membership as their children represent of the student body. The school site is permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC parents incur while carrying out their duties (transportation, child care, translation services, meals, and training). (EC§52168 (b) (4)).

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC will make written recommendations to the School Site Council (SSC) and/or the principal for each of the following legally required training topics:

1. Comprehensive information about the development and implementation of the Single Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs.

2. The design and development, content, purpose and results of a school-wide, comprehensive needs assessment.
3. Data reported in the Language Census-EL, IFEP and RFEP populations, reclassification, instructional program participation, staffing- and the implications for student achievement.
4. Information regarding the attendance patterns and trends at the school; in addition to school attendance policies in order to understand the importance of regular school attendance.

NOTE: Orientation and election meetings must be held in addition to regularly scheduled meetings. In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings. No official actions may take place at such meetings.

In addition to the above topics, the ELAC must also receive training and/or opportunities that will adequately prepare the committee members to understand how to make informed recommendations on other topics, including:

- Initial identification and placement of ELs
- Parent notifications, including initial enrollment, notification of initial assessment results, annual notifications, and Title III Annual Measurable Achievement Objectives (AMAOs)
- Assessment for ELs, including the CELDT/ELPAC and California State Assessments
- Goals, rationale, structure and outcomes of the instructional programs for ELs at the school
- Monitoring the academic progress of RFEP students
- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisitions and academic content knowledge for ELs
- any area of need identified in the annual needs assessment conducted as part of the mandated ELAC requirements

Implementation of the ELAC

ELAC training will be offered during the fall of each year. The school is responsible for conducting ELAC parent training. The principal will ensure the ELAC committee be implemented. The EL Ed Specialist will be a member of the ELAC and is responsible for establishing the ELAC. By October each year. The EL Ed Specialist submits a schedule of ELAC meetings for the year (see Appendix VIII). Meeting dates and times will be scheduled in consultation with parents.

ELAC Meeting Template

ELACs are required to complete the ELAC Committee Minutes Template. ELAC makes reports to the SSC, parent needs and site needs. For each agenda item, the ELAC records a summary of the item presented and advice and/or comments. See Appendix VIII for template.

ELAC Calendar of Activities-Legal Requirements

Election of Members (August/September) -At the beginning of the year a notice is sent in English and primary languages(s) regarding a general meeting of EL parents. At this meeting information about ELAC is reviewed. Parents and staff are given the opportunity to volunteer to serve on the committee. Ballots are sent home to all EL parents to vote for the ELAC members. Anyone can volunteer to be on the ballot (administrators, staff members, EL Specialist, English Only Parents), however, only parents of EL students can vote for committee members. Ballots are saved at the site as compliance documentation.

Training of Members (August/September) - First ELAC Meeting: The ELAC training PowerPoint that has been translated to assist in training members to become fully functioning. ELAC members must be given the opportunity to request any other training/information as they see fit throughout the year.

Completion of the school needs assessment (August/December) - Each year ELAC members need to be given the opportunity to assist in the development and completion of a school needs assessment. Although the ELAC can develop their own needs assessment. The results of the needs assessment are used to develop agenda items for the "parent needs" portion of future ELAC meetings.

Parent Review and Comment on Programs and services for English Learners (2nd-3rd ELAC meetings) - This legal requirement allows parents to learn about EL program services (CELDT, EL student data, ELD standards, ELD curriculum, primary language support, etc. Often this information is presented by teachers who are providing ELD. It is important to record parent advice and comments after presenting this information and follow up on this advice.

Recommended Actions to Support Regular School Attendance (2nd/3rd ELAC Meetings) - During one of the ELAC meetings, the issue of school attendance must be addressed. This can be presented in a variety of ways- research related to school attendance, general information on how to report and clear absences, ADA information, SARB, etc. Make sure to record parent advice and recommendations on how to improve attendance at school.

Administration of the School's Language Census (R-30)- (4th ELAC meeting) - On March 1st the district submits the R-30 language census to CDE. This is the official count of ELs enrolled at the school. It is used to calculate the amount of funding the school receives for EL services and programs. The EL office emails the R-30 to site administrators in the spring of each year. The R-30 Language Census report on Date Director is a "live "report based upon the last update of the student information system. It is not the official March 1st count; however, it is a good indication of the numbers of ELs and RFEP students that are enrolled at the site. After presenting the R-30 report to the ELAC, site staff will assist the ELAC in analyzing the population trends and make comments or recommendations based on these trends.

Advice to School Site Council on the Single Plan for Student Achievement- SPSA (Every meeting) - The ELAC is given the same opportunity as the SSC to review student data-specifically EL student data regarding progress on AMAOs and student achievement in English-language Arts and Math, The SPSA will be presented to the ELAC as the opportunity for parents to give advice and recommendation, The ELACs advice and recommendations need to be recorded in the minutes of the SSC to show full compliance for this legal requirement.

Monitoring of ELAC Activities - All site documentation of ELAC activities (meeting notifications, agendas, sign-in sheets, ELAC training materials, ELAC membership list, etc.) must be kept at the site. The EL Ed Specialist reviews the implementation of the ELAC throughout the school year in order to ensure that all requirements are met.

Delegation of ELAC Authority to the School Site Council

The school's ELAC may delegate its authority to an established SSC, provided that the ELAC has first been constituted, trained on the mandated requirement, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

1. Is the school's EL population less than 50% elementary or 25% secondary?
2. Has ELAC been duly constituted?
3. Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?

4. Is ELAC informed of on and trained on their legal responsibilities before a vote to delegate takes place?
5. Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?
6. Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
7. Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?

If the decision has been approved to delegate authority, the ELAC subcommittee will provide documented advice to SSC on EL Master Plan programs and services, reclassification, SPSA, language census, school needs assessment, importance of school attendance and categorical budgets, including Title III budgets. SSC members must receive training on and address all the ELAC legal responsibilities. The school must ensure that the ELAC representative (and alternate), chairperson remain and carry out their ELAC responsibilities.

Additional Parent Outreach- It is the school's goal to have parents, staff, students and community work as partners in the development, implementation and evaluation of the English Learner Program. The CEO, principal or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the CEO, principal may provide an adult literacy program for parents/guardians and community members that leads to English fluency. Active involvement of parents is encouraged so that parents can be involved in the education of their children and be active participants in assisting their children to:

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

The following types of activities may be carried out to further this goal:

- Whenever possible the school will provide translations and interpretations of school information.
- When 15% or more of the students enrolled at the school site speak a single identified primary language other than English, all notices, reports, statements, letters, and records sent to parents of such students are written in English and the primary language.
- Translators will be provided for meetings and conferences
- The school may employ a parent liaison to assist with parent outreach
- The school can encourage parent involvement by providing opportunities for volunteering and training on how parents can effectively support learning
- The school will provide ongoing staff development in the area of parent involvement and communication-including sensitivity to cultural backgrounds, needs and concerns,

Future goals for the school site would be to specifically involve the EL parent community:

- Increase the participation of diverse groups on site level decision-making groups
- Upgrade the school's website to include multilingual links for Spanish and Somali.
- Develop and initiate programs to recognize and celebrate diversity.

Section 4

Staffing and Professional Growth

Staffing

HTVCS ensures that all teaching personnel whose assignment includes EL students will hold appropriate certification to provide necessary instructional services to ELs. Through continuing recruitment all newly hired teachers must show proof of proper certification to instruct ELs within their credentials assignment. Currently, all teachers in instructional assignments are fully authorized/certificated to teach ELs.

In addition to classroom teachers and site administrator, the school has identified a position specifically for support of ELs, the EL Ed Specialist. This position offers specialized assistance to the instructional team at HTVCS. The EL Ed Specialist brings high-level instructional support skills in supporting teachers. These duties include:

- Manage site-based EL program, including ELAC, EL compliance items, reclassification, RFEP follow-ups, ELPAC testing, etc.
- Develop and implement site-based professional development on topics and instructional strategies related to ELs
- Organized and share EL student data pertaining academic performance and school success, providing guidance and support to the school leadership in planning, decision-making, support, placement, and monitoring
- Support teachers through demonstration, modeling, co-teaching, observation, and coaching to increase instructional effectiveness and refinement of strategies specific to ELs
- Provide flexible and small group instruction as needed for short term intervention and targeted instruction for ELs

Translation Services

HTVCS employs a small staff of translators who have demonstrated full bilingualism/bi-literacy and high-level interpretation/translation skill through a process by which those skills and capacities have been verified. Translators are staffed based on the needs and demographics of speakers of other languages among the EL population as identified in the annual R-30 Language Census. Translator serve to provide written translation of school documents for language populations requiring such translation as specified by law, and to provide oral interpretation services in the school by request.

Site-Based Professional Development

A significant portion of the duties of the EL Ed Specialist job description and summary of duties above include site-based professional development to improve instruction, support, and achievement for ELs. The EL Ed Specialist has a special responsibility to lead professional development initiatives specific to ELs at the school and to model, demonstrate, observe, and give feedback to practices in classrooms throughout the school. This dual professional development responsibility is critical to expanding capacity and refining skills in each classroom and improving EL access and achievement on a large scale in the school. Professional development provided at the school will be consistent with the tenets, goals, content, format, and methodologies described above, and will also be responsive and customized to the particular and demonstrated needs of ELs and their teachers at the school. Professional development should take the form of structured and planned events for the school year, but should also include a “clinic” approach, where targeted strategies and topics are included to provide responsive support to teachers.

Section 5 **Monitoring Student Progress and Reclassification**

Monitoring Student Progress

As the school works to narrow the achievement gap and forestall the growing number of long term English learners (LTELs), monitoring student progress takes on increased significance. Student progress is monitored using school-adopted and state-mandated assessments. These assessments are used to determine progress in ELD and academic performance. Teachers and administrators can use the school's data and assessment management system to provide them with instant access to student information and assessment results. Pre-built, shared and custom reports alike provide data snapshots and longitudinal information. These reports can be disaggregated for English Only (EO), ELs, Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) status.

State Assessments

ELs are administered formative and summative assessments equivalent to those used by EO and IFEP students in the mainstream program to monitor academic performance. Summative assessments such as the Smarter Balanced Assessments (SBAC), California Alternate Assessments (CAAs), California Modified Assessment (CMA) and California Science Test (CAST) are given to all students regardless of language and classification. ELs will be administered the ELPAC annually to measure language growth in English. These assessments are used by the school to monitor student progress and program effectiveness.

School-Adopted Assessments

Formative assessments such as curriculum-embedded and/or school benchmarks in English Language Arts are taken in English in all programs. Student progress is monitored throughout the year using a balance of classroom and interim/benchmark assessments. Some of these assessments are common across classrooms including performance tasks, both written and oral. Ongoing formative classroom assessments will be used to adjust daily instructional tasks.

English Learner Student Data Profile

Within the first 30 days of each school year, all teachers of English have access to an EL student data profile for each of their ELs. The data profile will provide teachers with key information on the EL's:

- Overall CELDT/ELPAC score
- CELDT/ELPAC scores by domain (reading, writing, listening, speaking)
- Most recent SBA scores for English-language Arts and Mathematics
- Most recent grades in English-language Arts and Mathematics
- Previous ELD level placement (CELDT/ELPAC score and/or ELD course placement)
- Number of years in the United States
- CELDT/ELPAC proficiency descriptors to identify areas of need and level of English fluency

Use of Assessment Data for Instructional Planning

Placement decisions are made at the beginning of the school year, using CELDT, SBAC, and school assessments. These assessments are used to identify students in need of benchmark, strategic and intensive interventions and assign students to instructional groups. Additionally, the EL Student Data Profile provides useful annual information to guide instruction and differentiation for each EL student. It also provides yearly baseline information for comparison purposes throughout the year.

As the school implements its school-wide assessment plan and formative assessments, ELs must be a central focus for ongoing assessment. Formative assessments are the key to continuous growth for ELs and skillful instruction by the teachers of ELs. Periodic curriculum-embedded assessments are used to review student progress every six to eight weeks, plan modification in instruction and classroom interventions as appropriate. For teachers of ELs, formative assessments are a powerful tool for ensuring rapid, daily progress towards English language proficiency. When used with the EL

Student Data Profile, and guidance from the Teaching and Learning chapter from this master plan, teachers can focus lesson planning and differentiate instruction to meet the individual needs of each EL.

English Learners at Risk—Benchmarks for English Learners

It is the responsibility of teachers, counselor and administrators to ensure that ELs are making adequate academic progress during the school year and from year to year. It is essential that progress is monitored according to time since taking their initial CELDT/ELPAC. Students who do not meet expected growth are targeted for benchmark, strategic, and intensive interventions in parity to those provided to EO students. Parents must be notified when students are not meeting expected benchmarks.

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the student's instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of an intervention.

It is suggested that immediately following CELDT/ELPAC annual administration, each student is monitored according to the timeline of progress below:

CELDT ELPAC	Beginning Level 1	Early Intermediate Level 1	Intermediate Level 2	Early Advanced Level 3 & Level 4	Advanced Level 4	Reclassification
Timeline towards reclassification (RFEP)	Year 1→	Year 2	Year 3	Year 4	Year 5	Year 5
		Year 1→	Year 2	Year 3	Year 4	Year 5
			Year 1→	Year 2	Year 3	Year 4
				Year 1*→	Year 2	Year 3
					Year 1*→	Year 2
SBAC English Language Arts/Literacy	Standard Not Met	Standard Not Met	Standard Not Met or Standard Nearly Met	Standard Nearly Met or Standard Met	Standard Met or Standard Exceeded	Standard Met or Standard Exceeded
SBAC Mathematics	Standard Not Met	Standard Not Met	Standard Not Met or Standard Nearly Met	Standard Nearly Met or Standard Met	Standard Met or Standard Exceeded	Standard Met or Standard Exceeded
Illuminate ELA Benchmark	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard or Approaching Standard	Approaching Standard or Meets Standard	Meets Standard or Exceeds Standard	Meets Standard or Exceeds Standard
Illuminate Math Benchmark	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard or Approaching Standard	Approaching Standard or Meets Standard	Meets Standard or Exceeds Standard	Meets Standard or Exceeds Standard

Promotion/Retention

ELs should not to be considered for retention based upon grade level English Language Arts standards until they have been enrolled in a US school for five years. Any student referred for retention should be discussed by the Student Success Team (SST) with the EL Ed Specialist included.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (RFEP). HTVCS recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

Evaluation	Minimum Scores
English Language Proficiency Assessment (ELPAC)	ELPAC Overall proficiency of Level 4 – Well Developed with at least three subtests at Level 4 - Well Developed and the fourth subtest at Level 4 – Well Developed or Level 3 – Moderately Developed. *Subject to change by the California Department of Education
Basic Skills in ELA	ELA assessments that show at grade level results (STAR Reading, SBAC, Achieve 3000, Lexia, Illuminate Benchmarks, iReady, etc.)
Parent Consultation	Parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.
ELA Teacher Evaluation	Teacher confirms that student can perform grade level work independently without need for English Language development or sheltered content instruction.

Reclassification Process

HTVCS has established a reclassification process as the culmination of the student’s participation in the EL program. Students are Reclassified Fluent English Proficient (RFEP) using the reclassification form (See Appendix IX). The process will happen before the window of the Summative ELPAC opens. Since SBAC scores are part of the school criteria, students are not generally considered for reclassification until third grade. Exceptional cases can be made for first and second graders who are performing at or above grade level proficiency—for example, students who are identified for Gifted and Talented Education (GATE) or students who are performing at the advanced level in English Language Arts (ELA).

The EL Ed Specialist collects objective assessment data and disseminate to each teacher a list of English learners who meet the RFEP criteria. The EL Specialist then distributes a form to the teacher(s) of each reclassification candidate requesting the teacher to 1) conduct an evaluation of the student’s achievement in the core content areas, and 2) recommend or deny the student’s reclassification to fluent English proficient. Consultation of the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation. A site committee may include, but not be limited to, a classroom teacher, the ELD teacher, a reading/resource teacher, and the site principal or

administration designee. The committee must review and sign the Reclassification Form. The signed documentation must be placed in the students cum folder and the school's database must be updated.

Monitoring Progress and Follow-Up Procedure

The progress of ELs and Reclassified students is examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements is used to examine the impact of programs on student learning. Students who have been reclassified as RFEP are monitored for a minimum of two years after reclassification. Follow-up forms (See Appendix X) are given to the current ELA teachers once a year; however, schools are encouraged to monitor progress of reclassified students on a regular basis. Students having difficulty in the core curriculum have access to the support services and interventions offered at the site to EO students.

The EL Ed Specialist coordinates the monitoring of reclassified students. If a student is not making satisfactory progress after reclassification, the EL Ed Specialist must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support class
- After-school academic support
- Intervention/intersession classes
- Extended day and year opportunities

A copy of the follow-up form is filed into student's cumulative folder, in the English learner folder with all other second language documents.

Section 6

Program Evaluation and Accountability

To evaluate the effectiveness of the school's educational program for English learners, the CEO, principal or designee shall report to the Board, at least annually, regarding the progress of English learners who are at risk of being classified as long-term English learners, the achievement of English learners on standard-based tests in core curricular areas, and a comparison of current data with data from at least the previous year. The CEO, principal or designee also shall provide the Board with regular reports from the school's schoolwide English Learner Advisory Committee (ELAC). Long-term English learner means an English learner who is enrolled in grades 6-8 who 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 California English Language Development Test (CELDT) or any successor test, and scores far below basic or below basic on the English language arts test of the California Standards Tests or any successor test. (Education Code 313.1) Also the program evaluation and accountability will be done annually with multiple measures of assessment including CELDT, ELPAC, CAASPP and through the evaluation of the Single Plan for Student Achievement and the Board approved LCAP.

Section 7

Funding and Resources

The funding and resources for the EL program will be aligned with the Single Plan for Student Achievement and the Board approved LCAP.

Section 8 **Appendixes**



Welcome to
Harriet Tubman
Village Charter School



Primary Language Informal Assessment

The Informal Assessment is to be used when no formal primary language assessment instrument or test is available. Information from this assessment should be used for initial identification purposes.

Date: _____ Interviewer: _____

Information provided by (check one):

Student

Parent

Other (specify): _____

Student Name: _____

Student ID: _____

Grade: _____

Language(s) other than English shown on Home Language Survey (HLS): _____

1. How many years of school has the student attended? _____
2. Where was this school(s) located? _____
3. What is the highest grade that the student reached? _____
4. What language(s) does the student use with friends and/or brothers and sisters?

5. Can student read in _____? Yes No
(Language shown on HLS)
6. Can student write in _____? Yes No
(Language shown on HLS)
7. Is student being taught _____ privately? Yes No
(Language shown on HLS)
8. If so, who is teaching? _____

Appendix II



Welcome to
Harriet Tubman
Village Charter School



Confirmation of No Primary Language Other than English

Dear Parent/Guardian:

Thank you for helping us by completing the Home Language Survey (HLS). On the Survey, you indicated that a language other than English is frequently spoken in your home. In accordance with California Law, we have tested your son/daughter in English and in the language noted on the Home Language Survey.

Our test results suggest that your son/daughter does not speak any language other than English. If you agree with our findings, we will enroll him/her in a regular English instructional program and change his/her English Language Acquisition status from English Learner (EL) to English Only (EO).

We would appreciate you completing this form and returning it to school as soon as possible. Please feel free to contact us if you have any questions or concerns.

Sincerely,

Laura Vivar

EL Resource Teacher

Please check only one box:

- My son/daughter does speak a language other than English
- My son/daughter does NOT speak a language other than English.

Student Name: _____ Date: _____

Student ID: _____ DOB: _____ Grade: _____

Printed Name of Parent/Guardian _____

Signature of Parent/Guardian _____

Home Phone _____ Work Phone _____

Home Address _____

Please return this section to school as soon as possible. Thank you.

Appendix III



Welcome to
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Village Charter School**



INITIAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English and primary language proficiency. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code*, Section 7012; *California Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

Language Assessment Results

Domain	Initial English Language Proficiency Assessments for California (ELPAC) Performance Level (Level 1: Emerging, Level 2-3: Expanding, Level 3-4: Bridging)	Primary Language Proficiency Level** Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
Overall		
*A scoring guide, developed by the testing contractor, has been used to determine these results. ** Optional		

Based on results of the Initial English Language Proficiency Assessments for California (ELPAC) your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** who will be placed in the Structured English Immersion (SEI) program.
- English learner (EL) with reasonable fluency in English** who will be placed in the Mainstream English Cluster (MEC) program.
- Initial Fluent English proficient (I-FEP) student** who will be placed in the school's general program.

Check if applicable:

- Individualized Education Program (IEP) on file**

A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **Mainstream English Cluster (MEC):** Students who score at **reasonable fluency** in English are placed in an MEC program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Parents of ELs have a right to decline or opt their children out of school district's EL program or out of particular EL service(s) within an EL program (*20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]*). However, LEAs are still obligated to provide the student with language acquisition services (*5 CCR Section 11302*) until the student is reclassified.

**** Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days and has special needs. Schools must offer the Alternative Bilingual Program when waivers are approved for 20 or more students of the same language group and in the same grade.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. The reclassification criteria for Harriet Tubman Village Charter is listed below:

Required Criteria by State (California Education Code Section 313[d])	LEA/Charter Schools Criteria
English Language Proficiency Assessment (ELPAC)	Overall proficiency of Level 4 – Well Developed with at least three subtests at Level 4 - Well Developed and the fourth subtest at Level 4 – Well Developed or Level 3 – Moderately Developed. *Subject to change by the California Department of Education
Comparison of Performance in Basic Skills	ELA Assessment that shows at grade level results.
Parental Opinion and Consultation	Preliminary parent consultation
Teacher Evaluation	Classroom/ELA teacher recommendation

Please call Ms. Laura Vivar, the ELD Resource Teacher, at (619) 668-8635 ext. 2060 if you would like to schedule a parent conference to discuss your child’s options for program placement.

Appendix IV



Welcome to
Harriet Tubman
Village Charter School



ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child’s proficiency level in English. We must also provide you with the school’s recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code* sections 7012 and 6312[g][1][A]; *California Education Code*, Section 48985; and Title 5 of the *California Code of Regulations*, Section 11309[a][b][1])

Your child’s current English proficiency level is _____, according to the most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** and assigned to the Structured English Immersion (SEI) Program.
- English learner (EL) with reasonable fluency in English** and assigned to the Mainstream English Cluster (MEC) Program.

Check if applicable:

- Individualized Education Program (IEP) on file**
A description of how your child’s recommended program placement will meet the objectives of the IEP is attached.

Academic Achievement Results

Skill Area	Performance Level	Comments
STAR Reading		
STAR Math		
CAASP ELA		
CAASP Math		

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **Mainstream English Cluster (MEC):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved “Parental Exception Waiver” **** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Parents of ELs have a right to decline or opt their children out of school district’s EL program or out of particular EL service(s) within an EL program (*20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]*). However, LEAs are still obligated to provide the student with language acquisition services (*5 CCR Section 11302*) until the student is reclassified.

******Parents/Guardians have the right to request a “Parental Exception Waiver” for an alternative program.** California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child’s school to apply for a “Parental Exception Waiver” each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days and has special needs. Schools must offer the Alternative Bilingual Program when waivers are approved for 20 or more students of the same language group and in the same grade.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. The reclassification criteria for Harriet Tubman Village Charter is listed below:

Required Criteria (California Education Code Section 313[d])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment (ELPAC)	Overall proficiency of Level 4 – Well Developed with at least three subtests at Level

	4 - Well Developed and the fourth subtest at Level 4 – Well Developed or Level 3 – Moderately Developed. *Subject to change by the California Department of Education
Comparison of Performance in Basic Skills	ELA Assessment that shows at grade level results.
Parental Opinion and Consultation	Preliminary parent consultation
Teacher Evaluation	Classroom/ELA teacher recommendation

Please call Ms. Laura Vivar, the ELD Resource Teacher, at (619) 668-8635 ext. 2060 if you would like to schedule a parent conference to discuss your child’s options for program placement.

Appendix V



Welcome to
Harriet Tubman
Village Charter School



Parental Exception Waiver Request

For school year: _____

Initial Request

Renewal Request

Parent/Guardian: Please complete the top portion of this form:

<i>Student's Name (Last)</i>			<i>(First)</i>			<i>(Middle)</i>		
<i>Birth Date:</i>			<i>Grade:</i>			<i>Student ID:</i>		

I have been informed of the program options for my child and the educational material to be used in each program, and I request that my child participate in an alternative bilingual program. I understand that I will be informed of the principal's decisions regarding this request.

Parent/Guardian (signature) Telephone Number Date

Parent/Guardian (please print) Address

PLEASE DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY

School Staff: Please sign and date below to verify receipt of this form. After signing, provide a copy to parent.

Staff Member Signature and Position Date

Principal's Response: The principle and staff have reviewed this waiver request for the student named above to participate in an alternative bilingual program. The request for a waiver is:

APPROVED

Reason for Approval:

- It is the informed belief of the school principal and educational staff that an alternative program of instruction would be better suited to your child's rapid acquisition of English language skills.
- Student already is proficient in English as demonstrated by standardized tests.
- Language assessment results, previous academic experience, and personal information indicate that the student has special needs (see accompanying "needs" document for a more detailed explanation) for which an alternative bilingual program would be better suited than other program options.

DENIED

Reason for Denial:

*You have a legal right to appeal this decision. Detailed information on the Appeal Process in Appendix VI of HTVCS EL Master Plan.

Principal Date

Special Needs Inventory

Students Name: _____ ID# _____

The school principal and educational staff is of the informed belief that your son/daughter has a special need(s) that indicates a bilingual 9or other alternate) program would promote and/or support his or her academic development. Boxes checked below indicate the applicable special needs.

Educational

- Previous Educational Experience:** English learners who lack the age-appropriate years of education need to learn academic subjects rapidly in order to meet grade-level expectations. Learning in a bilingual program will provide for rapid academic progress while your child acquires English Language skills.
- Linguistic/Academic Profile:** English learners are those students who have not yet attained full academic language proficiency in English. Learning in a bilingual program which includes instruction through the primary language and English will provide for efficient access to core curriculum as well as promote the acquisition of English.
- Other:** _____

Physical

- Hearing Impairment:** English learners who are hearing impaired are at a particular disadvantage when learning in a language they do not understand. Assessment has indicated that instruction that incorporates your child’s native language would be beneficial.
- Visually Impaired:** Learning through English language immersion instruction depends upon the ability of students to see the instructional material, the instructional methods, and the instructor. Assessment has indicated that instruction that uses your child’s native language is recommended.
- Other:** _____

Emotional/Psychological

- Behavior Disorder:** English Learners with behavioral disorders who do not understand sufficient English to take direction will best be taught through instruction that uses the student’s native language.
- Other:** _____

School Principal

Date

Appendix VI



Welcome to
Harriet Tubman
Village Charter School



Parental Exception Waiver Affidavit

I, _____, parent of _____, understand that if I choose to have my son or daughter enrolled in a bilingual or other alternate program, I must personally visit the school to be fully informed of the educational opportunities available to my child and the educational materials used in those educational programs. I understand that I am required to personally visit the school in order to apply for a program alternative.

It would be an extreme hardship for me to personally visit the school because _____

I have been provided information on the program options for my child as well as the instructional materials and consider that I have been fully informed. I have completed the Parental Exception Waiver Request application and am returning it to the school.

If you have any questions, please call me at home at _____ or at work
(telephone number)
at _____.
(telephone number)

Please print:

Name

Signature

Street Apt. No.

City Zip Code

*****Affidavit of inability to fulfill requirement to visit school site to request a parental exception for a program alternative*****

Appendix VII



Welcome to
**Harriet Tubman
Village Charter School**



Appeal Process

In the event that a Parental Exception Waiver is denied, parent/guardian must be informed in writing as to the specific reason(s) for the denial and the process for appealing the decision. Each case must be decided on its own merits. The appeal process includes the following steps:

- **Step 1 - Appeal to Principal**
 - ◆ The principal provides to the parent/guardian a written explanation for the denial of the Parental Exception Waiver, including any relevant student information and achievement data. The rationale must focus on the individual student.

- ◆ If the parent/guardian contests the decision, a conference with the parent/guardian, principal, and other appropriate educational staff is held. Every attempt to resolve the situation should be made at the site level. At or immediately following the conference, parents/guardians are notified of the determination to uphold or change the original decision to deny the waiver.
- **Step 2 - Appeal to the Governance Board**
 - ◆ If the parent/guardian is not satisfied with the principal’s determination, the parent/guardian may submit a parental exception appeal letter to the Governance Board. The letter should include the specific facts regarding the process and the rationale of the parent/guardian.
 - ◆ The principal will also submit a copy of the denied “Parental Exception Waiver” form to the Governance Board, along with any relevant documentation related to the process and timelines followed, specific facts and allegations, and achievement data and other information used to support the decision denying the application.
 - ◆ The Governance Board may consider the matter at its next regular meeting. The Board may decide not to hear the appeal, in which the CEO/principal decision shall be final. If the Board hears the appeal, the CEO/principal shall send the Board’s decision to the parent/guardian within seven working days.
 - ◆ If the denial is upheld, the parent/guardian has the option to send a written request to Legal Services for a review panel hearing or a hearing at a regularly scheduled, closed session of the Board of Education
- **Step 3 - Appeal to the Board of Education**
 - ◆ If the denial is upheld and the parent/guardian still wishes to be heard before the Board of Education, the panel prepares and submits its finding to the Board prior to the hearing. The parent/guardian is scheduled for up to three (3) minutes to present his/her case at the Board’s closed session. Translation services are provided upon request.
 - ◆ The principal is notified in advance of the date and time of the hearing and of the opportunity to make a presentation at the closed session.
 - ◆ Following the hearing, the Board of Education makes determination and notifies parents/guardians and principal of the decision. No further appeal of this decision is available.

Record Keeping. Accurate records regarding Parental Exception Waivers requested, granted, rescinded, and denied must be maintained at the site. In addition, this information must be entered in the school’s data system.

Appendix VIII



Welcome to
Harriet Tubman
 Village Charter School



ELAC Minutes Template

Harriet Tubman Village Charter

English Learner Advisory Committee (ELAC)

(Insert Date)

(Insert Time)

Legal Task to be addressed: Write what the legal task will address here.

Minutes

In attendance: Write the name, position and if they are EL parents here

Meeting called to order at (time) by (name of individual). Meeting was held in (place).

I. New Business

II. Old Business

III. Closing

a) Next ELAC Meeting – Legal Task (Write which legal task will be address next meeting here) (Date) at (Time).

Meeting Adjourned by (Name of Individual) at (Time).

Appendix IX



Welcome to
Harriet Tubman
Village Charter School



English Learner Reclassification Profile

Name _____ Student ID: _____

Grade _____ Teacher/English Teacher _____

STEP 1: ELPAC

Required: Overall proficiency of Level 4 – Well Developed with at least three subtests at Level 4 - Well Developed and the fourth subtest at Level 4 – Well Developed or Level 3 – Moderately Developed. ****Subject to change by the California Department of Education****

ELPACTest Date:	Overall (Total)	Listening	Speaking	Reading	Writing
Proficiency Level					
Scale Score					

STEP 2: Basic Skills in ELA

Assessments Used	Assessment Results	Assessment Date

Step 3: Classroom/English Teacher Recommendation

Based upon my analysis of this student’s performance in my class, I have determined that the student is able to be successful in grade level core subject matter areas in a regular program designed for native and fluent speakers of English.

Recommending Teacher’s Signature

If the teacher does NOT recommend the student for reclassification, please have him/her explain why on a separate page and attach it to the profile.

STEP 4: Preliminary Parent Consultation

Parents should be given the opportunity to consults about the reclassification process. At this stage, it is important to be clear with parents that the Charter School’s approval is a necessary step before reclassification is complete.

STEP 5: Charter School’s Reclassification Decision:

The reclassification is: Approved Not Approved

Charter School Administrator’s Signature: _____ Date: _____

STEP 6: Final Parent Consultation/Notification

Date _____ Method (Circle): U.S. Mail Student-Delivered Phone Conference Email

Step 7: Record Keeping and Data Entry

The original form should be filed in the students cum folder and the ELA status needs to be updated on PowerSchool.

Appendix X



Welcome to
Harriet Tubman
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**RECLASSIFICATION FOLLOW-UP MONTOIRNG REVIEW
REQUIRED BY STATE OF CALIFORNIA COMPLIANCE ITEM NO. EL14**

Student _____ Date _____
Last First

ID# _____ Grade _____ ELA Teacher _____

Student's RFEP Date _____

Assessment used for RFEP _____

Monitoring of Student Progress

(EL Resource Teacher Completes)

Current grade in:

(Elementary) Literacy _____ Math _____ or (Secondary) English _____ Math _____

Attendance (number of days absent this school year) _____

(English Teacher Completes)

Writing Samples Satisfactory Not Satisfactory

Overall Progress in English Language Arts Coursework Satisfactory Not Satisfactory

Comments regarding factors affecting student's achievement or non-achievement: _____

Analysis of the above information demonstrates that the student is:

- Highly Proficient**
- Progressing Satisfactorily**
- Not Progressing Satisfactorily (Create and attach copy of Learning Contract)**

Please return to _____ by _____
EL Resource Teacher Date