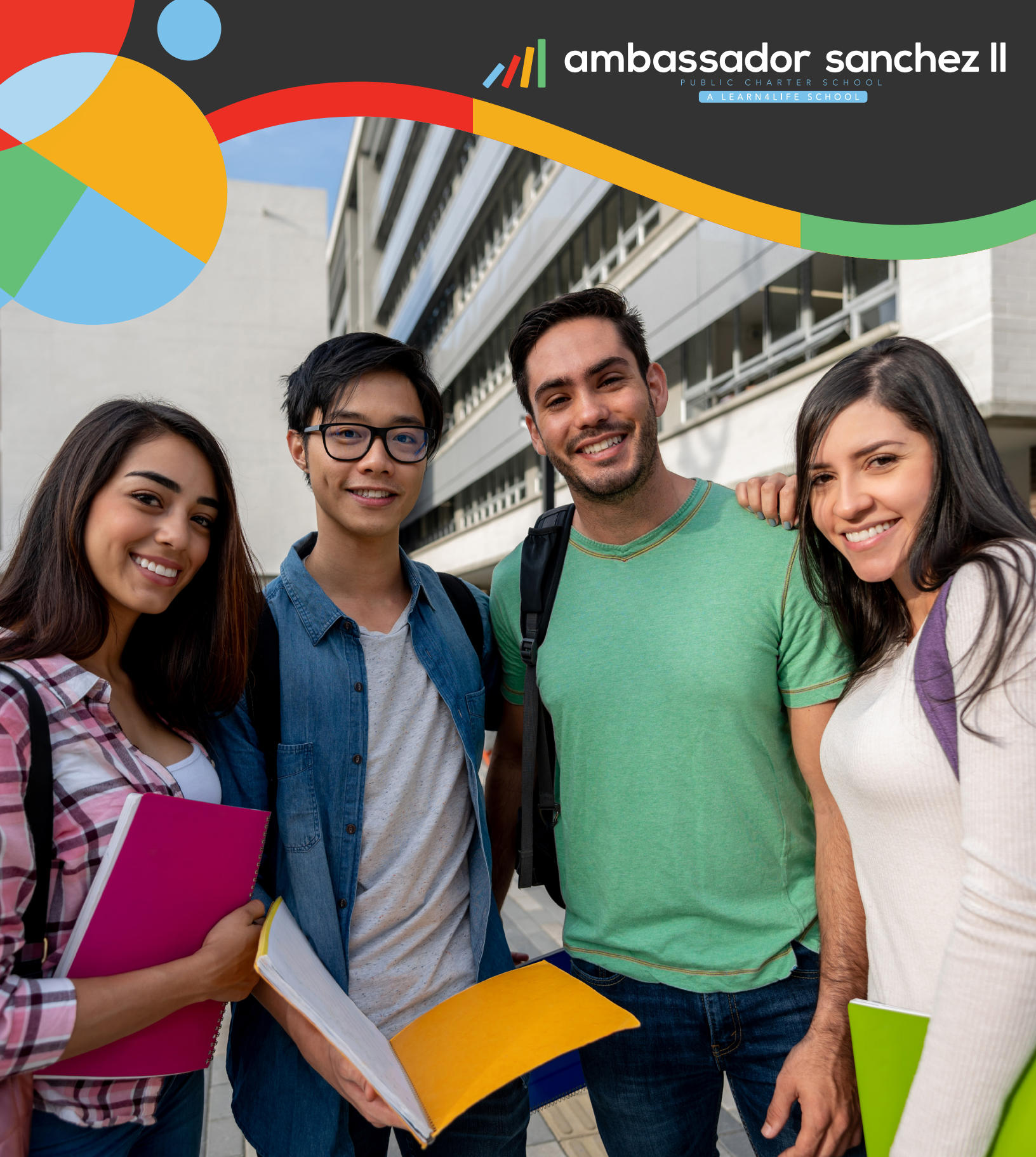




ambassador sanchez II

PUBLIC CHARTER SCHOOL

A LEARN4LIFE SCHOOL



English Learner Master Plan

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INTRODUCTION

This plan explains Ambassador Philip V. Sanchez Public Charter II's vision and mission for educating students whose primary language is other than English. Ambassador Philip V. Sanchez Public Charter II affirms, welcomes, and responds to a diverse range of English Learner (EL) strengths, needs, and identities and is committed to provide personalized learning experiences that align to these assets. Ambassador Philip V. Sanchez Public Charter II prepares graduates with the linguistic, academic, and social skills and abilities language learners require for college, career, and civic participation in a global, diverse, and multilingual world (SBE, EL Roadmap 2017). This plan implements The English Learner Roadmap, adopted by the State Board of Education in 2017, as part of the fabric in serving EL students.

PURPOSE

The purpose of Ambassador Philip V. Sanchez Public Charter II's English Learner (EL) Master Plan is to provide education and tools for the proper identification, program placement, English Language Development (ELD) instruction, assessment, monitoring and reporting of students whose primary language is other than English. Parents and guardians of ELs are informed of the instructional program placement of their student annually. The parents of ELs are provided information regarding their student's assessment and progress while being given opportunities for collaboration and decision-making.

This Master Plan provides the legal requirements for serving EL students in providing equal access to education in accordance with federal and state laws, court decisions, and California State Board of Education regulations that define the requirements for educational services for ELs. Ambassador Philip V. Sanchez Public Charter II expects that this plan will be used to guide best instructional practices for ELs and for initiating changes required to ensure their academic success. The school and staff understand that serving ELs is a shared responsibility of all.



GUIDING PRINCIPLES

1. **Assets-Based Learning-** Knowing that there is no one-size-fits-all approach that works for all English Learners, Ambassador Philip V. Sanchez Public Charter II is responsive to individual English Learners' strengths, needs, and identities and supports their socio-emotional health and development.
2. **Language and Culture-** Ambassador Philip V. Sanchez Public Charter II embraces the languages and cultures English Learners bring to the school as a benefit for their own learning. Encouraging bilingualism benefits students' future academic success and their community.
3. **Rigorous Academics-** English Learners take part in intellectually rich, standards-based curriculum with instructional scaffolding that promotes high levels of proficiency in English and academic achievement across the curriculum.
4. **Supporting Effectiveness-** To understand and address the strengths and needs of English Learners Ambassador Philip V. Sanchez Public Charter II provides professional learning and collaboration time in which teachers and staff utilize academic data to inform instruction and improvement.
5. **Articulation Across Programs-** English Learners experience an articulated and aligned set of programs at Ambassador Philip V. Sanchez Public Charter II, through reclassification and graduation, in preparation for college and careers in the 21st century.
6. **Systematic Support-** Ambassador Philip V. Sanchez Public Charter II, families and the community share the responsibility for educating and monitoring the progress of English Learners and are accountable and responsive to the needs of these students.

(SBE, EL Roadmap 2017)



I. STUDENT IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

This section explains Ambassador Philip V. Sanchez Public Charter II's policies and procedures for initial identification, assessment, and student placement. The process ensures that there is consistency in enrollment procedures, including assessment, information given to parents regarding program options, and placement of students in appropriate programs.

Home Language Survey

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents/guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

The results are maintained in Ambassador Philip V. Sanchez Public Charter II's Student Information System and the student's cumulative record (CUM).

If the answers to questions 1, 2, 3 and 4 on the HLS are "English", the student is classified as English Only (EO). If questions 1, 2 or 3 on the HLS is answered with a language other than English, the student is tested for English proficiency (5 CCR § 11510(k), 11511(a)).

English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English Language Proficiency level must be assessed within 30 calendar days of initial enrollment. The assessment used to determine initial English proficiency is the state required assessment, English Language Proficiency Assessments for California (ELPAC). The ELPAC measures the English proficiency in the four areas of Listening, Speaking, Reading, and Writing (5 CCR § 11307(a), 11511).

The student receives a score for each part of the test, as well as an overall proficiency score. If the student's overall score on the Initial ELPAC indicates well developed in oral and written English skills, the student is classified as Initial Fluent English Proficient (IFEP). If the student's overall score on the Initial ELPAC indicates minimally, or somewhat to moderately developed in oral and written English skills, the student is classified as an English Learner (EL).

If an Individualized Education Program (IEP) states that a student is unable to take all or part of the ELPAC, the student will be given an alternative assessment in accordance with California Department of Education (CDE) regulations (5 CCR § 11516.5).



Parent Notification

Written communication, in a language understandable by the parent, is provided by Ambassador Philip V. Sanchez Public Charter II to notify them of their student's assessment results. This notification also provides a description of Ambassador Philip V. Sanchez Public Charter II's program placement and allows the parent to make an informed decision regarding the best program option for their student.

Instructional Program Placement

EL students will be assigned to the program that will best meet the student's needs. Program options available at Ambassador Philip V. Sanchez Public Charter II are English Mainstream Instruction and Structured English Immersion. Ambassador Philip V. Sanchez Public Charter II also offers a Newcomer Program for students who are new to the country.

Transfer Students

Students commonly have records of a HLS, scores from required state assessments including the ELPAC, and an initial language status (EO, IFEP, and EL). These students are not required to go through the initial identification process. If the parent provides the student's records, school staff will use this information to make an appropriate placement. If not, staff will contact the former school in order to obtain information by e-mail/fax or obtain the information from California Longitudinal Pupil Achievement Data System (CALPADS). Once records are attained, the appropriate information is entered into Ambassador Philip V. Sanchez Public Charter II's Student Information System (SIS).

English Learner Typologies

Initial identification processes and ongoing monitoring are important in proper program placement for English Learners. There are six English Learner profiles to help Ambassador Philip V. Sanchez Public Charter II to be responsive to different students' characteristics and experiences.

1. Newcomer - A student who is a recent immigrant to the United States and may have had limited, or interrupted, educational experiences in their native countries.

2. English Learners - Students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing to succeed in the school's regular instructional programs.

3. English Learners with Disabilities - Students who have been identified as an EL and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, these students need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.

4. Long Term English Learners (LTEL) - English Learners in grades 6 -12 who have been enrolled in a U.S. school for six years or more, have remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).

5. Reclassified Fluent English Proficient (RFEP) - A student who was initially classified as an English Learner but was redesignated to English fluent once they demonstrate English proficiency and readiness to enter mainstream instructional services.

6. Ever English Learners (Ever-ELs) - The California Department of Education defines Ever-ELs as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational paths of ELs overall.

(SBE, EL Roadmap P1B 2017)

II. INSTRUCTIONAL PROGRAM OPTIONS

Ambassador Philip V. Sanchez Public Charter II is dedicated to providing program options to English Learners that develop English Language Proficiency as effectively and rapidly as possible so that students experience academic success. Ambassador Philip V. Sanchez Public Charter II recognizes that this can be accomplished through programs that are standards-based, rigorous, and well designed so that students can access the entire curriculum while acquiring the English language (SBE, EL Roadmap P2, 2017).

Ambassador Philip V. Sanchez Public Charter II offers English Language Mainstream, Structured English Immersion and Newcomer program options to English Learners.

English Language Mainstream (ELM)

The English Language Mainstream program supports students' continued progress linguistically and academically toward meeting grade-level content standards as well as proficiency level ELD standards. These students receive differentiated ELD instruction which includes designated ELD and scaffolded academic content instruction and support. The students in this program have access to a-g course requirements to be college and career ready. This program option also meets the needs of recently reclassified students to ensure that their linguistic and academic skills are comparable with the performance of their English-proficient peers.

STUDENT SERVED	PROGRAM COMPONENTS
EL -ELPAC Level 3-4 LTEL IFEP RFEP EO	<p>Designated ELD Instruction Leveled according to the student's English proficiency level or as a designated part of their English course.</p> <p>Integrated ELD Instruction Grade level content instruction in English, math, science, and social science delivered through Integrated ELD using specially designed academic instruction, utilizing standards-aligned materials.</p> <p>Linguistic Accommodations Students receive accommodations according to their ELP to support the student's mastery toward standards.</p>
<p>Interventions and Support</p> <ul style="list-style-type: none"> • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring • Counseling 	

Structured English Immersion (SEI)

Structured English Immersion focuses on the acquisition of English language skills and access to core content so that ELs can succeed in the ELM program. This program option is designed to ensure that students meet grade level ELD standards through high-quality language development instruction. Students are provided grade-level core content that is properly differentiated and scaffolded in English, with primary language support for clarification. Depending on the student's needs and prior education, interventions will be provided to assist students towards meeting core curriculum and ELD standards. The focus is to minimize any academic deficits that may occur as students are not yet proficient in the English language.

STUDENT SERVED	PROGRAM COMPONENTS
EL ELPAC Levels 1-2	<p>Designated ELD Instruction Leveled according to the student’s English proficiency level or as a designated part of their ELD course.</p> <p>Integrated ELD Instruction Differentiated instruction supporting the student’s ELP level delivered using SDAIE techniques that utilize standards-aligned materials in English, math, science, and social science.</p> <p>Linguistic Accommodations Students receive accommodations according to their ELP to support the student’s mastery toward standards.</p> <p>Primary Language Support Students receive this support as needed.</p>
EL ELPAC Level 3	<p>Designated ELD Instruction Leveled according to the student’s English proficiency level or as a designated part of their English or ELD course</p> <p>Integrated ELD Instruction Differentiated instruction supporting the student’s ELP level delivered using SDAIE techniques that utilize standards-aligned materials in English, math, science, and social science.</p> <p>Interventions Students are provided with interventions personalized to strengthen the academic and language skills necessary to become fluent in English.</p> <p>Linguistic Accommodations Students receive accommodations according to their ELP to support the student’s mastery toward standards.</p>
LTEL	<p>Designated ELD Instruction Leveled according to the student’s English proficiency level or as a designated part of their ELD course.</p> <p>Integrated ELD Instruction Differentiated instruction supporting the student’s ELP level delivered using SDAIE techniques that utilize standards-aligned materials in English, math, science, and social science.</p> <p>Interventions Students are provided with interventions personalized to strengthen the academic and language skills necessary to become fluent in English.</p> <p>Linguistic Accommodations Students receive accommodations according to their ELP to support the students’ mastery toward standards.</p>
<p>Interventions and Support</p> <ul style="list-style-type: none"> • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring • Counseling 	

Newcomer Program

The Newcomer program with primary language support provides English Learners an intensive English acquisition program while they learn about their new school environment, culture, and country. The curriculum in this program tends to be foundational but may be more advanced depending on students' needs and prior education. Primary language support is a means of increasing access to core curriculum taught in English and tapping into prior knowledge. This support is used to motivate students and to clarify, assist, or explain concepts. When primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students.

STUDENT SERVED	PROGRAM COMPONENTS
EL Initial ELPAC Novice or EL SA ELPAC Level 1	<p>Designated ELD Instruction Leveled according to the student's English proficiency level or as a designated part of their ELD course.</p> <p>Integrated ELD Instruction Differentiated instruction supporting the student's ELP level delivered using SDAIE techniques so students can access core courses.</p> <p>Instructional Grouping Students are grouped by English Language Proficiency with access to core courses when appropriate.</p> <p>Linguistic Accommodations Students receive accommodations according to their ELP to support the student's mastery toward English foundational skill development.</p> <p>Primary Language Support Students receive this support as needed.</p> <p>Assessment Frequent assessments, data review, and analysis to assist in developing the student's foundational skills in English.</p>
<p>Interventions and Support</p> <ul style="list-style-type: none"> • Counseling • Community Resources Connection • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring 	

Students with Disabilities

Students with disabilities must have the same access to ELD instruction and support as their peers who do not have IEPs. When a student qualifies for Special Education Services the IEP team decides upon linguistically and developmentally appropriate goals and objectives based on the student's needs. The student's IEP will include the goals that address English Language Development as well as accommodations and/or modifications which support access to the content areas (SBE, EL Roadmap P1E 2017).



III. MONITORING OF STUDENT PROGRESS AND RECLASSIFICATION

This section provides information about state and school assessments used to monitor English Learner’s academic and linguistic progress. This section also offers information about Ambassador Philip V. Sanchez Public Charter II’s reclassification processes and procedures.

California’s English Language Proficiency Assessments

Ambassador Philip V. Sanchez Public Charter II is required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English Language Proficiency for all students who have been previously identified as English Learners. The current ELP state-approved assessment is the English Language Proficiency Assessments of California (ELPAC) and is aligned to the CA 2012 ELD standards. The ELPAC assesses students’ language development in listening, speaking, reading, and writing. These assessments monitor English language proficiency for students participating in English Language Development programs to ensure each student is on target to meet state proficiency-growth expectations. The Alternate English Language Proficiency Assessments for California (ELPAC) is designed for students with the most significant cognitive disabilities who are English learners, this test is administered to students with disabilities when it is indicated in the student’s IEP.

English Language Proficiency Assessment of California (ELPAC)			
Type	Grade Level	Testing Administration	Guidelines
Initial	9-12	July 1st-June 30th	Within 30 days of enrollment as an initial identification of students as English Learners
Summative or Alternate	9-12	February 1st- May 31st	Annually to measure an ELs progress in learning English and to identify the student’s English Language Proficiency level

Academic Assessments Used to Monitor Student Progress

The California Assessment of Student Performance and Progress (CAASPP) are designed to assess English Language Arts (ELA) and Mathematic performance in grades 3-8 and grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, English Learners who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment. The California Alternate Assessments (CAAs) for English Language Arts and Mathematics are available in grades 3-8 and grade 11, to students with disabilities when it is indicated in the student’s IEP.

The school-adopted summative assessments are administered throughout the year to monitor students’ academic progress in reading and mathematics using Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP). Core Curriculum assessments are taken in English by English Learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs.

Academic Achievement Assessments			
Type	Grade Level	Testing Administration	Guidelines
CAASPP ELA	11	Spring	Annually to measure students’ progress toward college and career readiness in English language arts/literacy (ELA)
CAASPP Math	11	Spring	Annually to measure students’ progress toward college and career readiness in Mathematics
NWEA MAP Reading	9-12	July 1st-June 30th	Within 30 days of enrollment and quarterly thereafter.
NWEA MAP Math	9-12	July 1st-June 30th	Within 30 days of enrollment and quarterly thereafter.
Core Curriculum	9-12	July 1st-June 30th	Assess academic progress in core content areas taught in English

Assessment Data for Instructional Planning

Student assessment results are available in electronic form in Ambassador Philip V. Sanchez Public Charter II’s Student Information System (SIS) on the student’s dashboard. SIS also displays information related to the progress of English Learners. This information includes enrollment patterns, language proficiency levels, instructional program placement and academic performance. The student data is used for several purposes including instructional planning and monitoring student progress towards reclassification.

Teachers use core curriculum assessments to review student progress for planning differentiated instruction and providing linguistic accommodations. ELPAC data and curriculum assessment results are used for student placement in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and MAP scores in ELA, reading and mathematics are used to identify students in need of interventions. Department teams regularly meet to review student data and plan instruction accordingly. Ambassador Philip V. Sanchez Public Charter II’s leadership team is responsible to monitor language development progress for all students.

English Learner (EL) Team

Ambassador Philip V. Sanchez Public Charter II’s EL team focuses on the language and academic achievement of English Learners during meetings that focus on monitoring students’ progress. The team uses data for decision-making, problem-solving, identifying student instructional needs, interventions and to monitor student progress.

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

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

Reclassification Criteria and Process

English Learners will be reclassified as fluent English proficient when they have developed the English language skills of comprehension, speaking, reading, and writing necessary to succeed in an English-only instructional setting. Ambassador Philip V. Sanchez Public Charter II’s board adopted reclassification criteria follows guidance from the California Department of Education (CDE) (EC 11511(a)).

Reclassification Criteria	Data/Documents Reviewed				
1. Assessment of English Language Proficiency on the English Language Proficiency Assessment for California (ELPAC) (EC § 313(d)(1); 5 CCR § 11303(a))	Current student performance on the ELPAC with an Overall score of a Level 4 and a score of level 3 or higher in each of the domains				
2. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. (EC § 313(d)(2); 5 CCR § 11303(b))	Current student report card and/or transcript with a grade of a "C" or better in their English/ English Language Development course				
3. Parent opinion and consultation (EC § 313(d) (3); 5 CCR § 11303(c).)	Parent/guardian acknowledgement of their student’s English language proficiency and meeting the guidelines for reclassification.				
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. (EC § 313(d)(4); 5 CCR § 11303(d))	Current student performance on NWEA’s MAP in Reading <table border="1" data-bbox="862 1581 1528 1677"> <tr> <td>Grade Level</td> <td>Lexile Range</td> </tr> <tr> <td>9-12</td> <td>850L or higher</td> </tr> </table> Or Current student performance on CAASPP ELA with a score of Standard Nearly Met or Higher	Grade Level	Lexile Range	9-12	850L or higher
Grade Level	Lexile Range				
9-12	850L or higher				



Guidelines for Reclassification of English Learners with Disabilities

The following processes are followed if an English Learner has an Individualized Education Program (IEP).

Students with Mild/Moderate Disabilities

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The IEP team may determine an alternative reclassification process will be used if a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame due to the student's disability. Alternative assessments must be identified for use at the Reclassification IEP. Results from these assessments are gathered and reviewed to assess the student's progress towards reclassification. The results are presented to the IEP team along with parents/guardians to determine if reclassification is in the best interest of the student.

Students with Moderate/Severe Disabilities

An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in the ELPAC. Reclassification for these students is based upon alternative proficiency testing. The IEP team reviews the data and makes the decision about reclassification.

Monitoring of Reclassified Students

Leadership at Ambassador Philip V. Sanchez Public Charter II is responsible for monitoring the progress of reclassified English Learners for at least four years following a student's reclassification. Annually Ambassador Philip V. Sanchez Public Charter II will generate a list of reclassified students who need to be monitored during the four-year monitoring period. Reviewing student performance on achievement and performance measures is monitored. If a student begins to fall behind on measures of achievement related to grade level standards, the EL Team meets to develop an intervention plan for the student.

Interventions that may be provided:

- Specialized Reading Instruction
- Specialized Writing Instruction
- Integrated ELD Instruction
- Linguistic Accommodations
- Academic Skills Targeted Instruction
- Tutoring

Students' data is reviewed each semester to determine if they demonstrate appropriate academic progress. Supporting documentation monitoring students' progress is maintained until monitoring is complete. Forms documenting this progress are kept within the student's folder and the monitoring is terminated. If a student does not make sufficient progress, the monitoring process will continue. RFEP students must be monitored for a minimum of four years, the EL Team will continue to monitor and provide intervention recommendations for RFEP students until they demonstrate mastery of grade level content standards.



IV. ENGLISH LANGUAGE DEVELOPMENT

This section explains how Ambassador Philip V. Sanchez Public Charter II supports English Learners' (ELs) unique challenge of learning English as they are also learning grade-level content. Teachers provide high quality instruction for ELs across the disciplines, including alignments to the California curricular frameworks to provide students with 21st century academic, linguistic, and intercultural skills (SBE, EL Roadmap P2 2017).

Overview

The goal of ELD instruction at Ambassador Philip V. Sanchez Public Charter II is to purposefully teach English in order to develop an English language foundation in both social and academic settings. ELD also offers a foundation for literacy development to assist in balancing and strengthening the California Standards in English Language Arts. Teachers focus on the key themes of ELA/Literacy and ELD Instruction of meaning making, language development, effective expression, content knowledge and foundational skills. All teachers will support the language learning needs of their ELs in ways that promote the development of content knowledge and advanced levels of English.

ELD instruction uses the CA ELD Standards and is described in two ways.

1. Designated ELD is "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English."

2. Integrated ELD refers to "ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress."

(California ELA/ELD Framework (2014) Ch. 2, pp. 106)

English Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion (SEI) and English Language Mainstream (ELM) settings, the core instruction occurs in English, along with Integrated English Language Development. Instruction including Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed to ensure access to the core curriculum.

Designated English Language Development

Designated ELD instruction is standards-based and follows a scope and sequence of language skills to support students in learning English within a reasonable amount of time. It is designed to teach English Learners at their proficiency levels as determined by English language assessments. The results of these assessments support teachers to differentiated instruction to meet students' needs. When possible, students are grouped by proficiency level for Designated ELD with the goal of advancing all English Learners to the next proficiency level before they participate in the annual ELPAC.

The 2012 California ELD Standards provide the descriptions of achievement at three levels of proficiency. These levels are listed as Emerging, Expanding and Bridging. The standards address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient with California's ELD standards. The standards also call for the acquisition of linguistic resources so students can better understand how English is used to structure text orally or in print and to communicate clearly. Designated ELD focuses on developing skills to use English by interacting in meaningful ways and with language, to develop knowledge of how English works.

Designated ELD instruction highlights the development of oral language skills and abilities with the use of the academic language. At the Expanding and Bridging levels of proficiency, ELs produce more refined and complex oral and written texts as they move towards proficiency in English. The individual needs of LTELs must be addressed during Designated ELD by targeting their instructional and linguistic gaps. At the Emerging levels of proficiency, ELD instruction will emphasize oral language development and foundational skills for ELs.

Courses for Designated ELD Instruction

Courses designed for designated ELD instruction are delivered by fully credentialed teachers for all ELs regardless of program option until such time they reclassify as Fluent English Proficient (RFEP). The chart below is a guide for school staff to assign an ELD course that aligns to a student's proficiency level.

Grades 9-12 English Language Development Course Placement Guide

Introduction	
This revised placement guide provides teachers direction when selecting a suitable course for students learning English. When possible, thoroughly review students' transcripts, ELPAC/CAASPP/NWEA scores, and have a conversation with students about their educational history and exposure to the English language before enrolling them into a course on this guide.	

EL Newcomers			
Students learning a new language gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon the knowledge of their native language.			
Initial ELPAC Level	RIT/Lexile Range	Elective Course Options	Details
Novice	121 or lower/BR-400L	Rosetta Stone English 1 -2	Online program to help students develop fundamental English language skills.
Novice	121 or below/BR-400L	ELL Foundations Newcomer (Edmentum)	Online program that facilitates the introduction of basic vocabulary and sentence structure.
Novice	121 or lower/BR-400L	ELD Newcomer	Provides essential vocabulary and language instruction for Newcomers.
Novice	121 or lower/BR-565L	System 44	System 44 is recommended for students who need phonics support in both their first language and English.
These courses place heavy emphasis on developing and using foundational literacy skills. Foundational literacy skills may include print concepts, phonological awareness, phonics, word recognition, and fluency.			

Emerging EL	Students enter the emerging level having limited receptive and produce English skills. As they progress through this level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.		
ELPAC Level	RIT/Lexile Range	Elective Course Options	Details
Level 1 or Novice	121-167/BR-0L	Rosetta Stone English 2-3	Online program to help students develop fundamental English language skills.
Level 1 or Novice	121-167/BR-0L	ELL Foundations Level 1 (Edmentum)	Online course that facilitates the learning of academic vocabulary, reading comprehension and analysis.
Level 1 or Novice	121-167/BR400L-565L	System 44	System 44 is recommended for students who need phonics support in both their first language and English.

Expanding ELs (Low)	Students entering the expanding level can use English to learn and communicate about a range of topics and academics. They begin to refashion learned phrases and sentences in English to meet their immediate communication and learning needs.		
ELPAC Level	RIT/Lexile Range	Core Course Options	Details
Level 2 or Intermediate	165-198/BR-650L	ELD II A/B (Edge Fundamentals)	ELD course incorporates reading, writing, listening, and speaking in various literary contexts which guide instruction to move students to advance towards English fluency.
Level 2 or Intermediate	165-198/450L-750L	ELD III A/B (Edge A)	ELD course provides explicit, rigorous, focused, and guided instruction to students in reading, writing, speaking, and listening.

Expanding ELs (High)	Students continuing their journey are working toward being able to increasingly engage in the English language in more complex, cognitively demanding situations. Upon exiting the expanding level, students can learn and communicate about a range of topics and academic content areas.		
ELPAC Level	RIT/Lexile Range	Core Course Options	Details
Level 3 or Intermediate	189-209/600L-850L	ELD IV A/B (Edge B)	ELD course focused on language acquisition and preparing students for success in grade-level English and content courses.
Level 3 or Intermediate	202-214/585L-1100L	English 9-12 Intensive A/B	Structured reading comprehension focus and remediation offered for students reading at 4th-8th grade levels



Bridging ELs	Students at the bridging level, continue to develop in being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.		
ELPAC Level	RIT/Lexile Range	Core Course Options	Details
Level 4	202-214/750L-900L	Conventional English A/B (Edge C)	ELD course builds upon and further improves students' academic language skills and prepares them for more rigorous, college level courses.
Level 4	202-214/585L-1100L	English 9-12 Intensive A/B	Structured reading comprehension focus, and remediation offered for students grades 9 - 12 reading at 4 - 8 grade levels.
Level 4	202-214/810L-1240L	Writing Intensive A/B	Structured writing focus and support
Students at the bridging level are ready for the reclassification process. Reclassification criteria: ELPAC score of an overall level 4 (level 3 or higher in oral and written language), Lexile Range of 850L+ or a recent CAASPP ELA score of standard nearly met or higher, a grade of "C" or better in an ELA/ELD course.			

Lifelong Language Learners	Students who have reached "proficiency" in the English language continue to build increasing breadth, depth, and complexity in comprehending and communicating English in a wide variety of contexts.
Please use regular ELA, Literacy & Experiential Learning Placement Guide for a student who has been identified as Initial Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP).	

Footnotes	<ul style="list-style-type: none"> • Students identified as an EL must receive designated ELD instruction in reading, writing, speaking, and listening in the course offerings listed in this guide. • When assigning System 44 and READ Intensive it is recommended for the ELD Teacher and Literacy Teacher to discuss placement based on student need. • A bold course denotes an A-G approved course: Students may only use one year of ESL/ELD course towards the 4 years of English requirements when applying to a four- year university. • Read RIT scores used in this guide are to support students identified as English Learners (ELs). Please refer to the ELA, Literacy & Experiential Learning Placement Guide for students whose primary language is English.
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Long-Term English Learners

AB 2193 was signed into law in September 2012 adding EC 313.1 and 313.2 to California's Education Code. A Long-Term English Learner (LTEL) is defined in EC 313.1 as an English Learner who meets the following:
Is enrolled in grades six to twelve:

- Has been enrolled in schools in the United States for six years or more.
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC and
- Scores "Nearly Met" or "Does Not Meet" on the English-Language Arts standards-based achievement test.

There are many factors contributing to a student becoming a Long-Term English Learner (LTEL). These factors could result from brief ESL/ELD support, high mobility, frequent absenteeism, partial access to the content curriculum, unidentified learning disabilities and/or socio-emotional issues. These students often have the English oral skills to function in the everyday world outside the classroom but lack the academic language skills necessary to succeed in the school setting.

Ambassador Philip V. Sanchez Public Charter II staff creates a Personalized Learning Plan (PLP) as well as an Individual English Language Development Plan (IELDP) so that LTELs can Integrated English achieve success. This plan reviews a student's academic skills, courses

completed, social-emotional issues, level of English proficiency and linguistic accommodations needed. Once the LTEL's plan is in place, a student will be enrolled in an ELD course depending on where they need targeted support as identified in their individual assessments. The student will receive one-on-one support with the teacher and free tutoring on a weekly basis.

Integrated English Language Development

Integrated English Language Development instruction is part of the Ambassador Philip V. Sanchez Public Charter II's language acquisition program. It is intended to provide English Learners with access to the content in all curricular areas through the organized use of SDAIE strategies. It also focuses on developing ELs' linguistic development in core courses through instruction of academic language, discourse practices and text types. The ELD standards and the students' ELP level inform teachers regarding linguistic scaffolds and support needed for ELs. This critical support will assist ELs to collaborate, interpret and produce tasks across all four language domains reasonable with their level of proficiency.

The CA Content Standards and the ELD Standards focus on the integration of language across content in reading, writing, listening, and speaking. The ELA/ELD Framework recommends an interdisciplinary approach to instruction in order to increase and facilitate

connections between concepts and content areas. The responsibility for ELD is shared through collaboration and planning among teachers across departments at the Expanding level in order to successfully implement the CA standards for literacy and the ELD standards in tandem with content standards.

Specially Designed Academic Instruction in English (SDAIE) Strategies

SDAIE instruction is a methodology that blends the best practices of content area teaching and language acquisition. It was developed to meet the needs of students with limited academic English skills. SDAIE places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language. Teachers use important features of SDAIE to make instruction understandable and meaningful to ELs. Teachers also take into account an English Learner's proficiency level and the linguistic demands of the assignment.

Teachers use researched-based SDAIE strategies from *Improving Education for English Learners* published by the CDE.

1. Contextualizing instruction—liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning
2. Using language modifications such as pause time, questioning, pacing, and highlighting
3. Using task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts)
4. Using language-sensitive and culture-sensitive content teaching
5. Avoiding the use of idioms and cultural references without explanation
6. Using accommodations in the learning environment (such as slowing the pace, repetition, chunking information), in order to maximize the number of students able to access the content
7. Providing opportunities to summarize key learning and ideas, e.g., co-constructing concept charts
8. Emphasizing the major ideas or organizing principles that underline the content
9. Checking for understanding frequently
10. Tapping prior knowledge from previous learning or personal experience
11. Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and analysis of student work
12. Providing access to large collections of appropriate age-level literature and informational texts within the student's assessed Zone of Proximal Development



Primary Language Support

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

The following options are available for primary language support.

- When the teacher is not bilingual, a bilingual paraeducator may be provided.
- Bilingual dictionaries and other support materials can be provided for students with literacy skills in their home language.
- Use of parent volunteers or community members for language and literacy support.
- Instruction of transferable skills such as cognates, prefixes and suffixes.



V. STAFFING AND PROFESSIONAL LEARNING

This section explains certification requirements and staffing procedures for providing instruction to English Learners. It will also address professional learning provided by Ambassador Philip V. Sanchez Public Charter II.

Certification and Staffing

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). Any teacher assigned to provide English Language Development instruction to ELs must be appropriately certified with an English Learner or Bilingual Authorization. These authorizations may include Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner authorizations designated by the California Commission on Teacher Credentialing (CCTC). Administrators or additional teaching personnel at the school whose assignment includes ELs will also hold the appropriate certification to provide necessary instructional services to English Learners. (SBE, EL Roadmap PA3 2017)

Bilingual Paraeducators

EL paraeducators contribute specific skills in Ambassador

Philip V. Sanchez Public Charter II's English Learner program. Bilingual paraeducators focus most of their time on student instructional support to aid core content instruction in English, math, social studies, and science. When the teacher does not hold a Bilingual Authorization, the paraeducator works together with a teacher holding an English Learner Authorization to provide primary language support for the student.

Paraeducators may also assist with instructional and related needs outside the learning center. These needs may include:

- Parent-teacher conferences and notifications
- ELAC meetings
- ELPAC testing
- Oral and written translations

Recruiting

Ambassador Philip V. Sanchez Public Charter II staff hiring, and placement decisions are based on student and program need, including English Learner enrollment data, and other factors. When open teaching positions require Bilingual or English Learner Authorization, Ambassador Philip V. Sanchez Public Charter II's human resources team actively recruits teachers who are fully certified to fill such positions. Ambassador Philip V. Sanchez Public Charter II is committed to recruiting, developing, and retaining teachers who are highly qualified to teach English Learners. Advertising and recruitment efforts are carried out until all positions are filled.

ELAC Requirements

1. The ELAC members will be chosen by election. All parents/guardians of ELs have an opportunity to vote to elect the officers.
2. ELAC members will be given materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC makes recommendations to the principal and staff on programs and services for ELs using academic performance measures.
4. The ELAC will assist the school in the development or review of:
 - a. Learning Continuity and Attendance Plan /Local Control Accountability Plan (LCAP)
 - b. School's needs assessment
 - c. Communication strategies regarding the importance of regular school attendance
 - d. Approaches to meet the social, emotional, and academic needs of ELs
 - e. Strategies to improve communication with parents and community
 - f. English Language Development Program
 - g. Annual Language Proficiency Assessment
5. The ELAC maintains recorded meeting minutes and agendas and attendance logs.
6. The principal and the EL team will annually review the implementation of ELAC to ensure that all requirements are met by the school.
7. The parents or guardians of English Learners shall be provided the opportunity to vote in the election.

English Learners (California Education Code EC 35147 (c), 52176 (b & c), 62002.5, 64001 (a)), (5 CCR § Section 11308 (b, c & d)).

ELAC Election Process

Elections for ELAC will be held annually at Ambassador Philip V. Sanchez Public Charter II by the end of the first quarter of the school year. The elected members will serve for two years. Membership will reflect the percentage of ELs enrolled at the school and include parents, school staff and community members. Each ELAC committee will have a minimum of five members and a maximum of ten members. If an ELAC member must be replaced during the year, the replacement will serve for the remainder of the year. At the start of the following school year, an election must be held to fill the position.

ELAC Training Requirements

Ambassador Philip V. Sanchez Public Charter II will provide ELAC members with training, materials, and information they need to carry out their responsibilities and duties. ELAC members will provide input into the selection of the following required training topics:

- Review of Robert's Rules of Order
- LCAP development and implementation
- Data included to review reclassification and instructional programs for ELs
- Attendance policies, attendance patterns and trends
- Initial identification, reclassification, and program placement of ELs
- Monitoring procedures regarding the academic progress of reclassified (RFEP) students
- Overview of effective techniques that promote language acquisition and academic content knowledge of ELs

Annual Notification

Parents will receive an annual notification regarding program placement options for their students. Additionally, general information about Ambassador Philip V. Sanchez Public Charter II's placement options will be made available year-round at the learning center. This information will include an overview of the programs and placement procedures.

Communication and Interpretation

Communication with parents of ELs in their primary language is essential. Ambassador Philip V. Sanchez Public Charter II will provide parents with written communication, in their primary language when fifteen percent or more students speak a language other than English as indicated in their Home Language Survey. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, discipline notices and other parent notifications. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards English Language Development and core content areas (California Education Code (EC) § 48985; 5 California Code of Regulations (CCR) § 11316.).

VII. PROGRAM EVALUATION AND ACCOUNTABILITY

This section explains Ambassador Philip V. Sanchez Public Charter II's program evaluation and accountability for English Learner programs. Accountability work is everyone's responsibility. This includes students, parents, administrators, teachers, and staff at the school.

Accountability

Under the leadership of the principal, the English Learner team collaborates with stakeholders to provide data and tools to support the success of ELs. The EL team meets regularly to discuss topics relating to the implementation of programs for English Learners. At the meetings the EL team will (1) Review strategies, ideas and suggestions for EL programs; (2) Provide a setting to evaluate practices, resources, and personnel are being used effectively to implement the instructional programs for ELs; (3) Review data on the performance of ELs; and (4) Ensure communication at the school to bring clarity, consistency, and continuing improvement to the instructional programs for ELs.

Ambassador Philip V. Sanchez Public Charter II conducts an annual evaluation of programs and services for English Learners. The programs and services described throughout this EL Master Plan are structured around five goals. The goals are focused on program implementation, parental participation, ELs' mastery of English, ELs' academic achievement and monitoring "at risk" categories.

Program Implementation Monitoring

Ambassador Philip V. Sanchez Public Charter II will regularly monitor the implementation of English Learner programs. The goal is to confirm that they continue to offer effective, research-based programs for English Learners. The monitoring process is designed to:

- Determine effectiveness of programs, services, and processes in promoting EL linguistic and academic success including college and career readiness.
- Promote and encourage the involvement of all stakeholders in planning, implementation and evaluation activities.
- Ensure that program evaluation is an essential part of school improvement.
- Provide a basis for review and modification of the EL Master Plan. (SBE, EL Roadmap PC4 2017)

The principal is responsible for the implementation of the EL Master Plan. Data is collected and analyzed in order to determine program effectiveness. EL progress in English Language Proficiency and academic achievement will be monitored and studied as part of the program evaluation. The evaluation data gathered and analyzed will provide information on program implementation and outcomes.

Monitoring Program			
Goal	Data Collections	Evidence	Timeline
English Learner programs are fully implemented.	a. Document Reviews Home Language Survey, program placement, reclassification and reclassification follow up	EL Program Self-Monitoring Form Meeting Agendas Surveys	Annually
Parents of ELs and RFEPs participate meaningfully in their student's education.	a. Sign-in Sheets, Meeting Agendas, Surveys	Sign-in sheets Meeting Agendas Surveys	Quarterly parent meetings and regularly scheduled parent community engagement activities
All ELs will achieve full proficiency in English.	a. ELPAC Results b. Analysis of ELPAC c. Analysis of ELPI Status	ELPAC assessment results ELPI Status	Annually
ELs will achieve academic success comparable to EOs.	a. CAASPP performance data in ELA and Mathematics, MAP reading and math	CAASPP ELA, Math Reading and Math growth RIT scores School report cards Participation rates in electives and extracurricular activities	Annually
Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	a. Data on graduation, suspensions, expulsions, other disciplinary actions, retentions, Student Study Team referrals	Attendance Records Student Records Graduation rates	Annually



Program Improvement

The analysis of EL data assists Ambassador Philip V. Sanchez Public Charter II in determining strengths and areas of improvement with program implementation. Reports identifying progress toward proficiency goals will be provided to assist the staff in identifying students in need of more support. Teachers and department teams will use the data to monitor program implementation. Annual improvement objectives and timelines will be established.

VIII. FUNDING

This section provides information regarding funding for effective implementation of English Learner programs. Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and school policies and procedures.

Appropriate Use of General Funds

The general fund is utilized to support the delivery of core curriculum and program services. Ambassador Philip V. Sanchez Public Charter II allocates general funds to support program implementation for English Learners. General funds will be used for instructional programs, teacher salaries and benefits, the purchase of school-adopted core curricular materials, English Language Development materials, instructional supplies, mandated assessments, and other essential school services that are provided to all students.

Funds Supporting English Learners

Ambassador Philip V. Sanchez Public Charter II receives funding based on a per-pupil formula for identified English Learners. Eighty-five percent of these funds are to be used for school services to students. Schools receiving funds must establish a

budget and prioritize the allocation of these funds in their LCAP goals. The ELAC is to provide recommendations to the school regarding the development of the LCAP.

Allowable funds are to be utilized to promote the academic achievement of English Learners. These funds should also support the involvement of parents, and to strengthen compliance with state and federal mandates. These allowable expenditures may include:

- Hiring of certificated staff to provide direct supplemental services to ELs, including interventions
- Hiring of EL paraprofessionals to assist students access with the core curriculum
- Employment of bilingual parent advisors and bilingual community liaisons
- Purchase of supplemental instructional materials
- Professional development for teachers of ELs and bilingual paraprofessionals
- Support for instructional coaches
- Teacher articulation meetings
- Extended-day tutorials for ELs needing intensive language instruction and/or specialized academic support
- Parent education events and training
- Translation services
- Stipends for teachers who perform duties outside their job scope related to ELs
- Other reasonable expenses related to the English Learner program



IX. GLOSSARY OF TERMS

Adult English Learners (ADEL)

An English Learner who is aged 22 or older.

Alternate ELPAC

The Alternate English Language Proficiency Assessments for California (ELPAC) is the test that is used to measure how well students in kindergarten (K) through grade twelve (including students through 21 years of age) understand English when it is not their primary language. This test is designed for students with the most significant cognitive disabilities who are English learners (Summative), and potential English learners (Initial), who have been identified as having a language other than English. Furthermore, their individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

California English Language Development (CA ELD) Standards

In 2012, the California State Board of Education adopted the new California English Language Development Standards (ELD). The ELD standards guide teachers in supporting English Learners in the acquisition of English needed for success in content areas.

Core Curriculum

English, math, science, and social science are courses that are required for graduation and that are offered with SDAIE (Specially Designed Academic Instruction in English) for English Learners.

Designated ELD Instruction

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.

English Language Development (ELD)

English Language Development is a specialized program of English language instruction appropriate for ELs identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is a language other than English. It consists of two separate ELP assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.



English Learner (EL)

English Learners are students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

English Learner Advisory Committees (ELACs)

A school-level committee comprised of parents, staff, and community members designated to advise school leadership on English Learner programs and services.

English Learner Roadmap

The California English Learner Roadmap was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English Learners attending California public schools.

English Only (EO)

A designation for native English speakers.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in conducting oversight of public educational services in the U.S.

Home Language Survey (HLS)

Every new student completes a Home Language Survey. If the answers to questions indicate a language other than English, the student will be assessed to determine if he/she is an English Learner.

Individual Educational Program (IEP)

An Individualized Education Program (commonly referred to as IEP) is a document, mandated by the IDEA, which clearly defines the individual goal and objectives set for a child with a disability. These programs are written documentation of the special education program and academic modifications required to meet the child's individual needs.

Initially Fluent English Proficient (IFEP)

Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the school criteria for determining proficiency in English.

Integrated ELD Instruction

ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress.

Reclassification (RFEP)

Also known as "redesignation". This is the process of determining when an English Learner has acquired the English language skills in listening, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Specially Designated Academic Instruction in English

Specially Designated Academic Instruction in English (SDAIE) is an approach to teach academic courses to English learner (EL) students in English. It is designed for non-native speakers of English and focuses on increasing the comprehensibility of academic courses.