OPTIONS FOR YOUTH

PUBLIC CHARTER SCHOOLS

ENGLISH LANGUAGE DEVELOPMENT

MASTER PLAN

Mission Statement

Options for Youth Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

Message from the Founders

"Every member of the Options for Youth community is committed to helping each student succeed in school and in life. We wholeheartedly believe that student success comes from valuing every student and providing individualized support while they work towards their goals and dreams. Options for Youth values its diverse student population, and this master plan will help us to ensure that students with varying language backgrounds and needs receive the attention, tools, and support they need to be successful."

John and Joan Hall

About Options for Youth

At Options for Youth (OFY), our effectiveness stems from a focus on building close relationships with our students and creating a safe learning environment that allows them to thrive. The following are hallmarks of our program:

Student Commitment: Students attend our schools by choice – they want to be with us. All students sign a contract stating their commitment to earn a high school diploma by voluntarily adhering to our enrollment requirements; attendance, work production, test performance, and graduation.

Guided Individualized Instruction: Our students receive personalized attention from qualified teachers who care about them and their success. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth and emphasize growth-mind-set interventions (Paunesku et al., 2015) which focus on the process of learning and not the end result as the reward. This process gives our students a sense of purpose and re-energizes their desire to learn resulting in accomplishing meaningful academic and personal goals.

Small Group Instruction: Students can take advantage of tutorials and small group instruction with a highly-qualified credentialed teacher when a direct instruction format is most appropriate.

Flexible & Self-Paced: Students work independently and at a pace tailored to each individual's ability and learning level, as teachers keep them on track to graduate in an appropriate time period.

Open Enrollment: In our year-round program, students can enroll at any time and have access to their teachers and school 240 days a year.

Continuous Learning: Our schools are open 12 months a year. This means more time spent learning with minimal interruptions. This allows students an opportunity to have greater access to qualified teachers, more time to catch up on credits or work at an accelerated pace, and a safe space for them throughout the year.

Subject Matter Focused: In many cases, students focus on just one or two subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Accountability: Our students are monitored and assessed on a regular basis to ensure progress in meeting required Common Core State of Standards. All students are required to participate in all state-mandated testing.

English Language Development Master Plan

According to the California Department of Education (2015), in the 2013-2014 school calendar year, an approximate 1.413 million English Learners (ELs) studied in California public schools. Of the English Learner data collected in California, 95% of the languages spoken in California were, in descending order: Spanish, Vietnamese, Filipino, Cantonese, Mandarin, Arabic, Hmong, Korean, Punjabi, and Russian. ELs are students who are unable to communicate fluently or learn effectively in English. These students may come from non-English-speaking homes and backgrounds and typically require specialized or modified instruction in both their English language and in their academic courses. Additionally, there is a subgroup of students whose native language is English, but who may need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

Options for Youth (OFY) strives to provide quality and equitable opportunities for academic achievement to all of its students including those who exhibit less than reasonable fluency in academic English literacy. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL at OFY. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFY requires mutual accountability of teaching staff and leadership for ongoing assistance in helping each school develop and implement practices that are consistent with the most current ELDMP and to monitor its implementation.

The OFY Master Plan for ELs and SELs has been developed in accordance with current research and state and federal law for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL programs are evaluated annually for efficacy

OFY has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee them equal access to a quality instruction. Additionally, our instructional efforts are structured with the intent of providing appropriate English Language Development (ELD) to move students toward proficiency in academic English while providing them scaffolded access to core curriculum.

We recognize that our students' race, ethnicity, linguistic background, or socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English academic literacy. Therefore, building on these founts of knowledge is something we support, respect, and wish to build upon.

In addition to helping our ELs and SELs acquire academic literacy, we are preparing them to navigate college and the job market, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover through the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information
- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all of our students for the 21st Century. Therefore, we have interpreted and incorporated these survival skills into the curriculum as exemplified in the following table so that all of our students can be prepared for their academic lives and the careers of the future.

21ˢᵗ Century Skills

Learning and Innovation Skills

Critical thinking and problem-solving
- reasoning, systems thinking, making judgments and decisions, solving problems

Communication and collaboration
- articulating ideas, listening, collaborating productively

Creativity and innovation
- creative thinking, learning from mistakes, implementing innovations

Digital Literacy Skills

Information literacy
- accessing, using, managing, and evaluating information; understanding ethical issues about using this information

Media literacy
- analyzing media's messages, purposes, and potential to influence beliefs and behaviors; creating media products

Information and communication technology literacy
- using technology as a tool to research, organize, evaluate, and communicate

Career and Life Skills

Flexibility and adaptability
- adapting to changing roles and responsibilities; dealing with praise/criticism

Initiative and self-direction
- managing goals and time; working independently; being self-directed

Social and cross-cultural skills
- interacting effectively in diverse teams; being open-minded

Productivity and accountability
- managing projects and time; multitasking; collaborating effectively

Leadership and responsibility
- guiding and inspiring others; demonstrating integrity; acting responsibly

Acknowledgements

We acknowledge the dedicated effort and collaboration of teachers, site and charter administrators, and support staff. We especially want to thank the dedicated individuals for their dedicated time and insight into the development of the ELDMP.

OFY Education Advisory Board members are esteemed retired superintendents of schools, business leaders, and leaders in the community. They meet regularly to offer input and counsel with respect to our continuing relationship in our mutual effort to address the needs of at-risk youth, setting them on the road to success.

Former Superintendent,
Hermosa Beach CSD
Julian Weaver
Former Superintendent, Victor Valley Union
High School District
Ms. Karin Newlin
Principal and Founding Member,
Los Feliz Charter Schools
Mr. Kent Phillips
Real Estate Consultant

Mr. William Rivera
Communications Director, Retired, LAUSD;
Public Affairs Director, Roman Catholic
Archdiocese of Los Angeles
Cecil "Chip" Murray, Rel. D
Senior Minister First AME Church, Retired
Sergeant Herrold Egger
LAPD Foothill Division Community
Relations Officer & Sr. Lead Sergeant in the
Northeast San Fernando Valley

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Introduction

Committed to providing students with an alternative to one size fits all, traditional learning environments, in 1987 Joan and John Hall established Options for Youth (OFY) Public Charter Schools. When California's Charter School Law passed in 1992, Options for Youth Public Charter School was the first public charter school to open its doors in Victor Valley, California. Today, Options for Youth has 21 flexible alternative resource centers state-wide that are similar to school libraries or study halls and provide a safe, friendly atmosphere for learning. Students work one-on- one with assigned teachers or in small groups. Schools are fully accredited by the Western Association of Schools and Colleges (WASC).

From its inception, OFY's mission has been to recover students who have dropped out of traditional schools or have fallen behind in credits and are at risk of failing. This highly successful program has established a track record of achievement in strengthening student performance. OFY student test scores and graduation rates consistently rank equal to, or above, those of comparable schools.

Options for Youth staff believe that every child has a choice, a dream and can be a leader. We help students succeed by placing a premium on core values such as personal responsibility, academic performance, and accountability.

Our year-round academic program enables at-risk youth to earn a high school diploma by preparing them to return to their home schools, or by permitting them, through independent study, to complete their credits for graduation.

We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education .… We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In order to ensure that our ELs and SELs' linguistic and academic needs are met, we integrate and give them full access to the entire curriculum in a way that makes instruction comprehensible and meaningful.

Guiding Philosophy

Teachers and students are "reflective practitioners". Teachers continuously examine and reflect upon their teaching practice, applying strategies in ways that meet the unique needs of their student populations. Students actively engage and participate in the curriculum and begin to actively plan and assess their own learning.

Specific learning goals for all in all content areas:

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  Build strong    │ ───> │  Comprehend as   │ ───> │ Value and engage │
│ content knowledge│      │  well as critique│      │ in argument from │
│                  │      │                  │      │    evidence      │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
        ┌─────────────────────────────────────────────────────┘
        v
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│ Reason abstractly│ ───> │ Construct viable │ ───> │    Construct     │
│  & quantitatively│      │   argument &     │      │  explanations &  │
│                  │      │ critique reasoning│     │ design solutions │
│                  │      │    of others     │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
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        ┌─────────────────────────────────────────────────────┘
        v
┌──────────────────┐      ┌──────────────────┐
│ Obtain, evaluate │ ───> │ Use technology & │
│ & communicate    │      │  digital media   │
│  information     │      │  strategically & │
│                  │      │     capably      │
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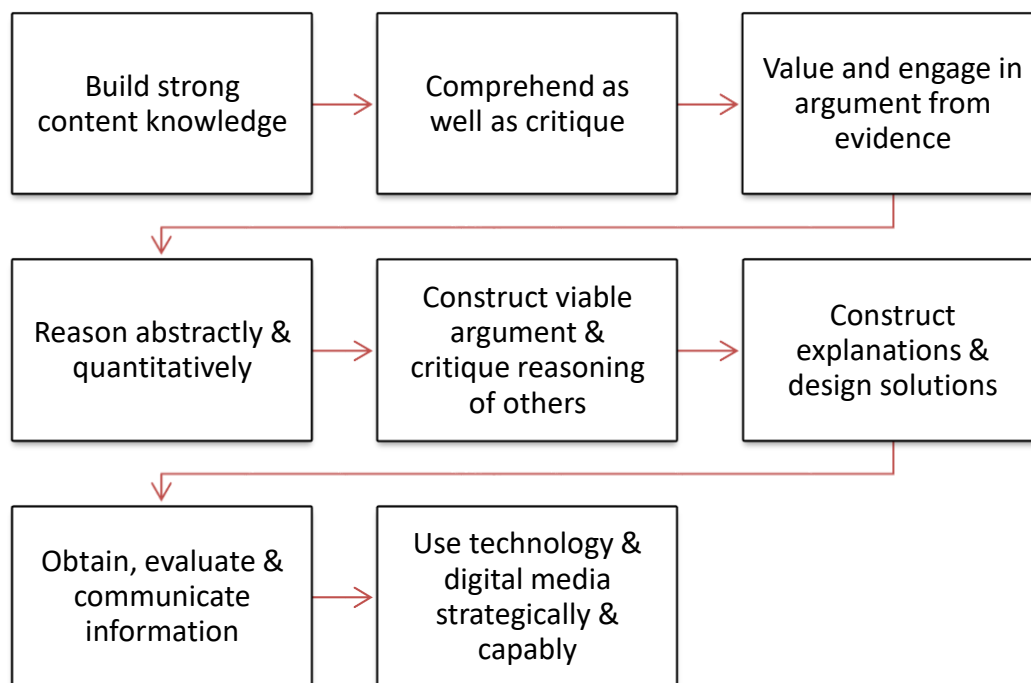
Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all stakeholders including but not limited to instructional leaders, instructional coaches, and tutoring staff):

- Afford opportunities for students to engage in metalinguistic and metacognitive processes and help students to discover how language works in complex texts.
- Scaffold student ability to engage in sophisticated interactions with text to "develop conceptual, academic, and linguistic skills" and to engage in deliberative discourse.
- Help students use language as a tool for reasoning and understanding.

Guiding Theoretical Principles for Educating English Learners

ELs are different from first language learners as it pertains to academic literacy. Therefore, the following research and pedagogical implications for teaching ELs are considered and interwoven into our curriculum.

One of the main goals of our program is to help our students achieve academic literacy. Research finds that academic literacy is multi-dimensional and should be taught by focusing on three dimensions: linguistic, cognitive, and sociocultural/psychological. The linguistic component focuses on the phonological, lexical, grammatical, sociolinguist, and discourse elements of English. There should also be emphasis on the cognitive dimension which focuses on knowledge, higher order thinking (critical literacy), strategic component (formal/informal), cognitive and metalinguistic awareness (reading, writing, speaking, and listening strategies related to academic contexts), and finally the sociocultural/psychological dimension that focuses on norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits of the language (Scarcella, 2003). These dimensions are considered and incorporated into the curriculum for all students.

When teaching ELs, the following ways to facilitate deep learning of English academic literacy have been found. First, the use of the sociocultural approach promotes the use of cooperative learning which has shown to facilitate higher-level learning. By using this approach, English Learners reach higher academic goals with scaffolding (assistance) than without, and thereafter, students can then take that new knowledge into new roles. Gibbons (2009) lists the three characteristics of scaffolding:

- Scaffolding is temporary.
- It enables the learner to know how to do something to allow them to accomplish similar tasks alone.
- It is future oriented.

Therefore, our curriculum's goal is to incorporate cooperative learning and to scaffold the material being learned more heavily in the beginning and eventually removing the scaffolds as our students become more autonomous.

Gibbons (2009) further states that:

> a high-challenge classroom with low levels of support creates frustration and anxiety and may lead to learners giving up and ultimately opting out of school. Low challenge and low support is likely to lead to boredom, with similar resistance to school. Low challenge and high support allows learners to work in their "comfort zone," but not a lot of learning will take place, and neither will learners develop autonomy and independence in their learning. [However,] the combination of high challenge and high support allows learners to be stretched to reach their potential and to successfully engage with new learning (p. 17).

Taking into consideration support and appropriate levels of challenge, our curriculum incorporates scaffolding of academic literacy at all levels (Menken, 2013). Within these scaffolds, explicit

teaching of vocabulary is included in the writing process from the lowest levels of language proficiency (Reid, 2008) to the highest. High level interpretative reading use and direct strategy instruction, modeling of use of writing strategies, and creating opportunities for students to practice and apply through coaching as well as getting necessary feedback are integrated into our curriculum as well (Olson, et al., 2012). These scaffolds are again more heavily used in the beginning with a goal to eventually have our students become independent from them.

Among some effective pedagogical EL themes identified by Peercy (2011) found in our curriculum are the following:

- Teachers keep in mind what their students will be encountering in their higher grade levels pertaining to vocabulary and critical thinking and pay attention to mainstream content.
- Teachers use well-written authentic text which includes rich vocabulary and sentence constructions that support their students' second language acquisition (SLA) with scaffolded discussions on meaning and vocabulary.
- Teachers don't see the students' first language (L1) as a negative, but as a bridge to students' learning.
- Teachers teach explicit reading strategies (context clues, scanning, prediction, text-to-self, text-to-text, text-to-world, text types, inference, asking self-questions, visualizing, exposing to various kinds of text → cause/effect, compare/contrast, problem/solution, descriptive, and fiction).
- Teachers are culturally responsive (sociocultural consciousness) whereby they consider both cognitive and socio-cultural factors on literacy acquisition since vocabulary development may be restricted by students' restricted exposure to the societal language, fewer cultural activities, and resources available (Chen, Geva, & Schwartz, 2012).

The above prepare our students for the demands of mainstream classrooms and are effective for ELs' deep content learning.

The Sheltered Instruction Observation Protocol (SIOP) Model is one that facilitates content comprehensibility for our EL population and which is conducive to the application of the above research findings. Therefore, the SIOP Model is one of the models applied in our instructional programs.

Our aim for all of our students is to reach high-quality intellectual accomplishment that enables them to construct new knowledge. In constructing this knowledge, they are able to express their own ideas with a value that goes beyond school and is relevant, applicable, and real to their own world and their lives beyond school.

Organization of OFY's Master Plan

This Master Plan is presented in five chapters. Chapter One begins with a brief overview of the enrollment process of OFY students and the pathway English Language Learners (ELLs) take after they complete the Home Language Survey. In this chapter, there is an introduction of the Initial Language Assessment that outlines the initial assessment, the EL designations, and the parent notification process of the results as well as program placement of their child. Thereafter, the process of assessment and placement is outlined. In Chapter Two, this Master Plan further outlines OFY's educational structure and assessment programs. The process of EL student identification and placement into their appropriate EL support program is discussed in this chapter. In addition, the reclassification policy of ELs is defined and the reclassification process at OFY is delineated. Special mention is made of the reclassification of ELs with disabilities, and because language learning is on a continuum, there is a brief discussion of our Long Term ELs and the process in place to help them successfully reclassify. Additionally, because we value our students' culture and diversity, we discuss how we can further assist our Standard English Learners in their academic literacy needs.   Chapter Three begins with our EL professionals, their credentials, and the EL development options we offer our instructional staff in conjunction with keeping them abreast of current policies of identification, placement, assessment, and reclassification of our ELs. Chapter Four encompasses our additional interaction with parents/guardians and our community. Lastly, Chapter Five reports our program monitoring, evaluation, accountability, and funding.

School Profile

Charter	English Only	I-FEP	EL	RFEP	Total	Percentage EL Students
OFY-San Juan	726	19	46	110	906	5.1%
OFY-San Gabriel	401	46	34	195	676	5.0%
OFY-San Bernardino	505	8	43	162	719	6.0%
OFY-Acton, Inc.	802	22	92	222	1142	8.1%
OFY Victorville	563	24	53	98	742	7.1%
Totals	2997	119	268	787	4185	6.4%

Based on information from StudentTrac-Active students as of July 29, 2018

English Learner Assessment for Initial Identification and Program Placement


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Home Language Survey
├── Home Language Other than English
│   └── Assess student in English using ELPAC
│       ├── English Learner (EL)
│       │   └── Enters ELD Program
│       │       └── Exits ELd Program- Reclassify and Monitor
│       └── Initially Fluent English Proficient
│           └── Place in Language Mainstream Program
└── English Only
    └── Place in English Mainstream Program
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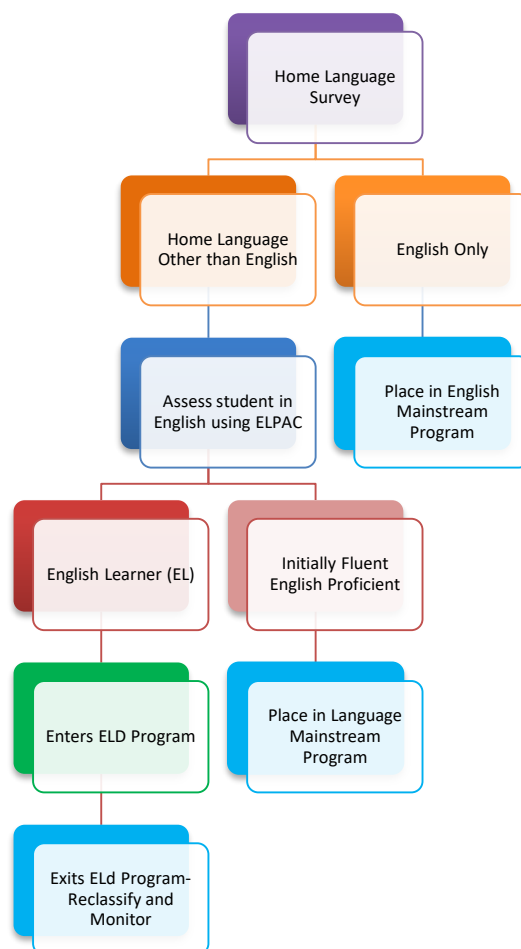
Home Language Survey

I.   As part of the enrollment process (Appendix A), the student's parent and/or legal guardian or the student themselves, if over 18, completes the Home Language Survey-HLS(Appendix A). An explanation of purpose and use of the Home Language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardians'' preferred language, if a staff member speaking the parent/guardian-preferred language is available. This document is used to determine the primary language and is kept on file for each student. If a parent or student over 18 indicates a language other than English on the HLS, then the student is referred to the English Language Development (ELD) Department staff.

II.   Information from the Home Language Survey is entered into the student information system and verified by the ELD Department. In addition, the staff requests previous language assessment records- California English Language Development Test/English Language Proficiency Assessments for California (CELDT/ELPAC) -from the student's previous school.

III.   If a student is enrolling for the first time in a California public school, for the first time in a U.S. school, or if previous CELDT/ELPAC results are unavailable, the ELPAC is administered since the CELDT is now phased out as the official California language assessment. The ELD Regional Coach administers the ELPAC to any students requiring initial identification.

Initial Language Assessment

Initial Assessment

Students are administered the ELPAC by an ELPAC-trained ELD Regional Coach within 30 calendar days from the date of enrollment. Once the test is completed, the answer document is scored with the Local Scoring Tool (LST) through the Test Operations Management System (TOMS) and the language assessment results are entered into the student information system. The results are used to determine initial language proficiency. The answer document and LST results are archived by the EL Coordinator in the ELD Department.

Designations

a. If a student's overall ELPAC results are scored as minimally to moderately developed (score of 1-500), the student is identified as an EL. See Appendix B for Performance Level Descriptors.
b. If a student's overall ELPAC results are scored as well-developed (score of 501-950), the student is identified as initial fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

a. Parents/guardians are notified of their child's language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss ELD program placement, support options for their child, and the process for exiting the program through the reclassification process. See Appendix C.
b. Parents/guardians are notified and given the opportunity request a classification review after the initial ELPAC results determine a language proficiency classification, beginning July 1, 2018.
c. The classification review and any corrections must be completed before the ELPAC summative assessment is administered.

Annual assessments continue until the student is redesignated as fluent English proficient (RFEP).

Student Assessment and Placement

STAR Renaissance (STAR Ren) is a computer adaptive test (CAT) for measuring academic proficiency in both reading and math that is administered to students upon enrollment at OFY, and through triennial benchmarks each school year. The goal is to ensure incoming ELs are provided with the appropriate language tools and resources to access and experience success with Common Core based independent study coursework, small group instruction (SGI) courses, and online courses. The process includes identification of proficiency levels in reading and math. Placement

in appropriate interventions, with a goal of students attaining grade-level of proficiency, is automatically given to students based on their STAR Renaissance performance levels.

Assessment Process:

- The ELSP team administers the STAR Ren assessment in English and math to ensure students are well-informed as to the purpose of the assessment as well as the performance expectations. The STAR Ren tests are multiple-choice tests.
- Upon completion of all assessments, performance indicators are generated automatically based on standards and strands in which students did not meet designated proficiency levels.
- STAR Ren exams are calibrated to begin at the student's grade level, and then progress in increasing difficulty depending on the student's answer to each question. No two STAR Ren tests are identical; therefore, making it student-centered.

The following is the scoring rubric and the suggested intervention steps from the English STAR Ren test:

English				
Group	Score Range	OFY Mandatory Interventions	Suggested Interventions	Expectations to look for in Reading
Green	R: 7 585+ 8 665+ 9 773+ 10 844+ 11 866+ 12 917+	Student is able to be enrolled in an SGI class or Independent Study course. Student is assigned an ELD support schedule with an EL Specialist.	Enrollment in an SGI class, possibly a candidate for AP English.	• Clearly identifies purpose and sequence of ideas. • Chooses evidence along with supporting details. • Identifies errors in grammar, punctuation, mechanics, and spelling. • Chooses precise language. • Chooses effective transitional devices throughout. • Understands varied simple and complex sentences.
Yellow	R: 7 301-584 8 301-664 9 301-772 10 301-843 11 301-865 12 301-916	Student should be enrolled in an SGI class (especially if ≤400). Student is assigned an ELD support schedule with an EL Specialist.	Student is assigned English tutoring, if available; center one-on-one intervention.	• Limited identification of purpose and sequence • Limited ability to pair evidence with supporting details • Limited understanding of varying sentence structure • Limited knowledge of word choice • Limited ability to correct errors in mechanical conventions
Red	R: 300 and below	Student is immediately enrolled in a 30-day intervention course until satisfactory completion. Student is assigned an intensive one-on-one ELD support schedule with an EL Specialist.	Additional tutoring, if available; center one-on-one intervention.	• Unable to determine purpose • Unable to pair evidence with supporting details • Cannot determine organizational pattern • Unable to correct errors grammar, punctuation, mechanics, and spelling. • Unable to determine sequence of ideas

STAR Ren can be used at various times in a student's academic plan for the following:

1) To remediate.
   a. To develop EL and LTEL Academic Learning Plans (ALP). See Appendix L.
   b. To help transition to grade level subject matter.
   c. To measure preparedness for CAASP

2) To provide ongoing assessment.
3) To track reclassified students' progress toward increase performance.

Placement:

Based on assessment results, EL students are provided ELD program placement and individually tailored language support that ensures equitable access to all programs offered at OFY. OFY uses a Structured English Immersion (SEI) Model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including Independent Study Integration, English Language Support Professionals (ELSPs), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. All components are considered in the development of each EL students' individualized learning plan. The development of the plan includes the student, parent(s), teachers, ELSPs, and any other support staff so that all stakeholders have the opportunity to provide input into developing a well-rounded comprehensive approach to meeting both linguistic and academic needs. The ALP outlines the actions implemented to ensure the student has equitable access in each core subject area, designated ELD instruction block, and any other additional services recommended to create a solid foundation of linguistic support and to metrics against which to measure and monitor progress.

CHAPTER TWO: OFY'S EDUCATIONAL STRUCTURE AND ASSESSMENT PROGRAMS

Educational Structure

OFY's educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program which includes instructional strategies supported by instructors in Independent Study (IS), SGI, as well as online, tutors, and EL Support Professionals (ELSPs). Student participation and level of support is determined by ELPAC and STAR Ren assessment and again in the reclassification process. The blended model involves multiple components: IS, SGI classroom format, online, and hybrid instruction.

ELSPs assist in the development of independent study, SGI curriculum, ELD lesson development, and integration of instructional strategies designed to support our unique EL population. This support includes ensuring specially designed academic instruction in English (SDAIE) strategies, in speaking, listening, reading, and writing (see Appendix D for a list of some of the various SDAIE strategies used at OFY) are embedded in all components of the blended model. These subject area professionals use expertise in second language acquisition (SLA) to improve communications with all stakeholders, ensure the proper administration of ELPAC, implement ELD standards performance data-driven instruction, and provide professional development to educators to increase effectiveness of instruction, staff/student engagement, and compliance with state EL requirements and ELD standards.

The definition of the ELD standards is the following:

> The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the knowledge, skills, abilities for achieving college and career readiness described in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development skills. **The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy.** Instead, they amplify the language knowledge skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English. (California Department of Education, 2014, p. 8)

In accordance with the ELD standards, OFY offers a variety of instructional resources/strategies that support the development and acquisition of English language skills and access to core content so that ELs can succeed across all areas of study.

Programs include:
- Independent Study Integration
  - Student Activity Workbooks with SDAIE embedded strategies
- Classroom Instruction

- SGI using SDAIE strategies, SLA techniques, and the ELD standards in the following content areas:
  - English Language Arts
  - Mathematics
  - Science
  - Art
  - Social Science
- Online Courses with SDAIE embedded strategies
- Blended Learning with SDAIE embedded strategies, ELD standards, and SLA techniques
- STAR Renaissance
- Designated ELD instruction using ELD standards and SLA techniques

Independent Study Integration

Instruction facilitated through the independent study model focuses on student development of the following skills:

- Initiative and self-direction
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

These skills are in alignment with the goals of ELA/ Literacy and ELD Instruction as stated by the California Department of Education ELA/ELD Framework Support Network, Chapter 2, p. 1:

- Develop in the readiness for College, Career, and Civic Life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st Century

OFY students are involved in the planning and implementation of their educational program. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students' unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding. Independent study requires students to work at least 4-6 hours per day at home and attend appointments as determined by their instructors. While working at home, students engage independently with ELD strategies as prescribed by the instructor, based on the individualized learning plan. Reading and writing are the primary focus of the independent practice while speaking and listening are emphasized with student/teacher as well as peer interactions while at the resource center.

Math and English curricula, currently using the cross-curricular Common Core State Standards (CCSS) principles (see Appendix F), provide ELs multiple opportunities to employ critical

thinking skills, challenge foundational skills, and progress towards advanced language classification.

Student Activity Workbooks (SAWs)

Student's self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the developments of the workbooks, curriculum developers ensure that EL supports using SDAIE strategies are accessible to reach students on all levels (see Appendix D for a list of targeted SDAIE strategies).
All SAWs:

- Focus on college and career readiness and learning for life.
- Reflect an understanding of 21st Century Skills, as adopted by California and other states.
- Encourage higher-order thinking skills and depth of knowledge.
- Include scaffolding of foundational skills to close learning gaps.
- Require Internet use for research, skill practice, and exploration.
- Incorporate in-depth vocabulary study.
- Allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback.
- Teach narrative, analytical, and expository writing techniques.

Addressing the shifts as stated by the CDE and CCSS, Inquiry-Based teaching and learning have been introduced into SAWs as well. The advantages of Inquiry-Based learning include: versatility, motivation, authenticity, creativity, and rigor (Bruce, 2011).

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem solving, and critical thinking activities. This **versatile** process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. Application of this method initially occurs individually and expands to cooperative groups. IBL increases student **motivation** through ownership of information. Additionally, student generated questions encourage active participation in learning and in depth reflection on current and previously acquired knowledge. The time and freedom in this method allows the **creative** process to flourish as student's curiosity is ignited with their increased contact and discovery of new information. **Rigor** is an additional component of IBL that supports higher-level thinking, problem solving, self-correcting and challenges students at their learning level.

Phases of Inquiry Based Learning

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        5.          →        1. Ask
      Reflect               Questions


    4.                            2.
 Communicate                 Investigate


                  3.
                Analyze
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Through IBL the changes to a traditional teaching and learning structure are significant. The focus is on mastery of the standards and skills, not rote memorization. The teacher is regarded as the facilitator of knowledge and not the sage of knowledge. Students are responsible for culling and gathering resources as opposed to being textbook driven. Students are active participants in their learning and the learning is process and product driven, not goal oriented or assessment driven, giving ELs and all of our students an opportunity to incorporate their own background knowledge, interests, and voice into their learning.

Instructional Strategies/Practices

In addition to the Independent Study Integration program and SAWs, OFY provides for direct instruction. It is important to note that the practices of simultaneous translation and removing ELs from the classroom for a separate "translation" of the instructional lesson during direct instruction are not supported by research evidence and serve to marginalize ELs. These practices are *not permitted* at OFY. The focus of our instructional strategies and practices is on inclusion of our ELs and SELs.

Designated Instruction

For designated instruction, the ELD curriculum is developed by the ELD Department, using backwards design protocols with the ELD standards that also incorporate language learning principles. The department develops ELD standards-based thematic units using the five basic language learning principles: Communicatively Purposeful: building toward proficiency, Culturally Focused: developing interculturality, Intrinsically Interesting: relevant to learners, Cognitively Engaging: requiring critical thinking skills, and Standards-Based: reflecting goals for learning language. The culturally-relevant themes and standards provide the framework and focus to design purposeful integrated performance-task assessments that build across the three modes of communication so that the tasks are interrelated. The language proficiency performance on these assessments are measured using ELD standards-based rubrics developed from the ELD Framework. Learning targets, lessons, use of authentic resources, vocabulary development, formative assessments, and an elicitation-focused corrective feedback loop are all sequenced to fill

out the framework of the units creating a cohesive and effective system of language instruction. The ELSPs ensure multiple opportunities for language interaction across all four language domains are present through purposeful and engaging tasks designed to build language proficiency along with content knowledge. As EL students are a diverse group of learners who need differentiated support based on their individual linguistic needs. Students who require substantial linguistic support, receive intensive one-on-one language support from ELSPs and may also be enrolled in the Rosetta Stone program to accelerate the acquisition of conversational and social English in addition to academics.   For Long-term English Learner (LTEL) students, language instruction is more focused on learning how to use and comprehend more complex and nuanced English language components, beyond conversational English, like syntax, implied meanings, or content and genre specific academic texts. LTEL instruction also emphasizes literacy development combined with writing development to move students out of the intermediate English language use range toward proficiency and reclassification through systematic and sustained instruction and practice alongside the use of the Achieve3000 and FastForWord reading and vocabulary building programs. This ensures, EL student needs are continuously met through needs-responsive instruction that aligns with EL student experiences and characteristics. All performance on ELD assessments are measured using the ELD standards-based rubrics are recorded and reviewed to monitor student growth through proficiency levels along each standard through the Project ELL program. This allows EL Specialists and EL Coaches to review performance each month, and determine which instructional strategies are proving to be most effective, which standards students are performing well in, and which standards students are struggling to master, allowing ELD instruction to constantly evolve to meet the needs of the students based on a needs-responsive approach. This approach aligns with the four guiding principles of the California English Learner Roadmap.

For students who also receive special education services, the special education staff and the ELSPs carefully monitor students' progress and evaluate students' response to the program within the first 30 days. This is done through curriculum based assessments, STAR Renaissance scores, academic work performance evaluation, and student and parent feedback. On or before 30 days of enrollment, an IEP is held to discuss student progress and response to the program. The previous IEP is reviewed, including any current ELD goals, and the ELSP/IEP team decides to either adopt it or develop and implement a new IEP with more appropriate supports and updated ELD goals and linguistically appropriate assessments. Students receive individualized, intensive instruction and interventions from their special education teacher in addition to supports and instruction provided by their English language specialist. The special education teacher works collaboratively and closely with the English language specialist to ensure instructional and assessment methods are aligned so students are supported in reaching goals and making academic progress. If, at any time, the student begins to struggle with their academic performance, social-emotional health, or behaviors, an IEP Progress Review is held to further examine the difficulties and develop a revised plan of supports and/or services to improve student outcomes and progress to IEP linguistic goals.

Small Group Instruction (SGI)

The small group instruction (SGI) program works as a mastery-based environment (1-4 point scale) with a strong focus on students being the leaders of their learning. To this end, a large focus of the SGI program is on both formative and summative assessments. Students in the Math, English, and Science SGI program are formatively assessed on a regular basis, and summatively

assessed once or more per unit. Formative assessments include many of the normal implements of formative assessment, including exit slips, discussions (both teacher to student and student to student), quizzes, and various aspects of regular student work. Formative assessment also takes place from a student perspective. One of the hallmarks of the SGI program is that students are continually made aware of their own learning through the tracking of learning targets, which are directly linked to CCSS. Hattie's (2009) research suggests that the greatest influence on student learning is when students are able to self-report their own learning, their own grades. The SGI program strives to engender this belief through student trackers that ask students to report their current level of learning and to identify their gaps in learning so that teacher and student can develop an appropriate intervention to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The small group instructors will often look toward the voice of the student, their specific feedback, to help them formatively assess and drive their instruction. Additionally, students are administered online interim assessments every few units to ascertain a whole class level of learning so the teacher can easily discover deficiency in the standards, therefore allowing them to better plan their future instructional sessions.

EL students participate in SGI classes while being supported with their language literacy needs. One model being used in SGI classes is the SIOP Model (Echeverría, Vogt, & Short, 2013). The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL's background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL's thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

The above principles are interwoven into the SGI program to be inclusive of our EL and SEL student population.

The SGI program seeks to be driven by data by continually using standards mastery to close gaps in student learning. This process involves all stakeholders including parent, students, teachers, and school leaders. A standards-based gradebook and other student mastery trackers are the foundation of this process. Formative applications of data range from standards-based checks for comprehension, to re-teaching days, to using benchmark data for studying for the finals, to evaluation of programs. Again, this process is especially helpful to create interventions necessary for ELs and SELs. Possible interventions include, but are not limited to:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction from ELSPs
- Content-based language development support classes

- Primary language support
- Placement in reading, writing, or math support classes
- Achieve 3000
- Fast ForWord
- Rosetta Stone

After completion of initial assessments, students are assigned to an EL support team to develop a comprehensive academic learning plan (ALP) to synthesize all evaluation results to design and assign support and interventions, if necessary.

The EL Support Team may consist of the following members:

- Independent Study Teacher
- Small Group Instructor
- Special Education Specialist
- Tutor
- Student Advisor/Counselor
- Assistant Principal
- Principal
- The English Learner Support Professional (ELSP) team:
  - ELD Manager
  - ELD Curriculum Specialist
  - School-level EL Coaches
  - Regional EL Coaches
  - EL Specialists

Online Course Learning

Another instructional model available to students is the option to take online courses through our online vendor Apex Learning. Apex Learning online curriculum offers effective solutions for ELs who may perhaps find academic coursework challenging as they work on developing their English proficiency. Apex Learning online curriculum provides extensive scaffolding to increase comprehension as well as to allow for differentiation of instruction based on students' learning needs while teaching to the same content standards as all other courses.

Apex's math and English online curriculum both have adaptive and strategic scaffolds built into the online context which are designed for flexibility to differentiate instruction. Adaptive scaffolds are changes to content or texts that make them more readable either through vocabulary control or the number of ideas presented on each page. In the online learning environment students are able to use adaptive scaffolds as needed in order to access learning.

Adaptive scaffolds that can be found in Apex math and English online curriculum are as follows:

- Construction of accessible texts
  - Depth and coherence makes the texts more accessible as well as supports ELL students' reading. The online text is focused on central issues and ideas while leaving out information that does not pertain to the key ideas being presented.

- Controlled syntax
- Chunked text
- Short page length with limited scrolling
  - Vocabulary control exposes ELL students to new vocabulary numerous times to learn the vocabulary. In addition, comprehensible reading texts are designed with the usage of high-frequency and monosyllabic words that can be easily decoded to determine academic vocabulary meaning.
    - Controlled vocabulary
- Online features that support access to content
  - Text-to-speech voiceovers allow students to listen to text when text is too difficult to read independently.
  - Vocabulary rollovers provide definitions, examples, and pronunciations of unfamiliar vocabulary words which supports academic language proficiency. Students can roll the cursor over the unfamiliar word that they need defined without losing their place in the text.
  - Links and connections are hypertext links and connections between pages and ideas. Connections allow students to jump back to information previously presented. Links helps build connections between ideas.
  - Graphic organizers support reading comprehension and content area learning to provide a visual representation to help students organize learning in their minds.
  - Presentation of information through multiple modes is used to support concept and vocabulary building, as well as to provide a richer, deeper explanation of the ideas. Examples are:
    - Text
    - Sounds
    - Visual images
    - Video
    - Voiceovers
    - Media
    - Interactive self-assessments with immediate feedback
  - Engaging content to motivate students to take part in a particular task or activity
    - Contents shown are related to their own lives
      - Real-world connect to their concerns and interest

Strategic scaffolds support and teach students how to acquire and when to use strategies with the materials as they engage in their own learning. They learn to use these strategies in the immediate context and in future learning situations. Strategic scaffolds include active reading strategies and vocabulary instructions used to increase students' comprehension and learning.

Scaffolds that can be found in Apex math and English online curriculum are as follows:

- Active Reading Strategies
  - Accessing prior knowledge
  - Making and revising predictions
  - Using text features and visual cues
  - Making inferences
  - Asking questions

- o Making mental images
- o Monitoring (and fixing up)
- o Summarizing
- Vocabulary Strategies
  - o Academic Vocabulary
  - o Compound words and phrases
  - o Words in context
  - o Morphemes

Hybrid Learning

Another option students have at OFY is a hybrid model wherein they are enrolled in an Apex course AND assigned an SGI or subject-specific instructor. Just like other online students, hybrid students complete exercises in the Apex Learning environment and on study sheets. However, the primary difference between hybrid and standard Apex students is the pacing.

OFY students who take Apex courses work through the material on their own and at their own pace. Students who take hybrid courses typically follow a syllabus created by the SGI or subject-specific instructor. Apex activities are completed at home as usual, and additional instruction and activities may be completed during class meetings. Though traditional online students receive feedback from their facilitator, hybrid students have the opportunity to receive additional clarification and support through direct instruction. This extra support complements the multimedia rich Apex Learning environment, and allows teachers to address a variety of learning styles and special needs.

Reclassification Policy

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in California Education Code § 60810 and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- English proficiency on the ELPAC: Current State Board of Education requirements set the standards to an overall score of 4.
- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (Grades 6-12)
- A study by the school's ELSPs to compare the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age. This comparison demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This analysis may include:
  - o Evaluation of student's listening and speaking, reading and writing skills using a proficiency rubric
  - o Authentic student work samples, especially writing samples
  - o Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery

- Parent consultation and opinion

Reclassification Process at OFY

Redesignated Fluent English Proficient (RFEP) is the term used when school districts determine ELs have acquired sufficient proficiency in English to perform successfully in core academic subjects without ELD support. However, despite transitioning without specific ELD support, ELs must be monitored for a minimum of four years, as required by state and federal guidelines, to provide additional assistance if needed.

State law requires that ELs participate annually in the administration of the ELPAC to assess progress toward acquiring English proficiency in the language domains of listening, speaking, reading, and writing.

When ELs have demonstrated they are able to participate effectively with English speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They will retain this classification for the remainder of their educational career. The ELD Department maintains a multi-step checklist (see Appendix G) to validate the eligibility of a student's reclassification to RFEP. The steps are the following:

- Step 1 – Test Scores – The EL Coordinator from the ELD department sends out a list of eligible students. Students must receive: (a) an overall ELPAC score 4 and (b) STAR Renaissance reading proficiency score of Basic or higher appropriate to students' grade level.
- Step 2 – Gather and review documents. Complete the RFEP Form with the language assessment team's notes.
- Step 3 – Send parent first notification letter with notification of student eligibility and request for performance evaluation meeting.
- Step 4 – Complete the scheduled parent meeting as a result of first letter. During the meeting, review the RFEP process, notes of meeting are documented, and all stakeholder input is noted for overall reclassification evaluation.
- Step 5 – All documentation is submitted to the ELD Manager
- Step 6 − Final review and decision.
- Step 7− Send parent second notification letter of their child's final eligibility status. Return parent authorization once complete.
- Step 8 – Store original documents in student file.

Additionally, the EL Support Team meets to review the following:

- ELPAC annual assessment results
- STAR Renaissance test scores
- The performance of a student in terms of written and oral English language fluency according to the provided rubrics based upon observable student interaction with instructional staff, peers, and support staff
- Current grades and academic disposition

In the evaluation process, parents/guardians are notified in their preferred language of the RFEP procedure and updated on their child's progress (see Appendix H). They are asked to complete approval sections of the letters and are invited to attend a reclassification review meeting. The school's open door policy provides flexible opportunities for parents/guardians to meet with members of the EL Support Team. Assistance is routinely available and provided to parents/guardians if needed in making further decisions about their child's academic support and/or additional support at home.

The ELD Department and EL support team is responsible for the assessment and support of ELs. This includes, not only, timely administration of ELPAC and STAR Ren, but the evaluation and the effective use of assessment data to develop Individualized Learning Plans to move students towards proficiency in English and in all academic subject areas, thus moving them toward high school graduation.

For students who do not meet all the criterion for reclassification, the school's EL support team must meet to analyze student data to modify the student's individualized learning plan to support the students' in reaching and maintaining grade level academic proficiency.

For students who do meet all the criterion for reclassification, the academic progress of RFEP students is monitored for a minimum of four years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001 (2002), (see Appendix I). As part of the monitoring process, RFEP students are offered a minimum of one ELD block time a week as needed for language support, and more support can be reinstated by teacher recommendation, parent request, or if the RFEP students are scoring below minimal reading threshold scores on STAR Ren. If a RFEP student's performance declines, interventions are provided to ensure that the student reaches and maintains grade level proficiency and an individualized learning plan is developed by the EL support team meets to decide which interventions and academic supports are necessary. In order to ensure appropriate support systems are implemented, the RFEP students' progress and performance will be reviewed at the end of each reporting period.

Reclassifying ELs with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, the Individual Education Plan (IEP) team is consulted when reclassifying an EL student with disabilities. The IEP is a federally mandated individualized document developed by a team including school staff and parents/guardians to specifically design and address a student's unique educational needs. It includes information about the student's present levels of performance (including strengths and weaknesses), annual goals, and the services and supports that are to be provided in order to meet the goals. In order for a student to reclassify, IEP teams will have an IEP meeting to verify that in addition to meeting the criteria for EL reclassification, students with EL goals in their IEPs have mastered those EL goals and objectives before the students are reclassified.

Long-Term ELs

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs (LTELs).

For the purposes of this ELDMP, the following terms have the following meanings according to California Education Code § 313.1:

    (a) "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

    (b) "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Every measure is taken for students to receive instruction until they meet reclassification criteria. However, language development is more than literacy development and moving through the language continuum is a different journey for every student. Therefore, multiple assessments are needed to give maximum support to our LTELs. The student's educational history, the amount and quality of ELD instruction the student has received in the past, the number of years in US schools, as well as socio-economic status are considered by the ELSPs in designing an individualized learning plan that best suits that student. A team is assembled consisting of the student, the parent/legal guardian, a counselor, an EL specialist or faculty member to monitor the language status to analyze disaggregated achievement data by number of years in U.S. schools and by English proficiency levels and goals for meeting grade level standards and reclassification. This team meets at least twice a year to discuss next action steps and update the student's individualized learning plan so that students are continually receiving instruction in both academics and English language proficiency that reflects their individual needs.

Standard English Learners (SELs)

Despite having been born in the United States and growing up speaking English, Standard English Learners (SELs) may have more in common with ELs than with students who use mainstream academic English more proficiently. This lack of academic English knowledge may affect their basic civil rights in the area of politics, economics, and education. However, their particular English varieties have cultural richness that cannot be disregarded, but valued. For this reason, although not identified as ELs, SELs benefit from the same strategies that ELs receive in instruction. To this end, we do not advocate for diminishing these English varieties, but in helping our SELs add to their multicultural tool kit. A few of the explicit strategies that we apply are recommended by Charity Hudley and Mallinson (2011):

- Consciousness-raising of spoken English versus academic written English
- Extended time for processing of questions and thinking through an answer

- Focused academic vocabulary instruction
- Targeted and focused specific language needs focusing on one or two items at a time
- Discussions on specific classroom discourse norms
- Comparing similarities and differences between home and school language registers without demeaning the language students bring to class
- Direct focus of English language variations throughout the United States
- Exposure to a multiple literacy practices via books, movies, and other media and discussion of the variety of languages used
- Development of sensitivity to rhyme patterns

The ultimate goal in having students value their own cultural heritage is to empower them to use their voice and achieve to their highest academic potential.

CHAPTER THREE: ELD SUPPORT STRUCTURE AND PROFESSIONAL DEVELOPMENT

EL Leadership Organizational Support Structure

Director of Instruction

ELD Program Manager

EL Coordinator

ELD Teaching Support Team:

EL School-Level Coaches

EL Regional Coaches

EL Specialists

Duties and responsibilities of EL Support Professionals (ELSPs):

The Director of Instruction is responsible for the overall design and implementation of rigorous, standards-aligned and student-centered curriculum that meets the academic and socio-emotional needs of students. The director is also responsible for the development, evaluation and coordination of the ELD Department.

The ELD Program Manager supports the ELD Program by working closely with the Director of Instruction, the CAAD department, the HR department, the Special Education department, ELL coaches, ELSPs, assistant principals, and principals to align ELD instruction and maintain all compliance measures. The ELD Program Manager directs the development of new curriculum to integrate SDAIE supports and ELD standards into all curriculum to ensure accessibility to core curriculum across content areas so that effective ELD support is incorporated in all content area curricula. In addition, the ELD Program Manager designs ELD focused professional development offerings to all instructional staff throughout the year, serves as the designated LEA ELPAC coordinator, and reviews school site offerings for parent engagement.

The EL Coordinator is responsible for providing ELPAC testing implementation, inventory, training, support, archival of results, and performance data to the Director of Instruction, ELD Program Manager, EL coaches, EL specialists, teachers, special education teams, assistant principals, and principals. The EL Coordinator is responsible for staying informed of all California

testing mandates for our EL population through CDE workshops and state trainer-of-trainers meetings, in order to train ELPAC site examiners and other faculty and staff. Additionally, the EL Coordinator provides school site support as needed, is responsible for ensuring testing security, testing tasks are completed in a timely manner and performed accurately throughout the year, and legal compliance. This staff member collaborates with local schools to maintain student records and inputs assessment information into OFY's student information system. The EL Coordinator is also responsible for archiving all reclassification paper work for permanent archival.

The English Language Support Professional (ELSP) team supports and implements the ELD program to ensure that ELs meet language proficiency goals, as well as ensuring that charter and subgroup academic goals are met. EL School-Level Coaches, EL Regional Coaches, and EL Specialists work collaboratively with all school staff and support departments by participating in the development, instruction, modification, and implementation of the ELD curriculum, as well as assisting with work on WASC reports, charter applications or petitions, and presentations regarding ELD-aligned standards-based instruction. They focus on the daily instruction, performance, and monitoring of our EL and reclassified student population to ensure they are receiving appropriate ELD supports through integrated and designated ELD instruction for their individual language needs to access the curriculum. In addition, these coaches and specialists are responsible for ensuring ELPAC testing is accurately and timely performed at the school sites, all testing materials are returned for scoring, reporting assessment results to the students, parents, teachers, and principal. The ELSP team, using an assessment-driven instructional approach, updates each EL student's individualized learning plan to reflect the new language assessment results in order to review and revise the academic support plans.
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EL Staffing and EL Professional Development

EL Staffing

OFY actively strives to meet the needs of ELs by recruiting, hiring, and training highly qualified staff that has specialized knowledge required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CCTC) (see Appendix J). OFY requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing EL assignment. An EL authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

EL Professional Development

The ELD Department designs and provides multiple staff professional development opportunities, including multiple EL-specific workshops and conferences, throughout the school year to develop a knowledgeable school culture around the specific needs of EL students and families. This includes national conferences, state-level institutes, and county or district hosted ELD teacher summits. This allows ELSPs to work with a wider range of stakeholders including chartering district personnel to communicate changes of state and federal modifications regarding the improvement of EL instruction. In addition, the ELSPs coordinate and facilitate community-based

opportunities for parents/guardians and students to provide feedback on school programming and utilize resources within the school and the community at-large.

Conferences and workshops include, but are not limited to:

- TESOL
- CATESOL
- CATE
- Accountability Leadership Institute
- Learning Forward
- ELA/ELD Framework
- Launching the ELD Roadmap

As an additional support to OFY's instructional model, upon hiring, teachers and support staff receive training specific to independent study. Staff completes 5 module training sessions that include instructional support and strategies to influence academic success of our EL population. These modules include specific strategies to address academic and social/emotional needs of students.

The focus of our professional developments consists of the following:

- Current sound and proven theory and practice of second language acquisition (SLA)
- Active teacher learning and collaboration
- Alignment of ELD standards and language objectives
- Data-driven instructional design
- Ongoing Professional Learning Communities (PLCs)

In our PLCs, teachers are given the opportunity to participate in professional development sessions that focus on meeting the needs of our EL student population since EL student needs vary greatly between the types of supports needed to coincide with each students' language level. The goal of these sessions is to develop an ongoing and growing Professional Learning Community that focuses on up-to-date research and pedagogy for ELs to receive equitable and accessible support and opportunities to achieve and reach their goals.

Sessions include:

- Ongoing monthly professional development
- On-call site visits and professional development based on center's specific needs across multiple content areas
- Blended/Hybrid professional development using Blackboard, Adobe Connect, and/or other electronic media
- Language learning instructional practices
- Instructional institutes

The ELSPs' PLCs focus on the needs of the specific demographics of their ELs making the content always learner-centered. This includes professional development seminars that target building

resources for teacher-parent communication options, translation services, transcript/credit placement, immigrant and refugee community supports, cultural awareness development, and instructional supports.

Professional Development on Identification, Placement, Assessment, and Reclassification

The EL Coordinator and ELD Managers attend annual ELPAC Scoring Training of Trainers workshops to renew certification as trainers and LEA coordinators so all training information is current and reflects any legislative changes and/or procedures each year.

Professional development for staff and administrators on initial identification, placement, assessment using ELPAC, related parental rights/informed consent, and reclassification are offered twice a year in the fall and spring semesters by the OFY's ELD Department consisting of the EL Coordinator and ELD Managers. The ELPAC training is a live trainer or trainers (STOT) format training for the EL Coaches, EL Specialists, and school site administrators. An invitation for training is sent out to all school site test examiner staff to standardize the school procedures for identification, placement, assessment, and reclassification. This ensures all proper protocols are followed and EL students receive consistent and sustained program support at all points in the process of English language acquisition. Additionally, all training materials are always accessible through the secure ELD Department website for a review of policies, procedures, and test administration norms. In addition, the EL Coordinator and ELD Managers are readily available via telephone, e-mail, or in person to answer any questions that may arise regarding identification, placement, assessment, and reclassification.

CHAPTER FOUR: PARENT COMMUNICATION AND PARTICIPATION

The active involvement of parents/guardians in their child's educational experience and success is highly valued and pursued at OFY. Therefore, parents/guardians are involved in every possible step of their child's educational pathway. The parents'/guardians' involvement starts from the Individualized Learning Plan that English Learners are provided upon enrollment and continue throughout their child's stay in the program. In addition to administering the Home Language Survey with families upon initial enrollment into the school (via enrollment forms), student transcripts and California Longitudinal Pupil Achievement Data System (CALPADS) records are analyzed with the parent/guardian for English Proficiency level and English Learner status. Courses assigned, both those done independently, in the small group instruction classroom, and online, are shared with the parents/guardians and student for feedback. In addition, targets for academic growth, graduation date, and a post-secondary planning are set in collaboration with the student and parents/guardians.

Per California Education Code § 48985 that states:

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

OFY provides translation services on an as-needed basis for charter school communication with non-English speaking parents of enrolled students. Biannual Open House appointments are required of all families. During these appointments, teachers discuss with parents/guardians their child's achievement growth (including any growth in English Proficiency), progress towards graduation, and community resources available. Additionally, Financial Aid and College Information sessions are provided to all parents/guardians and students.

Parents/guardians are essential partners in the successful educational development of students. To ensure the full participation of parents/guardians in their child's education, information is disseminated via parent/guardian informational workshops. A minimum of 6 workshops are done throughout a calendar year at each charter, on a date to be determined by the leadership and EL specialists at each center. A sample schedule of parent workshops is listed below:

Sample schedule of parent training are the following for a school year:

Workshop	Meeting Topics
1	Initial Identification, Notification, and Placement of ELs and Importance of Student Accountability
2	Assessment of ELs, including ELPAC IA and SA

3	Development of Needs Assessment
4	Individualized Learning Plan for Student Achievement; Information on Instructional Programs, schedules, ELSPs, and options available
5	Communication Tools for Parents and Students
6	Reclassification, Criteria, Parent Roles and Rights, and Continued Progress Monitoring

The emphasis of these workshops is to allow parents/guardians a space where they can come together to learn more about their child's EL placement, EL program supports in academics and language, supports and resources in communicating at home and with school staff, reclassification goals and benchmarks, as well as to interact and familiarize themselves with the EL Support Team to improve school involvement.

Parents and guardians of students are invited to the annual Bilingual Scholars Night in the fall. School staff conduct outreach via phone calls, emails, and formal invitations, and reminder letters for this event. The event showcases the support offered to students, current student projects, and how the English Language Development program functions at OFY. A yearly celebration ceremony, the annual Bilingual Scholars Awards Banquet, is also held to acknowledge students that have been reclassified and as well as those that have made substantial progress in their English language acquisition. The banquet attendees include staff members, chartering district board members, parents, siblings, extended family members, and peers. Students are recognized by their teachers and students receive certificates or plaques to commemorate their achievement in demonstrating English language proficiency.

CHAPTER FIVE: MONITORING, EVALUATION, AND ACCOUNTABILITY

The purpose of the OFY Master Plan for ELs and SELs is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools.
- To ensure that our instructional program meets the needs of our EL and SEL population.
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English.
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child.
- To define how our EL programs are evaluated annually for efficacy.

As such, OFY will monitor its Master Plan yearly and revise it every three years. The evaluation of the ELD program will look at the effectiveness of the following items:

- o Implementation of the ELDMP across the organization
- o Steady EL proficiency, development, and academic growth of ELs and SELs
- o Stronger parent/guardian participation and engagement in students' academic development
- o Increase of ELD Professional Learning Community

EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the organization.	Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs and SELs? • To what extent do teachers of ELs and SELs have the qualifications and capacities to address their ELs' and SELs' linguistic and academic needs? • Are all ELs and SELs provided instruction in ELD? • Is ELD instruction that is provided to ELs and SELs of high quality? • Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas? • Are differentiated instructional practices that are provided to ELs and SELs of high-quality? • Are ELs and SELs integrated into the instructional models used?	• ELD observation tools • SDAIE observation tools • Teaching rubrics • *California Education Code* § 44253.3 • BASP/ELAS/R142/R159/R242/R259/S12/ CLAD/BCLAD credential roster and teacher assignment data • Subject matter credential roster • EL tracking data • Other as identified
Steady EL proficiency, development, and academic growth of ELs and SELs.	• Are increasing percentages of ELs and SELs progressing in ELD a minimum of one level per year (see table below)? • Are increasing percentages of ELs attaining English language proficiency? • Are ELs and SELs progressing on benchmark assessments of ELD?	• CELDT and ELPAC • Standards-based gradebook and other student mastery trackers. • Rate at which students meet criteria for reclassification. • Performance meter metrics of at least 5% yearly growth of EL reclassification.
Stronger parent/guardian participation and engagement in students' academic development.	• What types of orientation and training opportunities are parents/guardians offered? • What measures are used to ensure that parents/guardians of ELs and SELs are knowledgeable about EL and SEL students' program placement and their academic progress? • To what extent are parents/guardians participating in and consistently supporting students' academic development?	• Parent orientation/trainings offered and attended regarding ELDMP, EL instructional program options, advanced academic opportunities. • Parent involvement in the activities of the centers. • Attendance at and active participation in parent/teacher conferences and workshops. • Parent survey response rates
Increase of ELD Professional Learning Community	• Are sufficient professional courses offered during the semester? • Are professional learning opportunities offered throughout the year? • Is there an increase of teachers taking part in continuing PLCs?	• Enrolling and attendance rates of PDs and PLCs. • Teacher entries into website of best practices shared with other teachers.

Minimum expected ELD and academic progress for ELs and SELs:

Timeline	1st year	2nd year	3rd year	4th year	5th year	Reclassification (See 9-Step Checklist – Appendix G)
(Starting point Based on Initial Level at 1st Year)	X	X X	X X X	X X X X	X X X X	(a) Overall score of 4 (b) STAR Ren score of Basic or higher adjusted for grade level
CELDT Annual assessment results						
Beginning	>					
Somewhat/ Moderate		>				
Well Developed			>			
English Proficient				>		
Reclassified Monitored 4 Years					>	

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

<p align="center">**Approach to Performance Management**</p>

To ensure that the monitoring program implementation and evaluating program effectiveness leads to continuous improvement, the following will be implemented to ensure that ALL schools are meeting their performance targets.

Schools use a table similar to the one below to develop their goals and set targets of at least 5% yearly increase. Each school should have a site specific data summary sheet and performance matrix available to the public.

Performance of English Learners

Options For Youth: Number and Percent of Students at Each Overall Performance Level

Performance Level by Grade	7	8	9	10	11	12	Total
Advanced	1	***	9	3	3	5	21 15%
Early Advanced	4	***	14	33	15	11	77 55%
Intermediate	1	***	9	13	7	5	35 24%
Early Intermediate	0	***	3	3	1	1	8 6%
Beginning	0	***	0	0	0	0	0 0%
Number Tested	6 100%	3 100%	35 100%	52 100%	26 100%	22 100%	141 100%

Source: DataQuest (https://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CELDT&submit1=Submit)

**All Charters combined for 2016-2017

Options For Youth: Reclassification

Number	Percent
129 Students	32.12%

Source: Options For Youth LCAP Reports

**All Charters combined for 2016-2017

Accountability for Implementation of Instruction

In order for our ELD Master Plan to be effective in assisting our EL and SEL population, the following school staff holds themselves accountable for the following duties and responsibilities:

Site Administrators
- Supervise instruction for content and pedagogy to ensure the delivery of ELD Standards and best practices.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Conduct regular observations to ensure that ELD and support are being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Identify, design and ensure appropriate interventions are implemented for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Keep records of all walkthroughs and data reflection to use during meetings and conferences pertaining to the ELDMP.
- Monitor the progress of RFEPs each reporting period and intervene as necessary based on performance criteria.

- Ensure that teachers have sustained and varied professional development opportunities to continue to develop their skills and knowledge in ELD.
- Conduct monthly and semester ELD progress reviews with teachers/students to identify student progress to adjust the individualized learning plan for acceleration and/or intervention according to evidence from data.
- Ensure that ELSP meetings and increased language support occurs for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
- Ensure that interventions are designed and delivered consistent with ELDMP.
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents/guardians who require these services have access to them.
- Ensure parent/guardian workshops are being offered a year.
- Provide a welcoming environment for parents/guardians of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring and other pertinent information related to ELs.

Teachers
- Consistently implement the ELD standards as outlined in the ELDMP and any other directives regarding ELD instruction.
- Provide instruction using proven, empirically validated, EL research strategies and methodologies to support and help integrate our EL population.
- Attend all professional development and Professional Learning Community sessions.
- Monitor student progress in ELD toward expected benchmark achievement.
- Refer to the ELSPs for intervention and assistance when students are not making adequate progress; participate in ELSPs process, individualized learning plan development, and implement ELSPs recommendations.
- Maintain contact with students' parents/guardians and keep them informed of their child's progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
- Participate in maintaining records and in communicating with parents/guardians.

ELSPs
- Provide ELD specific professional development to all stakeholders, including but not limited to administrators, teachers and parents, which support the ELDMP program implementation. Topics may include but are not limited to:
  - Identification and placement of ELs.
  - Effective instruction and intervention services for ELs.
  - Effective ELD core methodologies.
  - Use of ELD assessments.
  - Reclassification criteria process and procedures.
- Collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the ELDMP and address the linguistic and academic needs of ELs.

- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTELs.
- Convene and participate in meetings for students not making adequate progress.

Indirect services include, but are not limited to the following:

- Maintain EL program documentation as required by state and federal mandates.
- Assist the administrator with the enrollment process for ELs.
- Assist with identifying the initial ELD/EL level of newly enrolled ELs.
- Coordinate the administration of assessments used to determine EL placement.
- Conduct parent registration and orientation meetings.
- Review EL placement audits with site administrator and/or counselor to correct inconsistencies.

EL Specialists
- Ensure appropriate placement of ELs
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward meeting graduation and college admission requirements. Student advisors meet frequently with students who are at risk for not graduating
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.

Assistant Superintendents
- Evaluate goals relative to OFY's implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
- Report progress to OFY's Board and the public.

Appendix K is a Checklist used to quickly identify and hold ourselves accountable for the key EL components of our ELD Master Plan.

Funding

Adequate basic general fund resources are available to provide each EL with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts are purchased with general funds. ELs receive educational materials and services paid for with general funds in at least the same proportion as all the other OFY students.

Glossary of Abbreviations Used in This Master Plan

CAHSEE – California High School Exit Examination

CALPADS – California Longitudinal Pupil Achievement Data System

CAAD – Curriculum, Accountability, and Assessment Department

CAT – Computer Adaptive Test

CC – Center Coordinator

CCSS – Common Core State Standards

CDE – California Department of Education

CELDT – California English Language Development Test

CCTC – California Commission on Teacher Credentialing

Co-Co – Compliance Coordinator

ELs/ELLs – English Language Learners

ELA – English Language Arts

ELD – English language development

ELPAC – English Language Proficiency Assessment

ELDMP – English Language Development Master Plan

ELSP – English Language Support Professional

IBL – Inquiry-Based Learning

I-FEP – Identified as Fluent English Proficient

ALP – Academic Learning Plan

IS Teacher – Independent study teacher

LCAP – Local Control Accountability Plan

LTELs – Long-Term English Language Learners

NCLB – No Child Left Behind

OFY – Options for Youth

PD – Professional development

PLCs – Professional Learning Communities

RFEP - Redesignated Fluent English Proficient

RSP – Resource Service Provider

SDAIE – Specially designed academic instruction in English

SBE – State Board of Education

SAW – Student Activity Workbooks

SEL - Standard English Learners

SGI – Small Group Instruction

SIOP – Sheltered Instruction Observation Protocol

SLA – Second Language Acquisition

SPSM – Student Progress Monitoring System

STOT – Scoring Training of Trainers

TOC – Temporary on call

WASC – Western Association of Schools and Colleges

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Appendix A

Student Demographic Questionnaire

As part of the state's accountability system, the California Department of Education requires the collection of specific demographic information which is for statistical purposes only. The privacy of this information is protected under federal law which prohibits distribution to third parties (i.e. - Immigration, the I.R.S., etc.).

Student Name: _____

Personal Status: Please indicate if any of the following statements are true. ** Some options may require you to provide additional documentation upon enrollment.

1. The student is in Foster Care (includes kinship placement)**

2. The student is pregnant and/or parenting

3. The student has a Probation Officer (P.O.)

4. The student is a runaway.

5. The student can swim.

6. The student is unaccompanied (under 18, signing yourself in)

7. The student is a Ward of the Court**

8. Decline to State

Hispanic Latino Ethnicity

- ❑ Not Hispanic or Latino
- ❑ Hispanic or Latino
- ❑ Decline to State

An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

Race

- ❑ American Indian - Alaskan Native
- ❑ Asian Indian
- ❑ Black- African American
- ❑ Cambodian
- ❑ Chinese
- ❑ Decline to State
- ❑ Filipino/Filipino American
- ❑ Guamanian
- ❑ Hawaiian
- ❑ Hmong
- ❑ Japanese
- ❑ Korean
- ❑ Other Asian
- ❑ Laotian
- ❑ Other Native Hawaiian- Pacific Islander
- ❑ Other Pacific Islander
- ❑ Samoan
- ❑ Tahitian
- ❑ Vietnamese
- ❑ White

Household Survey

<u>Education Level</u>

　Not Chosen

　Select the highest level of education attained by a parent/guardian in your household

<u>Parent/Guardian Military Status</u>

Select all that apply. (If one parent is full-time and one parent is part-time, you may select 2 options)

☐ Full-Time/Active Duty (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Active Guard Reserve)

☐ Part-Time/National Guard

☐ Part-Time/Armed Forces Reserves (Army, Navy, Air Force, Marine Corps, Coast Guard)

☐ None - Parent/Guardian has no active military affiliation

<u>Household Annual Income</u>
- ☐　Up to $15,171
- ☐　$15,172 to $21,590
- ☐　$21,591 to $29,101
- ☐　$29,102 to $36,612
- ☐　$36,613 to $44,123
- ☐　$44,124 to $51,634
- ☐　$51,635 to $59,145
- ☐　$59,146 to $66,656
- ☐　$66,657 to $74,167
- ☐　$74,168 and above

C. If there are more than 8 people living at your home, please write the annual household income here:

$_____.

How many people live in your home? _____.

We are collecting this information because we are required to report household size and income data about the students we serve. This information helps determine federal funding available to our schools and impacts the support services we can provide to our students.

Student Nighttime Residency: (*Check all that apply*)
- ☐　A house, apartment, mobile home
- ☐　At a campsite
- ☐　Foster Group Home or Kinship Placement
- ☐　In a car or RV
- ☐　Migrant
- ☐　Motel/Hotel
- ☐　Shelter/Transitional Housing
- ☐　Temporarily Unsheltered
- ☐　Temporarily with Others

<u>Home Language Survey</u>

1. Which language did the student first begin to speak? _____

2. Which language is most often spoken at home? _____

3. Is any language other than English spoken at home? _____

4. Which language does the student most often speak with others? _____

5. Has this student taken the California English Language Development Test (CELDT) or ELPAC? _____

Declaration

By digitally signing below:

1. I declare that I have read and understand all the information and conditions outlined with this student's enrollment application

2. I declare the information provided on these forms, including any consent and acknowledgement elections, are true and correct as of the date of my signature.

3. I declare that my digital signature provided below confirms and authorizes the medical and emergency consents provided for this enrollment, and that this digital signature may be reproduced on an official copy of the printed "Emergency Card" that may be used as part of this student's school records.
 I affirm that the information provided above is true to the best of my knowledge.

_____   _____

STUDENT SIGNATURE   DATE

_____   _____

PARENT/GUARDIAN/CAREGIVER SIGNATURE   DATE

Appendix B

ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. **This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).**
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. **This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.**
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. **This test performance level corresponds to the mid- to low-range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.**
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. **This test performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.**

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Appendix C

Options For Youth
Public Charter Schools

INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: _____   School: Options For Youth-_____

Date Testing Completed: _____   Primary Language: _____

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

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 assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance	
Overall	Score	Level
Oral (Listening and Speaking)	Score	Level
Written (Reading and Writing)	Score	Level

Based on results of the English language proficiency assessment, your child has been identified as an:

- ❑ **English Learner**

- ❑ **Initially Fluent English Proficient Student**

Individualized Education Program (IEP) on file : Yes/No

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California *Education Code* [*EC*] Section 313[f])	LEA Criteria
English Language Proficiency Assessment (ELPAC)	English proficiency on the ELPAC: Overall Score of 4
Teacher Evaluation	Proficiency demonstrated in student performance in terms of current grades, academic disposition, and written and oral English language fluency according to the provided rubrics based upon observable student work and interaction with instructional staff, peers, and support staff.
Parental Opinion and Consultation	Parents/guardians are notified in their preferred language of the RFEP procedure and updated on their child's progress. Parent approval needed for sections of the notification letters and attendance to a reclassification review meeting for comprehensive review of student performance.
Comparison of Performance in Basic Skills	STAR Renaissance reading proficiency score of Basic or higher appropriate to grade level.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. Your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Our school(s) also offer specifically designed support to meet the needs of students enrolled in a blended instruction program which includes instructional strategies supported by instructors in Independent Study (IS), SGI (small group instruction), as well as online courses, tutors, and EL Support Professionals (ELSPs). Students are supported through a combination of the use of SDAIE strategies, Sheltered Instructional Observation Protocols, and ELD instruction all designed around an individualized learning plan.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

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

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact <u>Options For Youth-_____</u> at <u>(phone)_____</u>to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii])
However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302

Options For Youth
Public Charter Schools

NOTIFICACIÓN INICIAL PARA LOS PADRES

Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: : _____ Escuela: Options For Youth-_____

Fecha: _____ Estudiante ID#: _____

Fecha de nacimiento: _____ Grado: _____ Idioma materno: _____

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley nos requiere evaluar a su hijo y notificarle de su nivel del dominio del inglés. Estamos obligados a informarle de las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también explica los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C.]* sección 6312[e][3][A][ii])

Resultados de la evaluación del idioma
(20 U.S.C sección 6312[e][3][A][ii])

Ámbitos Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial	
General	Resultado	Nivel
Lo Oral (Habilidades de comprensión y expresión oral)	Resultado	Nivel
Lo Escrito (Lectura y escritura)	Resultado	Nivel

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo como

❑ **Aprendiz de inglés**

❑ **Inicialmente con dominio del inglés**

Programa de Educación Individualizado (IEP): Sí/No

Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP. (20 U.S.C. sección 6312[e][3][A][vii])

Criterios para la reclasificación (la salida del programa)

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en este distrito son los siguientes. (20 U.S.C. sección 6312[e][3][A][vi])

Los criterios generales (*Código de educación* de California [*EC*]* sección 313[f])	Los criterios de la agencia de educación local (LEA)*
Evaluación del dominio del inglés (ELPAC)	Dominio del inglés en el ELPAC: Puntajes de 4.
Evaluación del maestro	Competencia demostrada en el rendimiento del alumno en términos de calificaciones actuales, disposición académica y fluidez escrita y oral del idioma inglés de acuerdo con las rúbricas provistas basadas en el trabajo estudiantil observable y la interacción con el personal docente, los compañeros y el personal de apoyo.
Consulta y opinión de los padres	Los padres / tutores son notificados en su idioma preferido del procedimiento RFEP y actualizados sobre el progreso de su hijo. Se necesita la aprobación de los padres para las secciones de las cartas de notificación y la asistencia a una reunión de revisión de reclasificación para una revisión integral del rendimiento del alumno.
Comparación del desempeño en habilidades básicas	Puntaje de competencia de lectura de STAR Renaissance de Básico o más apropiado para el nivel de grado

Programas de adquisición de lenguaje

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)***. Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante).

Nuestra escuela también ofrece apoyo específicamente diseñado para satisfacer las necesidades de los estudiantes inscritos en un programa de instrucción combinada que incluye estrategias de instrucción apoyadas por instructores en Estudio Independiente (IS), SGI (instrucción en grupos pequeños), así como cursos en línea, tutores, y EL Support Professionals (ELSPs). Los estudiantes son apoyados a través de una combinación del uso de las estrategias SDAIE, los Protocolos de Observación Instructiva Protegidos y la instrucción ELD, todos diseñados en torno a un plan de aprendizaje individualizado.

Solicitar un programa de adquisición de lenguaje

Los programas de adquisición de lenguaje son programas educativos diseñados a asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; *EC* sección 306[c])

Descripción de las opciones de programas y las metas para aprendices del inglés

Seleccione el programa que mejor beneficiará a su hijo. (20 U.S.C. sección 6312[e][3][A][iii],[v])

☐ **Programa de Inmersión Estructurada en Inglés (SEI):** Un programa de adquisición de lenguaje para aprendices del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD y acceso a la disciplina académica apropiada para su nivel de grado.

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Control Local y Rendición de Cuentas. *EC* sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con Options For Youth-
_____ a (phone)_____ para preguntar acerca del proceso.

Los padres de aprendices del inglés tienen derecho a rechazar u optar por que sus hijos no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para aprendices del inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, las LEA siguen obligadas a proporcionar instrucción significativa (5 Código de Reglamentos de California [CCR]* sección 11302) hasta que reclasifique, informar a los padres cuando no haya avances y ofrecer a los padres los programas y servicios que pueden considerar en ese momento. (5 Código de Regulaciones de California, sección 11302)

Appendix D

List of some of the instructional strategies/practices used in EL/SDAIE classes:

Anticipatory KWL Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, and evaluation.

Cooperative Dialogue -

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart.

Other examples of graphic organizers are listed below:

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

<u>Flowcharts</u> - Sequential events, directions, decision making, writing reports, study skills.

<u>Matrix Diagram</u>-Schedules, statistics, problem solving, comparisons with multiple criteria. Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first_____pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did_____? How does_____relate to your life or experiences? Compare_____to . What if_____? Predict_____) Papers

are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the

student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

<u>Image and Quote</u> Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

<u>Advertisement</u> Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

<u>Right There</u> The answer is located directly in the reading

<u>Think and Search</u> The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

<u>On My Own</u> The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Also known as prewriting or INTO strategy.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers

of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide-

1. Headings Read -Around- Students take turns reading the headings of the reading

2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.

3. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences

they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 index card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, C interviews D, Step 2: B interviews A, D interviews C, Step 3:A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word for the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members then exchanged with other groups.

Appendix E

Activity 9

DRAMA READING LOG

The Crucible, Act II, by Arthur Miller

Directions: <u>Read **The Crucible, Act II**, p. 1161-1181 in your textbook</u>.

Then, **answer** the questions below in complete sentences.

	Who are the main characters in this act?
	The main characters are: John and Elizabeth Proctor, Mary
	Warren, Reverend Hale, Giles Corey, Francis Nurse, Ezekiel
	Cheever, and Marshal Herrick.
	Where does the action take place?
	(there may be more than one setting)
	The action takes place in the Proctors' house.
	Summarize the action, including any plot twists:
	Elizabeth Proctor says fourteen people have been arrested for witchcraft,
	based on what Abigail and the other girls said. she urges John to testify that
	the girls are frauds. They quarrel over his previous affair with Abigail. Mary
	gives Elizabeth a small doll and says those who confess will not be hanged.
	Elizabeth says that Abigail will accuse her because she wants her dead. Hale
	comes to test the Proctors. Elizabeth is arrested.

	Examples of noteworthy dialogue or stage directions: Cheever: Why—*he draws out a long needle from the poppet*—it is a needle! Herrick, Herrick, it is a needle!
	Allusions to the Bible: Hale: Do you know your Commandments, Elizabeth?
	How does this part of the drama act as an extended metaphor for McCarthyism? People are giving false evidence. It is causing a fervor of mistrust and accusations are increasing.

Create an exciting newspaper article about the most important event in this act. Focus on the facts of who, what, where, when, why, and how, but make the news sound shocking so that people want to read it.

Headline:

(Example) THREE ARRESTED FOR WITCHCRAFT

Last night, our own dear Martha Corey, Rebecca Nurse, and Elizabeth Proctor were arrested

last night on charges of witchcraft. They were taken away in chains over the protests of their

husbands who swore their innocence and demanded justice. Goody Nurse was arrested for

the supernatural murders of Goody Putnam's seven babies, who died when they were only

one day old. Goody Corey was accused of placing a black curse on Mr. Walcott, which

causes all of his pigs to die. And, Goody Proctor's charges are the most shocking of all. She

was found in possession of a doll with a needle stuck in its stomach. That very night, young

Abigail Williams was stricken with abdominal pain, and a needle was found lodged in her

belly. Marshal Herrick and Ezekiel Cheever had no choice but to arrest her as well. The

honorable Reverend Hale witnessed the discovery of the needle himself, which is irrefutable

evidence. Oh, to think that the Devil has taken control of so many upstanding Christians in

our humble town!

SELECTION SELF-TEST

The Crucible, Act III, by Arthur Miller

Directions: Read the questions carefully. **Circle** the best answer.

1. What can the audience infer from Judge Hathorne's questioning of Martha Corey at the beginning of Act III?

    A. The court is determined to uncover the truth at any cost.

    B. Martha Corey's love of reading is the source of the accusations against her.

    C. The court presumes that anyone accused of witchcraft is guilty.

    D. Even the most respected citizens have come under suspicion.

2. What is Proctor's main purpose in bringing Mary Warren to court?

    A. to strengthen her character

    B. to discredit Reverend Parris

    C. to get revenge on Abigail

    D. to save his wife from condemnation

3. Which character uses the logical fallacy ad hominem, making personal attacks on the integrity of witnesses?

    A. Herrick

    B. Parris

    C. Danforth

    D. Hathorne

4. Which type of character is represented by Ezekiel Cheever?

    A. the naive witness who harms others by cooperating in an unjust process

    B. the witness who uses the investigation as an instrument of personal vengeance

    C. the witness who suffers for his refusal to incriminate others

    D. the public figure who misuses the power of office

5. What motivates Hale's attempt to intervene on behalf of Proctor?

    A. Hale's admiration for the Proctors

    B. Hale's commitment to seeking the truth

    C. Hale's questioning of Danforth's integrity

    D. Hale's dislike of Parris

6. What development causes Mary Warren to recant her confession and rejoin Abigail and the other girls?

        A. John Proctor's confession of his relationship with Abigail

        B. Judge Danforth's persistent questions

        C. the confusion about Elizabeth Proctor's "poppets"

        D. Abigail's pretending to be attacked by Mary's spirit

7. Why is the phrase "out of her infinite charity" in the following passage an example of verbal irony?

Mary Warren, *screaming at him*: No I love God; I go your way no more. I love God, I bless God. *Sobbing, she rushes to Abigail.* Abby, Abby I'll never hurt you more! *They all watch, as Abigail, out of her infinite charity, reaches out and draws the sobbing Mary to her, and then looks up to Danforth.*

        A. It contradicts the audience's knowledge about Abigail's true nature.

        B. It presents a piece of information of which the audience is not aware.

        C. It emphasizes Abigail's ability to be forgiving under stress.

        D. It reveals Abigail's weakening condition.

8. Which of the following pairs of categories would be the least useful way of classifying the characters in *The Crucible*?

        A. Christian and non-Christians

        B. accusers and accused

        C. believers in witchcraft and nonbelievers in witchcraft

        D. liars and truth-tellers

9. A *contentious* person is someone who is prone to:

        A. helpfulness

        B. disagreements

        C. laziness

        D. accidents

10. Which of the following would be most typical of an author who craves *anonymity*?

        A. He appears frequently on television talk shows.

        B. His picture appears on the back cover of his books.

        C. He delivers numerous public lectures throughout the year.

        D. He writes under a pseudonym (false name)

Activity 21

PERFORMANCE TASK #1:

Drama Reading Log for *The Crucible*, by Arthur Miller

You have completed drama reading log pages covering Acts I-IV of *The Crucible*. Now it is time to select your **best pages from two acts** to give to your teacher as an Alternative Assessment. Choose the pages that are the most complete, where you answered each section thoroughly. Look at each page <u>as if you are the teacher</u>, following the grading rubric your teacher will use below. Teachers will grant points based on the reading log's completeness and level of effort.

1. Main Characters: Did you list the first and last names of the main characters in the act?
2. Setting: Did you list where the action takes place?
3. Summary: Did you tell the main plot points of the act, including any plot twists?
4. Noteworthy Dialogue or Stage Directions: Did you cite the most important dialogue, description, or actions in the act?
5. Biblical Allusions: Did you point out a Bible story or verse mentioned in the act?
6. McCarthyism: Did you find connections between the plot and the HUAC/McCarthy hearings?
7. Newspaper Article: Did you dramatize the most important events in a newspaper article?

Teacher's Grading Rubric Did the student . . .	Points Earned	Meets expectations or Redo?
...accurately identify **main characters** and **settings**?	/3	
...provide brief but detailed **summaries** of key events?	/3	
...cite noteworthy **dialogue or stage directions**, discover **Biblical allusions**, and find connections to **McCarthyism**?	/3	
...create exciting **newspaper articles** that focus on important facts and events?	/3	
...use **formal language, spelling, and grammar conventions**, as appropriate to task?	/3	

Total Points: _____**/15**

Appendix F

8 Cross-Curricular Common Core Principles	How the Curriculum Department Uses the Principles in New Courses
Build strong content knowledge	Content is delivered through engaging learning experiences, using instructional strategies such as: graphic organizers, sequential instruction, big ideas, scaffolding, modeling, vocabulary study, independent research, and note-taking.
Comprehend as well as critique	Students learn to: cite textual evidence to support analysis of primary and secondary sources; determine the central ideas in a text and provide a clear and accurate summary; analyze a series of events and determine their cause; and relate the events to theories, research, or historical knowledge.
Value and engage in argument from evidence	The curriculum emphasizes rigorous thinking and analysis, not answer-hunting. Students are given numerous opportunities to present their own theories to answer open-ended questions. However, students must support their ideas and arguments with evidence from the texts or from their own research.
Reason abstractly and quantitatively	Students are asked to both interpret and produce abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.
Construct viable arguments and critique reasoning of others	Students learn to evaluate an author's or a speaker's point of view, reasoning, and use of evidence and rhetoric, including positive persuasive techniques and logical fallacies. They must present information, findings, and supporting evidence in oral and written forms. Writing conferences allow teachers to give feedback so that students can learn to strengthen their arguments and critiques.

Construct explanations and design solutions	The curriculum encourages students to develop original analyses and to create unique responses to what they are learning. Logic and problem-solving skills are cultivated through engaging, realistic performance tasks and relevant, challenging, research opportunities. Activities, questions, and projects are designed to tap into higher-order thinking skills (Bloom's Taxonomy) and depth of knowledge (Webb's DOK).
Obtain, evaluate, and communicate information	Students learn to present information, findings, and supporting evidence such that listeners can follow their line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. Students make strategic use of digital media and visual displays of data to express information and enhance understanding. They adapt speech or writing to a variety of contexts and communicative tasks.
Use technology and digital media strategically and capably	The curriculum emphasizes: accessing, using, managing, and evaluating information; understanding ethical issues and avoiding plagiarism; analyzing media's messages, purposes, and potential to influence beliefs and behaviors; and using technology as a tool to research, organize, evaluate, and communicate effectively.

Appendix G

RFEP Date:_____

Student Name: _____ **Student ISIS ID #:** _____ **DOB:** _____

Reclassification Submission Packet (RSP) – Cover Page

Center/Charter_____ **ELPAC Reclassification Check List**
CELDT Coordinator_____
Date_____ <mark>**FOR ELD Manager USE:**</mark>

STEP 1- **Test Score Eligible**
- ELD coaches will identify eligible students based on passing ELPAC scores
  - Verify STAR Renaissance
  - Send Parent Notification Letter

STEP 2- **Gather documents** for review
- ELD coaches will work with the test site coordinator to get
  First Notification letter to parent and signed.
- If first notification letter is not signed, then 2nd Notification letter needs to
  be sent to parent and signed
- English Learner Reclassification Form **completely filled out**
- ELD Coach/ Parent/ Teacher/ SGI/ notes (additional pages
  may be submitted)
- Star Renaissance Score Sheet

STEP 3-**Sending documents to ELD Program Head**
- Scan/Email all documents to
  OFY- Marcy Jones
  Wait for Assessment approval, we may request additional information

STEP 4- **Eligibility**
- You will be notified if the student is eligible or ineligible within five days
- Requests for additional information will extend eligibility verification
  beyond the five days.

STEP 5- **Final Review & Final Determination Letter**
- Once all documentation is received, the testing coordinator will do a final review
- The parent only signs if the parent refused to attend the first and second meeting
- Return student **Final Determination Letter** to
  - OFY- Marcy Jones

STEP 6- **Storing Documents**
- Keep **ORIGINAL** copies of documents on file in the **students individual file**
  - English Learner Reclassification Form
  - STAR Renaissance Scores
  - Parent Letter Notifications 1 and 2 **(Both parts if needed)**
  - Transcribed notes
  - Final Determination Letter

☐ Date received STAR Renaissance scores column from Coach _____

☐ Date ELRF Form received _____

☐ Parent Notification Letter received _____

☐ Parent meeting date_____

☐ Notes received date _____

☐ If needed- Parent 2nd Notification Letter date received _____

• •

☐ STAR Renaissance Scores
☐ Completely filled out ELRF + Notes
☐ Final Determination Letter
☐ Transcribed notes
☐ Signed Cover Page from Coordinator

ELD Program Head Initials: _____DATE:_____

NOTES:

Eligible: Y/N

Missing Documents: ELRF / NOTES/STAR RENAISSANCE SCORES/ PARENT LETTER 1/ PARENT LETTER 2/ TRANSCRIBED NOTES

Excel Sheet Updated: Y/N

StudentTrac/CALPADS Updated: Y/N

ELD Manager: _____DATE:_____

Appendix H

First Notification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the English Language Proficiency Assessment for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for the current school year, and the results are attached. Based on your child's performance on this test, (   ) may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion and consultation as the parents or guardians about his/her proficiency in English, and your child's performance on Star Renaissance Reading Assessment.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child. Please contact the school office at (   ) to schedule a meeting with your child's teacher, (   ). Any questions about the ELPAC or your child's results should also be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,

_____   _____

Principal / Principal Designee   Date

****Please fill out the bottom portion of this letter and return it to the center your child attends.****

---Detach-----Here-- ----------------------------------

Student Name: <type info>
ISIS Number: <type info>
Date of Birth: <type info>

Scheduled Appointment Date: _____   Time: _____

☐ Yes I will attend.   ☐   Please reschedule to: Date _____   Time _____

_____   _____

Parent Signature   Date

Primera Notificacion

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como *English learners*). En California esta prueba se llama la Prueba para Medir el Desarrollo del Inglés en California (conocida, por sus siglas en inglés, como la prueba ELPAC). Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba ELPAC correspondiente al presente año escolar, y los resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés (conocido en inglés como *reclassified fluent English proficient* o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba ELPAC, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés y el rendimiento de su hijo/a en la Prueba de los Estándares Académicos de California en Lengua y Literatura en Inglés (conocida en inglés como *California English–Language Arts Standards Test)* y aplicada como parte del Programa de Exámenes y Reportes Estandarizados (conocido, por sus siglas en inglés, como el Programa STAR).

Le invitamos a asistir a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a el _____ a las _____ en _____.
Llame a la oficina de la escuela al _____ para indicar si podrá asistir. Si tiene alguna pregunta sobre la prueba CELDT o los resultados de su hijo/a, llame al mismo numero.

Le instamos a asistir a esta importante junta y a que continúe participando activamente en el aprendizaje de su hijo/a.

Atentamente,

_____   _____
Superintendente/Director   Fecha

****Por favor llene la parte inferior de esta carta y devuélvalo al centro que su hijo/a asiste.****
---Detach-----Here--

Nombre De El Estudiante: <type info>
Numero De ISIS: <type info>
Fecha De Nacimiento: <type info>

Fecha De Cita: _____   Hora: _____

☐ Si voy a asistir a   ☐ Por favor reprogramar a Fecha: _____   Hora: _____

_____   _____
Firma De Padres O Tutor   Fecha

Final Determination Letter

Dear Parents or Guardians:

This letter is to inform you that your child has taken the English Language Proficiency Assessment for California (ELPAC) during the 2018 Annual Assessment Testing Window. Based upon your child's performance on this test, your child was evaluated to be reclassified as a Redesignated Fluent English Proficient (RFEP) student. In addition to the ELPAC results, criteria used to make this decision included an evaluation of your child's academic performance by OFY's Language Assessment Team, your child's performance on the Star Renaissance Reading Assessment, and parents/guardians opinion and consultation. As a result of the evaluation, your child will be reclassified as RFEP on _____ by Options For Youth Public Charter Schools. This means your child is not required to test on ELPAC at our school or any other school for the remainder of their education.

If you were unable to attend the parent consultation meeting, please sign below and return this letter to your student's teacher as an acknowledgement that you agree with the above decision and waive further opportunities to attend a consultation meeting for Redesignation to Fluent English Proficient.

Please contact the ELD Department at (626) 214-1815 with any questions or concerns.

_____   _____

Principal/Principal Designee   Date

_____   _____

Parent Signature   Date

Carta De Determinacion Final

Estimados padres o tutores:

Esta carta es para informarle que su hijo ha tomado la Evaluación de competencia del idioma inglés para California (ELPAC) durante la ventana de Evaluación anual de evaluación 2018. Con base en el rendimiento de su hijo en esta prueba, se evaluó a su hijo para que se lo reclasifique como un estudiante de Recinutado de Dominio del Idioma Inglés (RFEP). Además de los resultados de ELPAC, los criterios utilizados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo por parte del equipo de evaluación de idiomas de OFY, el rendimiento de su hijo en la evaluación de lectura de Star Renaissance y la opinión y consulta de padres / tutores. Como resultado de la evaluación, su hijo será reclasificado como RFEP el _____ por Options For Youth Public Charter Schools. Esto significa que no se requiere que su hijo haga una prueba en ELPAC en nuestra escuela o cualquier otra escuela por el resto de su educación.

Si no pudo asistir a la reunión de consulta con los padres, firme a continuación y devuelva esta carta al maestro de su hijo como un reconocimiento de que está de acuerdo con la decisión anterior y renuncie a otras oportunidades para asistir a una reunión de consulta para Redesignation to Fluent Proficient.

Comuníquese con el Departamento de ELD al (626) 214-1815 si tiene preguntas o inquietudes.

Atentamente,

Principal / Principal Designee _____ Fecha: _____

Firma De Los Padres_____ Fecha: _____

English Learner Reclassification Form 2019-20

Student Information (Assessment)	
Student Name:	Teacher Name:
Date of Birth:	School: Options for Youth Public Charter School
Grade:	Charter/Center:
Parent/Guardian Name:	Initial EL Identification Date:
Home Phone #:	Primary Language:
Home Address:	State ID#:
City/State/Zip:	Student ID#:
	Date:

Criterion #1 (Assessment)	
Assessment of English Language Proficiency (Attach copy of score report)	Comparison of Performance in Reading Skills (Attach copy of score report)
Overall score must be a 4.	*Attached*
Date of ELPAC:	Date of Star Renaissance:

ELPAC Scaled Scores:		(Circle level below)				Reading scaled score	
Overall Level	1	2	3	4			
Oral Language Level	1	2	3	4			
Written Language Level	1	2	3	4			

Criterion #2 (Coach)
Language Analysis Team Evaluation

Student Also Receives Following Supports:

School Administration Authorization							
Redesignation to R-FEP is Recommended for this student:			Yes		No		

Signatures

Parent Notification #1: _____   Parent Notification #2: _____

　　　　　(Date Mailed)　　　　　　　　　　　　　　　　　　　(Date Mailed)

Teacher Signature: _____   Date: _____

ELD Admin Designee: _____   Date: _____

Parent Signature: _____   Date: _____

ELD Program Head Signature: _____   Date: _____

School districts must monitor pupil performance for four years after reclassification in accordance with existing California regulations and the Every Student Succeeds Act (ESSA) Act of 2015.

Follow-up of student's progress after Redesignation (within 12 months)

Satisfactory ☐   Unsatisfactory* ☐   Date: _____

Teacher Signature: _____   ELD Admin Desginee: _____

Follow-up of student's progress after Redesignation (within 24 months)

Satisfactory ☐   Unsatisfactory* ☐   Date: _____

Teacher Signature: _____   ELD Admin Designee: _____

Follow-up of student's progress after Redesignation (3rd Year)

Satisfactory ☐   Unsatisfactory* ☐   Date: _____

Teacher Signature: _____   ELD Admin Desginee: _____

Follow-up of student's progress after Redesignation (4th Year)

Satisfactory ☐   Unsatisfactory* ☐   Date: _____

Teacher Signature: _____   ELD Admin Desginee: _____

Additional Comments:

Reclassification Protocols for Students with IEPs

Students with disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. When students who have had six or more years of ELD support do not meet the four criteria for reclassification, it is possible for the IEP/ELD team to consider reclassification based upon evaluating the four criteria which considers the impact of a disability on English language proficiency. All four criteria must be evaluated.

Note: If the IEP/ELD team believes that a student still benefits from ELD support because he/she has not fully developed English language proficiency, reclassification is not appropriate.

Criteria 1: English Language Proficiency Assessment

The IEP/ELD team will use the most recent administration of the ELPAC Summative Assessment as the primary evidence that a student has met the criteria demonstrating English language proficiency. If the student does not meet the ELPAC measure, the IEP/ELD team may use the alternate measure of determining that the student has demonstrated an appropriate level of English language proficiency commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level.

ELPAC Scores:

Date of Exam: _____

Overall Level: _____

Oral Level: _____

Written Level: _____

Alternate Measure of English Language Proficiency:

Exam Name: _____

Date of Exam: _____

Scoring Results: (*Scores written in blank space provided*)

The IEP team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.

__Yes __No

The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency.

__Yes __No

Areas affected: __ Listening   __ Speaking   __ Reading   __Writing

If yes, explanation:

_____
_____
_____
_____
_____
_____

Possible indicators:

Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with second language issues.

If either of the above are checked "yes", indicate "yes" to the following statement:

The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.

__Yes __No

Criteria 2: Basic Skills Assessment

The IEP/ELD team will use performance on the STAR Renaissance program, measured by grade level performance expectations, as the primary measure for Criterion 2. The exam will be administered with time limit extended to 6 minutes per question for all EL students

STAR Ren:

Score needed (*by grade level*):_____

STAR Ren Score(s):

Date: _____   Score: _____

Date: _____   Score: _____

Date: _____   Score: _____

In regards to other basic skills assessments for students with low-incidence disabilities or significant cognitive disabilities that does not allow participation in a valid administration of STAR Ren, the IEP/ELD team can use results from another valid and reliable assessment that can compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification (see valid and reliable measures below). Scores must be from a recent assessment within the last school year, and scores must be within the average range. These assessments should only be administered by trained personnel.

The assessments which are considered valid and reliable to measure basic skills for reclassification purposes for K-12 include the following:

1. Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)

2. Kaufman Test of Educational Achievement, Third Edition (KTEA-III)

3. Brigance Comprehensive Inventory of Basic Skills (CIBS II)

4. Measures of Academic Performance (MAP)

5. Other assessments that provide a valid and reliable score, such as:

The Language Reading Scale (LRS), Progress Assessment in Reading (PAR), Gates-MacGinitie Reading Test (GMRT), Gray Oral Reading Test (GORT), Test of Silent Contextual Reading Fluency (TOSCRF)

Assessment Name: _____

Assessment Date: _____

Score(s) Needed: (*Scores written in blank space provided*)

Score Results: (*Scores written in blank space provided*)

Criteria 2 Overall Evaluation:

Basic Skills Assessment Used: _____

Student met performance criteria. __Yes   __No

If no, check all that apply:

__Yes   __No   Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

__Yes   __No   Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.

__Yes   __No   Student has received ELD services and academic progress in ELA is commensurate with that of grade level peers who manifest similar disabilities who are not English learners.

If any of the above are checked "yes," indicate "yes" to the following statement:

The IEP/ELD team has determined that the student has demonstrated an appropriate level of performance in ELA Basic Skills commensurate with his/her abilities.

__Yes   __No

Criteria 3: Academic Performance Evaluation

The IEP/ELD team will use grades from the most recent school year or semester, based on enrollment date, as the primary measure. A grade of C or better in a grade level English course can be used to fulfill this criterion. The IEP/ELD team must review the extent to which the student is mastering the content as evidenced by the IEP and language goals, and grade-level expectations, progress on curriculum-based measures and/or formative assessments, and/or student work samples, and compare the student's progress to native English-speaking peers with similar disabilities in the same grade level

Evaluation was based on:

__Classroom performance   __Progress toward IEP and Language Goals

__ Formative Assessments   __ Other:

Student met academic performance indicators set by Options For Youth. __Yes __ No

If no, consider the following:

The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

__ Yes __ No

If yes, explanation:

_____
_____
_____
_____
_____
_____
_____

If the above is checked "yes," indicate "yes" to the following statement:

The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.

__Yes __ No

Criteria 4: Parent Consultation

The parent/guardian must be given multiple opportunities to participate in the IEP/ELD team meeting (preferably in person, but via phone when necessary) where the student's progress toward the criteria for reclassification is discussed. The IEP/ELD team should obtain parent/guardian opinion throughout the discussion. If the IEP/ELD team and parent/guardian determine that the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities and no longer needs ELD services, the student will be recommended for reclassification and reclassification forms, along with this protocol sheet, will be submitted to the ELD department and the Special Education Department for archival. If the IEP/ELD team and/or parent/guardian cannot reach agreement on reclassification, then the student will continue ELD services and instruction.

The student is 18 and has educational rights

__ Yes __ No

The parent/guardian participated in this discussion.

__ Yes __ No

Parent comments:

_____
_____
_____
_____
_____
_____
_____
_____

If no, an opportunity for parent consultation must be given before a final decision will be made.

Date consultation held: _____

Overall Considerations:

The members of the IEP/ELD team determine that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Language Development services.

__ Yes __ No

Parent/Guardian/18+ Student Name: _____

Parent/Guardian/18+ Student Signature: _____

IEP/SES Representative Name: _____

 IEP/SES Representative: _____

ELD Representative Name: _____

EL Representative Signature: _____

Administrator Name: _____

Administrator Signature: _____

Date: _____

Appendix J

SERVING ENGLISH LEARNERS

This leaflet provides a summary of the documents issued by the Commission that authorize instruction to English learners (EL). Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

Requirements for Teaching English Learners

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.
Instruction for English language development (ELD)
Specially designed academic instruction delivered in English (SDAIE)
Content instruction delivered in the primary language
Instruction for Primary Language Development
Table 1 (p. 3) lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

Documents Currently Issued by the Commission that Authorize Instruction to English Learners
Teaching Credentials with English Learner or Bilingual Authorization

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential. Individuals interested in obtaining a bilingual authorization in conjunction with their credential program should contact a college or university with a Commission-approved bilingual authorization program. Individuals trained outside of California must meet the requirements for an English learner or bilingual authorization as outlined below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved California Teachers of English Learners (CTEL) program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved bilingual program, or a combination of exams and course work. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL- 628B, and Coded Correspondence 10-07.

Bilingual Crosscultural Specialist Credentials

The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in English language development programs. Individuals trained outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.

University Intern Credentials with English Learner or Bilingual Authorization
Interested individuals should contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with English learner authorization for admission requirements. Those seeking a bilingual authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A list of colleges and universities with Commission-approved intern programs may be found on the University Internship Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization
The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an English learner or bilingual authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits
Emergency Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization (BL) Permits are available only at the request of the employing agency. If you wish to seek employment based upon an emergency permit, please contact your prospective employer for more information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be reissued to an applicant two times authorizing a maximum of three years of service to the complete requirements for the English Learner/CLAD Certificate or Bilingual Authorization. Information regarding specific requirements may be found on the Emergency Permits— Crosscultural, Language and Academic Development (CLAD) and Bilingual Permits leaflet, CL-533O-CLAD-BL.

Provisional Internship Permits
Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Provisional Internship Permit leaflet, CL-856.

Short-Term Staff Permits
Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Short-Term Staff Permit leaflet, CL-858.

Certificates of Completion of Staff Development
The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

Reference: California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8

Table 1

Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners1

Types of Instruction Authorized

Document	ELD[2]	SDAIE[2]	Primary Language Instruction
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	■	■	
Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis	■	■	■
Education Specialist Instruction Credential with English Learner Authorization	■	■	
Bilingual Crosscultural Specialist Credential	■	■	■
CLAD Certificate	■	■	
Bilingual Authorization	■	■	■
Language Development Specialist (LDS) Certificate5	■	■	
BCLAD Certificate[5]	■	■	■
Bilingual Certificate of Competence (BCC)[5]	■	■	■
General Teaching Credential[3]	■		
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL[5]	■		
University Intern Credential with English Learner Authorization or CLAD Emphasis	■	■	
University Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
District Intern Credential with English Learner Authorization	■	■	
District Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
Clear Designated Subjects Career Technical Education Credential7		■	
Emergency CLAD Permit	■	■	
Emergency BL Permit	■	■	■
Provisional Internship Permit/Short TermStaff Permit with English Learner Authorization	■	■	
Provisional Internship Permit/Short-Term Staff Permit with Bilingual Authorization[8]	■	■	■
Certificate of Completion of Staff Development[4]	■	■	
Certificate of Completion of Staff Development (SB 1969)[4,6]	■	■	

1 Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the Commission for complete information about a document's authorization.

2 ELD... *Instruction for English language development*

SDAIE .... *Specially designed academic instruction delivered in English*

Primary Language Instruction .... *Instruction for primary language development and content instruction delivered in the primary language*

3 No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses skills or training in ELD teaching.

4 Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.

5 No longer issued but holders of valid documents may continue to serve on these documents.

6 Never resulted in the issuance of a certificate. The Commission served as repository of program completion information only.

7 Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.

8 May be issued with the bilingual authorization when accompanied by proof of target language proficiency

Visit the Commission's website at www.ctc.ca.gov

Appendix K

Key EL Program Components	Key Implementation Questions – Do we have a system in place to ensure that:
Initial Identification and Assessment	Yes No ☐☐A Home Language Survey is completed for all students? ☐☐Initial ELPAC assessments are completed within guidelines? ☐☐Parent Notification of assessments results and program selection are on file? Note: Placement for Special Education ELs is determined by IEP team. No parent letter is required.
English Language Development	Yes No ☐☐All ELs receive ELD instruction appropriate for their level of English proficiency using standards-based ELD curriculum? ☐☐Teachers monitor ongoing ELD progress? ☐☐ELD instruction is organized according to District recommendation? ☐☐Progress data indicates _____% of all ELs at ELPAC levels are advancing 1 level annually? ☐☐There is an ELD Catch-Up Plan in place to help ELs accelerate their ELD progress? Note: ELD goals for EL students receiving Special Education services must be delineated on the IEP.
Access to Core Curriculum	Yes No ☐☐ALL ELs receive appropriate Master Plan program services to ensure access to standards-based grade-level instruction? ☐☐Achievement data indicates that ELs are learning grade-level academic content? ☐☐All sub skills areas for ELs with ELPAC levels level 3 or 4 overall levels are at least at oral and writing composite levels of 3 or 4? ☐☐There is an Individualized Learning Plan in place to help ELs recoup any academic deficits?
Staffing	Yes No ☐☐All teachers delivering ELD/SDAIE instruction to ELs have BCLAD/BCC, CLAD/LDS, SB1969/SB395 or are enrolled in courses leading to the appropriate authorization? ☐☐All teachers delivering core curriculum have a BCLAD/BCC or are enrolled in courses leading to the appropriate authorization?
Parent Participation	Yes No ☐☐There are parent/guardian informative workshops offered throughout the year? ☐☐Do parent/guardian workshops focus on programs and services for ELs?

Appendix L

Options For Youth
Public Charter Schools

English Learner 2018-2019 Student Academic Learning Plan (ALP)

The purpose of this ALP is to facilitate a student coaching conversation that outlines the student's goals and regular progress toward those goals. Additionally, this conversation will aid in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen college and career.

Student Name	School ID	Charter	Learning Center	School Year	Date of Review
Teacher Name	**Grade**	**E-Date**	**Initial EL Date**	**Years in Program**	**LTEL**
Student Academic Profile					

		Earned	Needed	Waived	
	Credits				
	Community Service Hours				

Estimated graduation month and year: _____

I plan to complete _____ credits per month in order to reach this graduation date.

Specialized credit-completion eligibility (circle all applicable):   AB216   AB1806   None
Other: _____

Assessments

	Score(s)			Met Standard?	Goal
Smarter Balance- ELA					
Smarter Balance-Math					
Ren Star-ELA	Testing Window				
	1	2	3		

	Score(s)			Met Standard?	Goal
Ren Star-Math	Testing Window				
	1	2	3		

Current ELPAC			
Date of Test:			
Domain	Level	Score	Scale Number (1-4)
Listening		Oral Language:	
Speaking			
Reading		Written Language:	
Writing			
Overall			

Previous CELDT Date of Test:			
Domain	Score	Level	Scale Number (1-5)
Listening			
Speaking			
Reading			
Writing			

Unit Completion by Month					
Semester 1					
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Semester 2					
Month 7	Month 8	Month 9	Month 10	Month 11	Month 12

For incoming 9th graders: based on the identified scores on math assessments, this student will be placed in the following course: _____.

Student Survey:

How well do you work on your own?   - 1   2   3   4   5 +
How comfortable are you asking for help?   - 1   2   3   4   5 +
How well do you know how to type?   - 1   2   3   4   5 +
How savvy are you on Microsoft Office Programs: Word   - 1   2   3   4   5 + Power Point   - 1   2   3   4   5 + Excel   - 1   2   3   4   5 +
Do you have an email address?   Y/N
What is your method of communication from and with your teachers? Email_____   Phone _____   Text_____
Have you ever used Google Drive and Google Docs?   Y/N

Can you describe a teacher, a school year, or memory where you felt successful and thrived as a student? In your opinion, what were the contributing factors to that success?

_____

_____

_____

_____

How do you define academic success now?

_____

_____

_____

_____

What motivates you to be successful? How can your teachers support you in growing?

_____

_____

_____

_____

How can your independent study teacher and your ELD coach/ specialist help you improve?

_____

_____

_____

_____

Academic Learning Plan for Bilingual Scholars

Meeting Notes

Date:
Participants: Student Feedback: Parent Feedback: IS Teacher Feedback: EL Specialist Feedback: Other Feedback:

Academic Action Plan

Sample support services: in-class specialist support, subject tutoring, increased ELD block

Math Course Title: _____ ❏ Direct Instruction ❏ Independent Study ❏ Intervention	Based on feedback from this SST, the student's most recent State language test and Star Ren assessment data, and coupled with the rigor of the course we recommended the following mode of instruction and supports. Designated Math Supports: ☐ Interactive language journal to record new academic vocabulary supported with a visual and a translation of the word in the student's primary language. ☐ Strategic placement in groups/ pairs for collaborative projects that will encourage use of academic language and new vocabulary. ☐ Use of manipulatives, color coding, and labeled sequence steps to help dissect and diagram the steps to solve each problem. ☐ EL Specialist, Independent Study Teacher will meet every 2 weeks to discuss progress/ performance in Math to determine if tutoring is effective. ☐ In class support from EL specialist once per week to assist the implementation of supports through collaboration between the direct instruction teacher and the EL specialist.
ELA Course Title: _____ ❏ Direct Instruction ❏ Independent Study ❏ Intervention	Based on feedback from this SST, the student's most recent State language test and Star Ren assessment data, and coupled with the rigor of the course we recommended the following mode of instruction and supports. ELA Supports: ☐ Strategic placement in groups/ pairs for collaborative projects with a student that assesses at a higher level of English that will encourage use of academic language and new vocabulary in class activities. ☐ EL Specialist, Independent Study Teacher will meet every 2 weeks to discuss progress/ performance in English to determine if tutoring is effective. ☐ Introduction to a variety of organized note strategies such as concept mapping, guided notes, Cornell notes.

	☐ Graphic organizes provided to scaffold writing process- ex. story sequencing map or narrative plot diagrams to aide in reading comprehension of narrative texts. Ven diagram for compare contrast essays. ☐ ELA tutoring twice a week with English tutor. EL Specialist, Independent Study Teacher will meet with tutor every 2 weeks to discuss progress/ performance in Math to determine if tutoring is effective. ☐ Interactive language journal to record new academic vocabulary supported with a visual and translation of the word in the student's primary language.

Social Science
 	
Course Title:
 	
_____
 	
   ❏ Direct Instruction
   ❏ Independent Study
   ❏ Intervention
	Based on feedback from this SST, the student's most recent State language test and Star Ren assessment data, and coupled with the rigor of the course we recommended the following mode of instruction and supports.
	
	Designated Social Science Supports:
	
	☐ Interactive language journal to record new academic vocabulary supported with a visual and the translation of the word in the student's primary language.
	
	☐ The independent study teacher will chunk reading assignments and the unit into smaller sections and check in with the teacher to discuss comprehension of the topic.
	
	☐ The independent study teacher will provide visuals such as photos, timelines and multimedia videos to aide understanding of the historical concepts.
	
	☐ The independent study teacher will monitor responses to reading comprehension questions to ensure the use of complete and complex sentences that utilize academic vocabulary.

Science Course Title: _____ ❏ Direct Instruction	Based on feedback from this SST, the student's most recent State language test and Star Ren assessment data, and coupled with the rigor of the course we recommended the following mode of instruction and supports. Designated Science Supports: ☐ The direct instruction teacher will monitor students written and spoken responses during guided practice to support concept/reading comprehension questions to ensure the use of

❏ Independent Study ❏ Intervention	complete and complex sentences that utilize academic vocabulary. ☐ Provided graphic organizer for labs to help synthesize information from collaborative group projects that can be used as study notes for assessments. ☐ Interactive language journal to record new academic vocabulary supported with a visual and the translation of the word in the student's primary language. ☐ Front loaded notes with academic vocabulary that student can add into interactive language journal so that student can participate in asking questions during the class lecture. ☐ In class support from EL specialist once per week to assist the implementation of supports through collaboration between the direct instruction teacher and the EL specialist. ☐ Posted word wall monitored by direct instruction teacher to help build and reinforce the use of academic vocabulary in class. ☐ Step-by-step visual reference charts for scientific procedures to support independence when completing a lab or group project. ☐ Strategic grouping or pairing of lab partner so that he/she can collaborate with classmates that are at a higher level of English.

ELD Block
❏ Intervention
❏ Language Goals
❏ Designated Instruction
❏ CELDT
    ❏ Beginner
    ❏ E. Intermediate
    ❏ Intermediate
    ❏ E Advanced
    ❏ Advanced
❏ ELPAC
    ❏ Emerging Lvl 1
    ❏ Expanding Lvl 2-3.5
    ❏ Bridging Lvl 3.5-4
	Language Goals: These goals are selected by identifying the lowest scoring area on the Star Ren Diagnostic report. We then use the instructional planning report to identify the suggest skill to work on that correlates with that area.
	    1. Identified need:
	
	Action Plan:

	2. Identified area of growth: Action Plan:
Additional Services ❏ SPED ❏ Extracurricular ❏ Counseling ❏ Other:	

Post-Secondary Plans

What are your plans after high school?

➢ Check all that you are interested in and name your school or program of interest if known

☐ Community College/Transfer:_____

☐ 4-year University:_____

☐ Trade/Vocational School:_____

☐ U.S. Armed Forces:_____

☐ Other:_____

What careers/majors is the student interested in?

●

●

Student Support Opportunities

CA Department of Social Services - http://www.cdss.ca.gov/cdssweb/

- WIC Food & Nutrition Services – (888) 942-9675
- CalFresh Program – (877) 847-3663
- CA Food Banks - https://www.calrecycle.ca.gov/organics/food/donation
- CalWORKs Child Care Program - http://www.cdss.ca.gov/calworks/
- CA Employment Development Department - http://www.edd.ca.gov/
- Child Care - http://www.cdss.ca.gov/inforesources/CalWORKs-Child-Care
- Foster Youth Information - http://www.fosteryouthhelp.ca.gov/
- California Youth Crisis Line – (800) 843-5200 (24 hours)
- Others:
  - _____
  - _____
  - _____

Signatures	Date
Student:	
Parent:	
EL Specialist:	
IS Teacher:	
ELD Coach/Administrator:	

Next ALP Scheduled Meeting: _____