PURPOSE OF DOCUMENT AND INTRODUCTION

The tragic events that led to social unrest coupled with the disproportionate impact of Covid-19 on communities of color have shone a light on systemic racism that plagues our society. Most of the attention has been focused on the judicial system and the police – but much less attention has been paid to one of the largest mechanisms of racial oppression – schools. This realization has forced us to take a deep look at our ELD program that serves students and families of color as well as newly arrived immigrants, all of whom are highly vulnerable to the consequence of social and racial injustice. We do not want to mitigate or exacerbate the racist effects of schooling – very much the opposite –we want to shine a clear bright light on where those cracks of injustice exist, to discuss and act upon how these inequities which serve injustice were allowed to form, and to dismantle practices that demean and demoralize the communities that we serve. In order for us to build safe, nurturing learning environment we must take a deep look at the services and support we provide our EL scholars and their families.

Alliance Leichtman-Levine Family Foundation Environmental Science High School believes that every scholar brings assets that enrich our classrooms and our school community. In order to ensure each scholar's success and create a shared understanding for programming and instruction, Alliance Leichtman-Levine Family Foundation Environmental Science High School will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner (EL) scholars.

Alliance Leichtman-Levine Family Foundation Environmental Science High School must be engaged actively in assessing and analyzing scholar performance, program effectiveness and instructional practices. Implementing research-based structures that support scholar achievement for ELs is essential, especially in light of our ultimate goal that 75% or more of our scholars graduate from a four-year college or university.

The following guiding principles were created as a collaborative effort with Alliance College-Ready Public Schools (Alliance or Home Office), with input from diverse stakeholders throughout the organization. The guiding principles highlight important concepts that are integrated throughout the content of this Master Plan and help realize the vision for educating ELs:

1. Assets-based Education: Educators foster an assets-oriented mindset by knowing, valuing and affirming their own, scholars', and families' cultures and languages; empowering scholars' voices; and cultivating a joy of learning.
2. Rigorous Academics for All: Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English, including academic language, as well as academic achievement across the curriculum.
3. Alignment and Articulation: Language learners experience a coherent, articulated and aligned set of practices and pathways across contexts, starting in enrollment, through reclassification and graduation, in preparation for college and careers in the 21st century.
4. Systemic Support: Leaders and educators across all levels of the school system receive integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure that fiscal investments are equity-oriented and research-based.

We will achieve this vision by:

1. Assets-Based Education:

- Acknowledging that all students, no matter language proficiency, come with skills, knowledge, and experiences that can help them be academically successful and enrich the school culture as they pursue the goal of becoming English Proficient.
- Providing ELs opportunities to learn language skills in two or more languages through rigorous instruction to ensure that our scholars graduate bilingual and biliterate.
- Valuing parents as partners, capitalizing on the language, skills, culture and experiences they bring to the school community
- Ensuring all school staff (school leaders, teachers and staff) feel a sense of ownership and urgency to serve the needs of ELs

2. Rigorous Academics for All:

- Ensuring that all schools have effective English Language Development (ELD) courses to meet the needs of the diverse proficiency levels of ELs
- Verifying that all scholars are placed in the appropriate ELD course based on year and proficiency level
- Developing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich and challenging content
- Empowering all teachers as Integrated ELD teachers through professional development and collaboration

3. Alignment and Articulation:

- Providing schools with course guidance and sequence structures
- Using data and providing teachers with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling

4. Systemic Support:

- Support implementing the California English Language Development Standards (CA ELD Standards) through the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework) and the English Language Proficiency Assessments for California (ELPAC)
- Implementing the EL Master Plan to ensure it is a helpful guide for providing effective supports and services for ELs
- Collaborating with the Special Education Department to ensure that ELD goals for scholars with Individualized Education Plans (IEPs) who are double identified (EL and SWD—scholars with disabilities) prioritize language needs and appropriate support is provided

COVID-19 IMPACT ON ELD PROGRAM

The state closure of schools to attempt to control the spread of the COVID-19 pandemic has had and will continue to have an impact on schools. Alliance Leichtman-Levine Family Foundation Environmental Science High School is supporting teachers and staff as they mitigate the impact of Covid-19, particularly for more vulnerable and disadvantaged communities and facilitate the continuity of learning for scholars through remote learning. However, many of our processes have been affected and will continue to be affected throughout the year including Reclassification, ELPAC testing, and grading among other important aspects of

our ELD program. This plan provides some guidelines but may be subject to change for the duration of the school year.

DOCUMENT OVERVIEW

This document is divided into 7 chapters:

IDENTIFICATION PROCESS AND ASSESSMENT OVERVIEW

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its scholars. The following procedures are designed to ensure that the scholar receives an appropriate and effective education.

STAGE 1 – Identification of Scholars Whose Home Language Is Other Than English (Initial)

A Home Language Survey must be completed for each scholar; it should be provided in English and the language most frequently spoken in the local community (such as Spanish). Parents complete a Home Language Survey at time of initial enrollment in a California school (5 CCR Section 11518.5[a]). This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet and all four questions must be answered.

The school must ensure that ALL scholars have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the Home Language Survey indicates the use of a language other than English by the scholar or in the home, the scholar must be assessed for language proficiency(EC §§ 313, 60810).

The Home Office receives new scholar registrations and completes the following process:

Student English Language Acquisition (SELA) status for new scholar enrollments is verified individually (Scholar by Scholar) through CALPADS are added into PowerSchool. New Scholars at the beginning of the year are expected to be enrolled mid-June. From there it takes 2 weeks to add SELA in statuses.

- Scholars enrolled after the initial enrollment window into PowerSchool will have SELA statuses added by mid-July
- Scholars enrolled throughout the school year into PowerSchool will have SELA status added 1-2 business days
- Updates in PowerSchool will be made on the Friday of each week until all SELA status have been found.

Scholars that do not have a SELA status will be given a 'to be determined' (TBD) status. A list of TBD scholars, along with Initial ELPAC Assessment Parent Notification Letters will be shared via the school facing EL Folder. Schools must then send home the parent letter and administer the Initial ELPAC within 30 days of initial enrollment (5 CCR Section 11518.5[c]).

Task	School Site Role	Home Office Role
Enrollment: • Informs EL	Office Manager (can delegate to support staff)	

Coordinator/Designee of potential EL scholar		
PowerSchool: • Inputs results of Home Language Survey under "custom screens"	Office Manager (can delegate to support staff)	Requests historical data and enters it into PowerSchool
Home Language Survey: • Files Home Language Survey in the parent's primary language in the scholar's cumulative folder	Office Manager (can delegate to support staff)	
CALPADS: • SELA Status		• Get SELA Status from CALPADS • Determine TBD • Update Power School

STAGE 2 – English Language Assessments

English Language Assessments for California (ELPAC) is the assessment used to determine how well scholars speak, listen, read and write in English when it is not their primary language. There are two exams:

Initial ELPAC: used to identify scholars as either an English Learner (EL) who needs support to learn English or as proficient in English (EC Section 313; 5 CCR Section 11518.5[d]). Schools have a 30 day window upon enrollment.*

Summative ELPAC: an annual summative assessment given every spring to measure an EL's progress and determine their English language proficiency until reclassified as proficient in English (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

*Due to school closures, the California Department of Education (CDE) is allowing schools to administer the Initial ELPAC within 30 days of the first day of school to scholars enrolled during the 2019-20 school year. School must document the reason why the scholar did not take the initial ELPAC assessment for 2019-20 in the scholar's cumulative record. Furthermore, the paper-based initial ELPAC will be replaced by the computer-based Initial ELPAC beginning August 20, 2020. Mandatory, state-sponsored Initial ELPAC administration and scoring trainings are accessible via the Moodle Training Site. Details on the format of the state-sponsored Summative ELPAC administration and scoring trainings have yet to be announced. The Alliance Home office will provide an optional, supplementary virtual Initial ELPAC training on August 20, 2020 and an optional, supplementary virtual Summative ELPAC training on February 4, 2021.

The chart below provides an overview of the ELPAC, including the four domains it assesses:

	Initial ELPAC	Summative ELPAC
Who takes the ELPAC?	• Scholar has a primary language other than English	• Given to all scholars who are identified as ELs

	- Scholar has not previously taken CELDT or ELPAC - Scholar has not been previously classified as an EL	
What is the ELPAC used for?	The Initial assessment is used to identify scholars as an EL or as Initially Fluent English Proficient (IFEP)	Used to measure ELs' language skills. The results will help determine if the scholar is ready to be reclassified as English proficient (RFEP)
What does the ELPAC assess?	*Speaking:* Using oral language appropriately in academic and social interactions *Listening*: Understanding the oral language of the teacher, extracting information and following the instructional discourse *Reading:* Comprehending and interpreting text at age and grade appropriate levels *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels	*Speaking:* Using oral language appropriately in academic and social interactions *Listening:* Understanding the oral language of the teacher, extracting information and following the instructional discourse *Reading*: Comprehending and interpreting text at age and grade appropriate levels *Writing*: Producing written text with content and format in classroom assignments at age and grade appropriate levels
When is the ELPAC given?	Scholars are given the initial assessment within 30 days of enrollment	- Scholars who are ELs must take the Summative Assessment every year until they are RFEP - The ELPAC Summative testing window is in the spring between March and May

Scholars will receive an overall scale score and performance level consisting of oral language skills (speaking, listening) and written language skills (reading, writing).

ELPAC Levels	What Scholars can Typically Do at Each Level
4	Scholars at this level have **well developed** English skills. - They can usually use English to learn new things in school and to interact in social situations. - They may occasionally need help using English.
3	Scholars at this level have **moderately developed** English skills. - They can sometimes use English to learn new things in school and to interact in social situations. - They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

2	Scholars at this level have **somewhat developed** English skills. ● They usually need help using English to learn new things at school and to interact in social situations. ● They can often use English for simple communication.
1	Scholars at this level are at a **beginning stage** of developing English skills. ● They usually need substantial help using English to learn new things at school and to interact in social situations. ● They may know some English words and phrases.

The following tables describe how the ELPAC levels are aligned to ELD Standards Proficiency Levels:

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**Emerging:** Requires **substantial** linguistic support	**Expanding:** Requires **moderate** linguistic support	**Bridging:** Requires **light** linguistic support	

Summative ELPAC Identification Process
In order to ensure that all scholars identified as English Learners (EL) take the Summative ELPAC the Home Office will follow this new procedure:

● Home Office Assessment Manager receives rosters of test-eligible schools from ELPAC TOMS
● Rosters are shared with EL coordinators across the Alliance
● Guidance on how to pull the report from TOMS directly is provided
● If a scholars enrolls any time throughout the school year and is TBD, they'll take the initial and their ELAS will be updated based on the test
● CALPADS is updated by the Home Office (this makes the scholar eligible for the Summative ELPAC if they are an EL)
● Initial ELPAC results are updated on a per monthly basis in order to ensure that CALPADS is updated
● Test completion is tracked in the Completion Status System (same one used for all CAASPP tests)
● EL Coordinators and or Designees receive weekly communications from the Home Office Assessment manager during the school year on ELPAC-related information
● Direct emails are sent to the EL Coordinator sent when necessary if particular action is required such as following though with scholars that have not been tested
● To ensure that all EL Scholars are tested the Home Office will follow up emails until confirmation that all EL scholars have been administered the Summative ELPAC

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Language Proficiency Assessment for Scholars with Moderate to Severe Disabilities
The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) is an alternative assessment used to determine language proficiency for ELs with moderate to severe disabilities on the alternate curriculum. VCCALPS assesses in all areas requested by the California Department of Education (CDE): listening, speaking, reading and writing. The information gathered from the VCCALPS can be used to determine whether the scholar is an EL or a scholar with disabilities in language and cognition, across languages (5 CCR Section 11518.25 and 11518.30).

IEP teams will use the worksheet for EL Proficiency Assessment Participation Consideration to determine if the VCCALPS is appropriate.
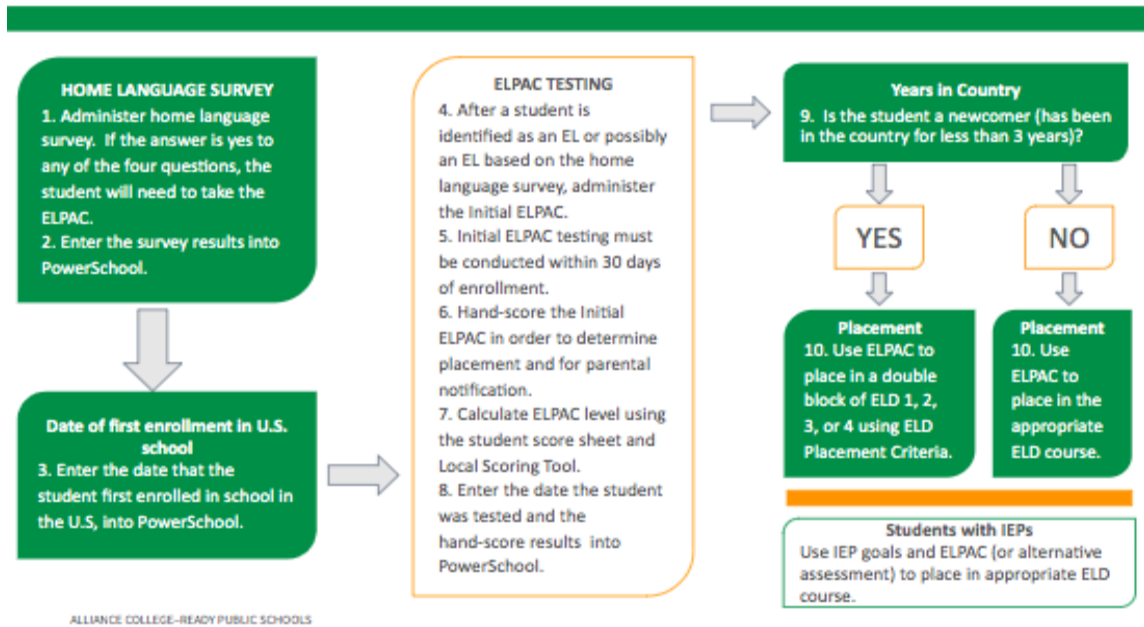
STAGE 3 – Parent Notification
Prior to placing a scholar in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's EL Coordinator/EL Designee, with the support of the school office staff, will provide the following in writing:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt (EC Section 313; 5 CCR Section 11518.5[d]).
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the scholar enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

A detailed overview of this process is below:

English Learner Enrollment Flowchart

HOME LANGUAGE SURVEY
1. Administer home language survey. If the answer is yes to any of the four questions, the student will need to take the ELPAC.
2. Enter the survey results into PowerSchool.

Date of first enrollment in U.S. school
3. Enter the date that the student first enrolled in school in the U.S, into PowerSchool.

ELPAC TESTING
4. After a student is identified as an EL or possibly an EL based on the home language survey, administer the Initial ELPAC.
5. Initial ELPAC testing must be conducted within 30 days of enrollment.
6. Hand-score the Initial ELPAC in order to determine placement and for parental notification.
7. Calculate ELPAC level using the student score sheet and Local Scoring Tool.
8. Enter the date the student was tested and the hand-score results into PowerSchool.

Years in Country
9. Is the student a newcomer (has been in the country for less than 3 years)?

YES

NO

Placement
10. Use ELPAC to place in a double block of ELD 1, 2, 3, or 4 using ELD Placement Criteria.

Placement
10. Use ELPAC to place in the appropriate ELD course.

Students with IEPs
Use IEP goals and ELPAC (or alternative assessment) to place in appropriate ELD course.

ALLIANCE COLLEGE–READY PUBLIC SCHOOLS

EL Passport

The Home Office provides all schools with an EL Passport via their school-facing folder found in the Teaching Excellence HUB. This passport is a tool for teachers to identify the specific needs of their EL scholars. Passports can be used to plan instruction, determine scholar groups and assign intervention.

EL Scholar Cumulative Records

In accordance with the California Education Code, the cumulative record is a legal document that is to be maintained in perpetuity. State and federal mandates require LEAs to maintain documentation for ELs within each scholar's cumulative record. The LEA has adopted the use of the Master Plan Folder to organize and maintain EL required documents. A Master Plan Folder must be maintained for every EL as part of the scholar's cumulative record (CUM) and must be made available for review during oversite, state, and federal compliance reviews.

A Master Plan Folder is established after a scholar has been identified as an English Learner, as determined by the initial CA English Language proficiency assessment. Schools are to use a blue file folder as the Master Plan Folder for each EL scholar. A Master Plan Folder should not be established for scholars identified as Initially Fluent English Proficient (IFEP). Documentation for scholars classified as IFEP must be filed in the scholar's CUM record.

The Master Plan Folder Checklist is maintained and is used to guide and monitor documentation requirements for each EL on an ongoing basis. The items identified on the checklist shall be filed in the Master Plan Folder.

EL items to be included in scholar's EL Master Plan Folder:

Initial English Language Assessment:

- The initial English proficiency assessment. This document indicates the Initial assessment results. If initial assessment was administered prior to July 2017, the scholar may have a label that reflects results from Initial CELDT.

Signed Parental Notifications:

- Initial Notification of Enrollment in English Learners Program
- Initial Notification of CELDT or ELPAC assessment
- Initial Parent Notification of Language Test Results and Confirmation of Program Placement
- Annual Assessment Parent Notification
- Annual Assessment Results and Program Placement for English Learners parent notification (Elementary or Secondary letters)

Language Assessments:

- Initial English proficiency assessment results (Initial CELDT or ELPAC Report).
- Primary language assessment (if applicable) or foreign language transcripts (secondary).
- Annual CELDT/ELPAC scholar Proficiency Level Report for each year the CELDT and or ELPAC was administered.

Reclassification, if applicable:

- Signed Notification of Reclassification letter with parent signature
- Reclassification Monitoring Reports

Opt- Out, if applicable:

- Parental Opt-Out of Program Request Form (a request for placement Mainstream Program with no ELD course).

Custodian of Records

The EL Coordinator or EL Administrator Designee is the custodian of records and is responsible for the Master Plan Folder, its contents and security. The custodian of records must ensure that all documents are current and accurate. [CCR, Sec. 433(a)]. A Master Plan Folder Checklist must be completed by the EL Coordinator or EL Administrator Designee yearly and placed in the scholars' blue folder.

When EL documentation is missing from the Master Plan Folder or the cumulative record, it is the responsibility of the custodian of records to make a reasonable attempt to obtain the documents. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date sent.
3. Contact the parent/guardian by telephone as a reminder and request return of the document. If contact by telephone is not successful, annotate the document by indicating the date and time the attempt was made. File the annotated document in the scholar's Master Plan Folder.

INSTRUCTIONAL PROGRAM OVERVIEW

To effectively meet English Learners' academic needs, the school will adopt a schoolwide instructional program that provides depth and adequate time for English language acquisition, allows scholars to access the curriculum, promotes high expectations, and increases interactions between ELs, teachers and peers. **English language development is not something that happens in isolation. It is a shared responsibility throughout the school.**

Understanding English Language Learners

ELs are a diverse group of scholars, encompassing everyone from newly arrived scholars to Long-Term English learners (LTEL). Scholars arriving from foreign countries during adolescence vary widely in educational experience, home language literacy and acculturation to life in the United States. In addition, many of our scholars live in homes with challenging socioeconomic status. The more information the school acquires, the better it is able to help scholars be successful.

Immigrants bring a reservoir of content knowledge from their previous school. To best support scholars, the EL Coordinator/EL Designee, with the support of the School Counselor and Parent Engagement Specialist, will:

- Request and utilize transcripts from previous academic institutions to enroll scholars in their courses
- Interview scholars and parents (with the assistance of a translator) about their prior educational experiences, and consider the scholars' strengths when selecting their courses

ELs who have attended many different schools in and out of the United States may have experienced a variety of program models. Many ELs may also have experienced interrupted schooling for a variety of reasons and tend to be more at risk of dropping out, so it is important to identify these scholars and provide the appropriate support. The EL Coordinator/EL Designee, with the support of the School Counselor/Social Worker and/or Parent Engagement Specialist, will engage in the following best practices:

- Communicate with parents early and often to help them understand what school programs the school will provide and how they may be different or similar to what their children received in the past

- For ELs who have moved through many districts and programs, provide placement assessments (if available) in English Language Arts (ELA), math and foreign language (i.e., Spanish) to determine the appropriate level of placement

There are four types of ELs enrolled in Alliance schools at the secondary level. These include:

1. Newcomers with formal education
2. Newcomers with limited formal education
3. English Learners on track that enrolled less than 4 years and are meeting minimum progress expectations.
4. Long-Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program

Newcomers With Formal Schooling

Characteristics of these scholars may include:

- Recent arrival in the United States (3 years or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Potential candidate for Seal of Biliteracy if English proficiency is met
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Standard Not Met on the California Assessment of scholar Performance and Progress (CAASPP)
- May not meet grade-level in all subject areas due to language proficiency

These scholars face the dual challenge of acquiring English quickly as well as mastering state content and performance standards, in order to meet A-G requirements and complete all Alliance high school graduation requirements. Time is the critical factor for these scholars. They need an accelerated ELD program that is rigorous, yet flexible, and allows scholars to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate). Attention to content instruction is also important to ensure that scholars successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these scholars are counseled correctly having transcripts analyzed for potential courses that may satisfy A-G requirements, provided supports for the challenges ahead of them, leveraging the assets they bring from past experience, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies.

Newcomers With Limited Formal Schooling

Characteristics of these scholars may include:

- Recent arrival in the United States (3 years or less)
- Schooling in native country limited or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in the United States
- Strong survival and life skills
- Intuitive learners and cooperative workers
- Often refugees who may have suffered, experienced trauma, or witnessed disturbing events so need to consider socioemotional development as well
- May require additional supports for foundational literacy skills

ELs who enter at the secondary level with limited formal schooling face unique challenges and require additional supports to complete all high school graduation requirements. These scholars frequently have gaps in their schooling that often result in a need for substantial support of foundational literacy skills. An EL with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling when scheduling courses to ensure support and gradual increases in rigor and development of a long-range learning plan are required. For these scholars in particular, an additional year of high school or the opportunity to transition to other programs, such as an adult school, is strongly recommended.

Long-Term English Learners (LTELs)

Characteristics of these scholars include:

- Enrolled in U.S. schools for 6 or more years without reclassifying
- High-functioning social language (strong basic interpersonal communication skills in English)
- Limited academic language; vocabulary is general and imprecise
- Read and write below grade level
- Struggles academically (e.g., has low grade-point average, scores Standard Not Met or Nearly Met in ELA on the CAASPP)

LTELs often demonstrate strong oral skills in casual conversational English and home language, but lack academic language and vocabulary. In order to engage with the demands of the secondary school curriculum, they need explicit instruction in academic uses of English, with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to produce grade-level work.

Dually Identified English Learners Who Also Have an IEP/504 Plan

Characteristics of these scholars include:

- English Learner
- Current qualifying disability, including but not limited to Learning Disability, Other Health Impaired, Speech Impairment, Emotional Disturbance, Autism, etc.
- May or may not be a Long-Term English Learner

ELs who are dually identified would benefit from additional educational services, supports, and accommodations in order to make progress towards becoming English proficient and meeting grade-level standards.. An EL scholar with an IEP must have appropriate linguistic goals that are aligned to the educational needs of the scholar. EL scholars with IEPs may need accommodations for assignments and assessments, depending on their IEP/504 plan.

Instructional Program Descriptions for English Learners (6-12)

The California Department of Education defines English Language Development as a specialized program of English language instruction appropriate for the ELs' identified level of language proficiency. The Structured English Immersion ELD program is implemented and designed to promote second language acquisition of listening, speaking, reading and writing. Effective language acquisition classroom practices need to be evident for ELs in every classroom.

A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All ELs will be placed in ELD based proficiency level, years in the program and teacher recommendation. All ELs will receive Designated ELD and Integrated ELD in their content classes.

Program Requirements

Designated ELD is a core content course for all EL Scholars, with this in mind, all scholars classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
- Will not be removed from other core content instruction in order to receive Designated ELD instruction

- Can be placed in an Advisory class focused on supporting ELs, but this Advisory cannot replace an ELD course
- Will have full access to grade-level content in all disciplines, as well as access to Honors and AP courses
- Will be enrolled in grade-level ELA, unless they are a Newcomer with less than one year of schooling in the United States

Designated English Language Development

"As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its scholars in its instructional programs." - *California Ed Code*

ELD courses are a protected time during the regular school day during which teachers are able to strategically target scholars' language needs. Placement in ELD courses is based on multiple factors including years in ELD programs, English proficiency level (Emerging, Expanding or Bridging) and overall school academic performance. Instruction in these courses is designed, implemented and scaffolded to meet the diverse needs of the EL scholars. These courses are aligned to the CA ELD Standards (2012) and reflect the California ELA/ELD Framework. Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL scholars are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies. When done well, Designated ELD instruction:

1. **Integrates all four language domains (Listening, Speaking, Reading and Writing) into instruction:** ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed for more time in reading and writing.
2. **Provides daily, meaningful speaking practice:** ELs benefit from using academic English in structured classroom discussions, small group work, turn-and-talks and presentations. Direct use of response frames and word banks support scholars when speaking.
3. **Teaches components of reading**: Begins with phonemic awareness and phonics and adds vocabulary, text comprehension, and fluency. After acquiring the basic skills, ELs need to become active readers and writers who use reading and writing processes.
4. **Focuses on vocabulary development:** The explicit teaching of vocabulary, knowledge of words, word parts, and word relationships is critical if scholars are to understand topics in a content area. Teachers must teach the multiple meanings of words and help scholars incorporate words into their expressive vocabularies.
5. **Teaches reading comprehension strategies**: ELs need to receive explicit instruction about reading comprehension strategies.
6. **Builds and activates background knowledge**: Connects instruction to what learners already know and then explicitly discusses how that knowledge applies to a new topic.
7. **Teaches language through content and themes**: Providing content- or theme-based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

High School ELD

The chart below provides a brief overview of recommended ELD courses, which are intended to provide greater flexibility in order to better serve all scholars. However, schools can still choose to offer traditional ELD courses. **With the exception of ELD Essentials, ELD courses should be taken in addition to, not in place of core ELA courses.**

ELD Course Overview				
Course Name:	**Target Scholars:**	**Curriculum Rec:**	**Credential*:** **[Pending Approval]**	**A-G Credit:**
CC High School Success - ELD 9-12	Scholars who need to develop comprehension and academic vocabulary (ELPAC lvl 2-4; Lexile below 924; MAZE below 27**)	SpringBoard ELD	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	"G" elective credit for each year, pending UC approval (ELD 9-12 can count as "B" credit for 1 year, pending UC approval)
ELD 1-4 (For continuing newcomer/ emerging sequence, see [below](#))	Scholars who need to develop English language proficiency (ELPAC lvl 1-2)	Edge	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	"G" elective credit
High School ELD Essentials (For full newcomer sequence, see [below](#))	Scholars who need to develop English language proficiency (ELPAC lvl 1)	Inside the USA	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	None

In addition, Alliance Leichtman-Levine Family Foundation Environmental Science High School recognizes the unique needs of scholars arriving from foreign countries during adolescence. These scholars vary widely in educational experience, home language literacy and acculturation. They need an accelerated ELD program that is rigorous, yet flexible, that allows scholars to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate). In some cases, Newcomers require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these scholars are counseled correctly, provided supports

for the challenges ahead of them, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies (AB 2121).

Newcomers With Formal Education: In their first year at the school, they may receive a double block of ELD, utilizing curriculum such as Inside the USA and or Edge, with supplemental support from Rosetta Stone software or another resource; enroll in grade-level ELA and a rigorous native-level language course (i.e., Native Speaker Spanish, AP Spanish Lang, AP Spanish Lit); as well as taking content courses appropriate for grade level.

Newcomers With Limited Formal Education: In their first year at the school, they may receive a double block of ELD (Emerging), utilizing curriculum such as Inside the USA or Edge, with supplemental support from Rosetta Stone software or another resource; a phonics intervention class, such as Wilson Reading Just Words (if scholar qualifies via the WIST); and PE; as well as content course. Schools should assess scholars' Spanish level to determine if placement in the course is appropriate.

The chart below provides a brief overview of recommended ELD course sequence for Newcomers , which are intended to provide greater flexibility and acceleration (AB 2121).

Newcomer Program Courses (Entering grades 9-11, less than 1 year in US school)				
Entering Grade	**Year 1 in US School** *Two ELD courses - no core ELA*		**Year 2 in US School** *One ELD course (ELD 2 for ELPAC scores of 1-low 2; CC HS Success for ELPAC scores of high 2-4) AND core ELA*	
	Course	**Curriculum**	**Course**	**Curriculum**
Entering in 9	HS ELD Essentials	Inside the USA	ELD 2 **or** CC High School Success - ELD 10	Edge **or** SpringBoard ELD
	ELD 1	Edge	CC English 10	*Core ELA Curriculum*
Entering in 10	HS ELD Essentials	Inside the USA	ELD 2 **or** CC High School Success - ELD 11	Edge **or** SpringBoard ELD
	ELD 1	Edge	CC English 11	*Core ELA Curriculum*
Entering in 11	HS ELD Essentials	Inside the USA	ELD 2 **or** CC High School Success - ELD 12	Edge **or** SpringBoard ELD
	ELD 1	Edge	CC English 12	*Core ELA Curriculum*

*All EL scholars must be enrolled in the appropriate ELD course, including those with IEPs.
**All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS,etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL

Middle School ELD

The chart below provides a brief overview of recommended ELA/ELD intervention courses, which are grounded in a more streamlined approach in order to target scholars' particular academic needs. These are intended to provide greater flexibility in order to better serve all scholars. However, schools can still choose to offer traditional ELD courses.

ELD Course Overview			
Course Name	**Target Scholars:**	**Curriculum Rec:**	**Credential*:** *[Pending Approval]*
CC Middle School Success - ELD 7-8	Scholars who need to develop comprehension and academic vocabulary (ELPAC lvl 2-4; Lexile below 924; MAZE below 20**)	Newsela Essentials: Custom ELD Collection	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14
CC Middle School Foundations - ELD 6	Scholars who need to develop intermediate reading and spelling skills (ELPAC lvl 2-4; WIST between 50% and 15%)	Wilson Just Words	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14
N/A (For full newcomer sequence, see [below](#))	Scholars who need to develop English language proficiency (ELPAC lvl 1)	Inside the USA	Single Subject, Multiple Subject or Education Specialist Credential **with the appropriate EL Authorization**: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14

*In the case of a double rostered class, the teacher of record MUST have the appropriate credentials to teach Designated ELD. If scholars with IEPs require an education specialist authorization, then a teacher with an Education Specialist Credential must work with those scholars.

In order to meet the unique needs of Middle School Newcomers the following course sequence is recommended to ensure flexibility and acceleration.

Newcomer Program Courses (Entering grades 6-8, less than 1 year in US school)		
Entering **Grade**	**Course** *(Newcomers should take 2 ELD courses - no core ELA)*	**Recommended Curriculum**
Entering in 6	Middle School ELD Essentials	Inside the USA
	ELD Reading Intervention **or** CC Middle School Foundations - ELD (determined by WIST)	Wilson Reading System **or** Wilson Just Words
Entering in 7	Middle School ELD Essentials	Inside the USA
	ELD Reading Intervention **or**	Wilson Reading System **or**

	CC Middle School Foundations - ELD (determined by WIST)	Wilson Just Words
Entering in 8	Middle School ELD Essentials	Inside the USA
	ELD Reading Intervention **or** CC Middle School Foundations - ELD **or** CC Middle School Success 8 - ELD	Wilson Reading System **or** Wilson Just Words **or** Newsela Essentials: Custom Collection

*All EL scholars must be enrolled in the appropriate ELD course, including those with IEPs.
**All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS,etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.

Integrated English Language Development

The mastery of content requires that teachers of English Learners use appropriate ELD strategies to make content comprehensible and accessible. It requires that instruction be organized to support scholars while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on Common Core State Standards and other content standards (i.e., NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on topics such as CA ELD Standards, key features of Integrated ELD, the ELA/ELD Framework, and strategies that support scholars to develop proficiency in reading, writing, listening and speaking within the content area
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations

Access to Grade-Level Core Curriculum

To maximize opportunities for language use and content mastery, teachers need to create a safe environment that promotes academic risk-taking. Classroom instruction should focus on both language acquisition and helping scholars attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Integrated classrooms are composed of ELs with mixed levels and abilities as well as other students, but the common goal is to promote academic language. Classrooms that foster language acquisition include:

1. Explicit instruction and use of language structures and vocabulary that are comprehensible to scholars
2. Integration of listening, speaking, reading and writing skills
3. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of scholars able to access the content
4. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames
5. Frequent checks for understanding and purposefully monitoring class during independent and/or group work
6. Weekly scholar work analysis (formative assessments)
7. Literature within the scholar's appropriate Lexile level range, available in classroom and school libraries

Request for Removal from English Language Development Program

Parents of English learners have a right to decline or opt their children out of the school's language acquisition

program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, the Alliance remains obligated to provide the scholar meaningful instruction (5 CCR Section 11302*)* until the scholar is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. English Learners may be removed from the ELD program at the request of the scholar's parent or guardian by completing the Opt-Out Form. However, all English Learners, even those who opt-out of the ELD program, must take the Summative ELPAC annually until reclassified.

 The process for requesting removal from the ELD program is below.

1. The Opt-Out Form must be requested by a parent/guardian via email, phone call or in person. This may be requested at any time and covers only the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be uploaded to the school's Alliance ELL Folder (Opt-Out Folder).
4. Upon approval, the scholar is removed from the Designated ELD class for the rest of the school year.
5. The scholar will continue to be identified as an EL until meeting Alliance reclassification criteria.
6. The scholar will continue to take the ELPAC summative exam in the spring and their progress towards English proficiency will continue to be monitored.
7. *If the scholar does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, the scholar should be re-enrolled in a Designated ELD course that year.*

English Learners With Disabilities

After ELs have been identified using the ELPAC, the school must provide ELs with appropriate language services and programs, and must also provide special education services to ELs who have been identified as scholars with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified scholars with disabilities under Section 504 of the Rehabilitation Act of 1973. The school must offer appropriate services and supports until ELs can fully participate in the education program without EL support. This includes continuing to provide EL services to the highest levels of English proficiency until scholars have been reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:

- Scholars' IEP must have the most recent ELPAC scores and an appropriate language goal.
- Scholars may be placed in a resource class in addition to, not in place of an ELD course that matches their proficiency level.
- If scholars are Newcomers or at the beginning stages of English language acquisition, they are placed in a Designated ELD course for scholars who are Emerging and may be double-blocked for ELD. These scholars may or may not be placed in ELA courses their first year in the school, but will be placed in Integrated ELD instruction in all core content classes.
- If a parent/guardian selects not to place a scholar in the ELD course, then the parent/guardian must submit an appropriate waiver and mus have an IEP to document this programmatic change.

It is important to note that the requirements in a scholar's IEP take precedence over EL programming. If the IEP calls for primary language instruction, the scholar does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the scholars' special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of

English proficiency. Regardless of services prescribed, ELs must also receive EL instruction. If a scholar with an IEP is placed in an ELD course, the ELD teacher must collaborate with the scholar's IEP case manager to ensure that instruction effectively meets the scholar's IEP goals.

GRADING

Scholars who are ELs are held to the same high expectations as their non-EL peers, and, therefore, these scholars should be expected to be graded the same way that their peers are graded. However, to ensure these scholars have an equitable opportunity to learn and succeed in class, scholars who are ELs should receive specific language supports based on that scholar's learning needs. To see the specific expectations and examples of language supports, click here. If a scholar did not receive a language support on an assignment or assessment that counts as a weighted grade, the grade should be marked as "S" to denote that the grade is pending scholar assessment with the proper language support.

TESTING ACCOMMODATIONS

All scholars deserve an equitable opportunity to demonstrate learning on high-stakes assessments. Accommodations and designated supports make these assessments more accessible to EL scholars. In addition to a legal and moral obligation to ensure all scholars receive the supports they need, this is also a major opportunity to improve scholar performance. The Home Office will release guides that provide administrators and testing coordinators a recommended process for the identification of accommodations and designated supports for scholars with disabilities, ELs, and all other scholars who would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- SAT
- AP
- Interims

On Alliance-wide interim assessments, there is an embedded support called "Text to Speech" that is most appropriate for scholars who have been in the country for less than 6 years and have a Lexile level of less than 200. Additional non-embedded supports (provided in-person at your site, by someone from your site) are always encouraged for scholars who need them. For scholars with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:
- Verbally translating test directions
- Bilingual dictionary for scholars who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small-group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non-writing items and math items)

Please consult with your site's English Learner Lead and Special Education Coordinator/Lead for additional guidance on these non-embedded testing supports.

Exemptions for the ELPAC domains
In some situations, a scholar's disability may preclude the scholar from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate for that scholar. The ELPAC

Administration scholar Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a scholar is exempt from taking a domain of the ELPAC. It should be noted that for a scholar to be assigned an Overall score, the scholar will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. For a scholar to be considered as having been assessed in Oral Language, the scholar must have been assessed in either the Speaking or Listening domain. For a scholar to be considered as having been assessed in Written Language, the scholar must have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an assessment that is alternate to the ELPAC.

SCHEDULING GUIDE

English Learners enrolling in secondary schools bring a variety of educational and cultural experiences to their classes. Understanding the language and culture of our ELs is the first step needed to develop, implement, monitor and evaluate an effective schedule to help scholars progress toward English proficiency, as well as attain challenging content standards in a relatively short period of time. It is critical to identify each scholar's level of language proficiency, both in English and in the native language.

ELs at the middle school level need large amounts of exposure and support with the English language. In order for ELs to prepare for success in high school, the goal for middle school ELs is to have them reclassify before entering high school. ELs at the high school level need the opportunity to earn credit from day one. The school will ensure that ELs will have access to core curriculum and the appropriate ELD courses. ELD courses are UCOP approved for A-G credit. One year may replace an English "B" course, and the other courses will count as electives. As such, administrators and counselors in both middle schools and high schools should:

- Organize the master schedule around what is best for all scholars
- Create a master schedule with special populations in mind first
- Hand-schedule ELs into appropriate classes

Whole School Programmatic Considerations

To begin to implement schoolwide programs and practices that support English Learners, schools should consider implementing the following schoolwide practices:

- Schoolwide focus on developing the academic vocabulary of all scholars, including modeling academic language for scholars by teachers, counselors and administrators
- Flexible pathways to graduation, such as summer, adult school and after-school programs
- Training for teachers in ELD strategies and best practices
- ELD Push-In Support: ELD teachers or ELD instructional aides provide ongoing support in content classroom

After conducting thorough intake assessments, interviews and evaluating transcripts, schools can plan for the appropriate class schedule for each EL. It is important to provide scholars the opportunity to follow a rigorous academic curriculum, which fosters academic success and helps integrate ELs into the school's culture.

The following schedules are samples to help guide administrators and counselors. Schools have many different schedules and class options. The sample schedules below are based on six period blocks without Advisory. ELs should have Advisory, as it is an opportunity to practice language with peers, but please note that Advisory cannot replace an ELD course.

Sample Middle School Schedules

ELPAC LEVEL 1 EMERGING			ELPAC LEVEL 2/3 EXPANDING		
6	**7**	**8**	**6**	**7**	**8**
ELD 1	ELD 2	ELD 3	ELD 1	ELD 2	ELD 3
ELA 6	ELA 7	ELA 8	ELA 6	ELA 7	ELA 8
Reading	Social Studies	Social Studies	Reading	Social Studies	Social Studies
Math	Math	Math	Math	Math	Math
PE	Science	Science	PE	Science	Science
Elective	Elective	Elective	Elective	Elective	Elective

*Includes Newcomers

ELPAC LEVEL 3/4 BRIDGING			EL & IEP		
6	**7**	**8**	**6**	**7**	**8**
ELD 1	ELD 2	ELD 3	ELD 1	ELD 2	ELD 3
ELA 6	ELA 7	ELA 8	Reading	ELA 7	ELA 8
Reading	Social Studies	Social Studies	ELA 6	Social Studies	Social Studies
Math	Math	Math	Math	Math	Math
Science	Science	Science	Resource Lab	Resource Lab	Resource Lab
PE	Elective	Elective	PE/Elective	Science	Science

Sample High School Schedules

ELPAC LEVEL 1 EMERGING*				ELPAC LEVEL 2/3 EXPANDING			
9	10	11	12	9	10	11	12
ELD 1	ELD 3	ELD 4	ELA 12	ELD 1	ELD 2	ELD 3	ELA 4
ELD 2 (Newcomer)	ELA 9	ELA 10	Reading Support	ELA 9	ELA 10	ELA 11 *CAASPP prep	ELA 12
Spanish (level based on proficiency)	Spanish AP	ELA 11 *CAASPP prep	A-G Elective (Art, Drama, College Readiness)	Spanish (level based on proficiency)	Spanish AP (Lang)	Spanish AP (Lit)	A-G Elective (Art, Drama, College Readiness)
Math	Math	Math	Math	Math	Math	Math	Math
PE	World History	US History	Gov/Econ	PE	World History	US History	Gov/Econ
A-G Elective (Art, Math Support)	Science	Science	Science	A-G Elective (Art, Math Support)	Science	Science	Science

*Includes Newcomers

ELPAC LEVEL 3/4 BRIDGING				EL & IEP			
9	10	11	12	9	10	11	12
ELD 1	ELD 2	ELD 3	ELD 4	ELD 1	ELD 2	ELD 3	ELD 4
ELA 9	ELA 10	ELA 11	ELA 12	ELA 9	ELA 10	ELA 11	ELA 12
Spanish (level based on proficiency)	Spanish AP	Spanish AP	A-G Elective (Art, Drama, College Readiness)	Resource Lab	Resource Lab	Resource Lab	Resource Lab
Math	Math	Math	Math	Math	Math	Math	Math

A-G Elective (Art, Drama,PE, Reading Support, Math Support, AP courses, SAT prep)	World History	US History	Gov/Econ	Spanish (level based on proficiency)	World History	US History	Gov/Econ
Science	Science	Science	A-G Elective (Art, Drama,PE, Reading Support, Math Support, AP courses, SAT prep)	Science	Science	Science	A-G Elective (Art, Drama,PE, Reading Support, Math Support, AP courses, SAT prep)

EL Progress Monitoring

Alliance Leichtman-Levine Family Foundation Environmental Science High School monitors and regularly assesses the progress of all English Learners, *including those who have opted out of the EL program*, in both English language proficiency and content knowledge throughout the school year. Monitoring scholar progress identifies scholars who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Alliance school has established documented, monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when scholars are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring report is sent to families after each quarterly progress report and includes the following:
- Performance in grade level content classes
- Performance in ELD course
- Scholar Reading level and or SBAC performance

California State Seal of Biliteracy

Many of our EL Scholars become fully bilingual and biliterate. We encourage them to apply for the State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizing high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. To qualify scholars must meet all the criteria outline here.

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RECLASSIFICATION OVERVIEW

Reclassification is the process when a scholar's English language proficiency level changes from English Learner to Reclassified Fluent English Proficiency (RFEP) (EC Section 313(f)). The goal is to prepare scholars for reclassification as quickly as possible and monitor their progress for four years after reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Scholars with Disabilities

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the scholar's curriculum mastery
3. Comparison of scholar performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

The chart below outlines the reclassification criteria used by all Alliance schools:

Reclassification Criteria	
1. **Assessment of Language Proficiency**	ELPAC - Score of 4
2. **Teacher Evaluation**	ELA Grade of C (2.0) or higher (Fall Reclass Cycle – semester 1 or 2 of 2019-2020 school year Spring Reclass Cycle – Semester 1 (Fall 2020)
3. **Basic Skills Assessment**	

	MS	HS
Lexile	740	830
CAAS PP	2	

4. Parent Opinion and Consultation	Once the scholar meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges scholar's change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian is not in agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns and determine the best placement option for the scholar.

*If a school is unsure of the most appropriate reclassification process for a particular scholar, please reach out to the Director of English Learners and the Director of Special Education.

Parent Opinion and Consultation

Reclassification is a key achievement for EL scholars, it is important that parents understand the reclassification process and that they are consulted throughout an EL scholar's journey towards this important milestone. A School can consult with parents in various ways: hold small group in-person or virtual meetings, and or contact via phone prior to sending the Reclassification letter.   During the meeting, the EL Coordinator or Designee reviews the Reclassification Eligibility Form with the parent and gathers parent feedback *prior* to Reclassifying the scholar.

Provision for Scholars With Disabilities

Scholars with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as scholars without disabilities. Therefore, IEP teams may determine appropriate measures of ELP and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When scholars do not meet the four criteria for reclassification as established by the school, it is possible for the IEP team to consider reclassification based upon the process outlined in this plan which considers the impact of his/her disability on ELP. Note: If the IEP team believes that a scholar would still benefit from ELD support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

IEP teams are authorized to follow the process outlined in this plan complete forms the IEP Reclassification Form In accordance with federal and state law, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each scholar. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternate criteria.

Home Office and School Site Responsibilities for Reclassification

The Home Office works closely with schools on ensuring an efficient and successful reclassification cycle. While the Home Office plays the primary role in the process, schools do have a number of important responsibilities. The reclassification cycle happens twice per year [Fall Reclassification (August) and Spring Reclassification (February)]. Below is a summary of Home Office and school responsibilities.

Item	Home Office Role	School Role	Timeline
Reclassification Roster	Reclassification rosters are updated with most recent assessment data and uploaded to schools' Google folders; eligible scholars populated in RFEP tab.	Access reclassification rosters in school-facing EL folder on the Teaching Excellence Hub	Fall Cycle: August 2020* Spring Cycle: February 2021
Parent Consultation: Reclassification Eligibility Form	Reclassification Eligibility Form and contact documentation are uploaded into schools' Google folders	Download, print & mail parent letters; place a signed copy in each scholar's cumulative folder	Fall Cycle: August 2020* Spring Cycle: February 2021
Scholar SELA Status	Reclassified scholars are changed to RFEP in CALPADS and PowerSchool	NONE	CALPADS will be updated in August, February and as needed
Scheduling	Consultation and support for schools as needed	Ensure all reclassified scholars are enrolled in the right courses (no longer in ELD)	Fall Cycle: August 2020* Spring Cycle: February 2021
Reclassification Parent Notification Letters	Parent letters are uploaded into schools' Google folders	Download, print & mail parent letters; place a signed copy in each scholar's cumulative folder	Fall Cycle: August 2020* Spring Cycle: February 2021

*Impact of Covid School Closures on Reclassification

Due to school closures the 2020 Summative ELPAC was cancelled. The California Department of Education (CDE) has not released official guidance regarding the cancellation of Summative ELPAC and its impact on Reclassification for August 2020 cycle. All scholars classified as EL at the end of the 2019-2020 school year will remain EL and must be enrolled in the appropriate ELD course. Guidance around reclassification will be provided to EL Teams once received from the CDE.

Monitoring Reclassified scholars

After scholars have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304). If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional supports, including but not limited to tutoring, accommodations and support classes, including ELD courses. RFEP Monitoring reports will be mailed to families after each quarterly progress report.   The accountabilities include:

- Monitoring the academic achievement of RFEP scholars in their core courses (ELA, Math, Science, Social Science)
- Notifying parents of their child's ongoing progress after reclassification
- Providing targeted intervention services for RFEP scholars who are not making adequate academic progress

Assessment results are maintained in electronic form in Illuminate Education and/or Schoolzilla. This allows for rapid access to results in several formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to reclassification. A breakdown of the Home Office and school roles in monitoring RFEP scholars is below.

Item	Home Office Role	School Role
RFEP Monitoring Reports	RFEP Tool is uploaded to school-facing EL folder on the Teaching Excellence Hub and updated twice a year	School EL Coordinator/Counselor reviews report and assigns appropriate interventions
Tool Updates	Updates ELA Grade, Lexile and CAASPP	NONE
Intervention	NONE	EL Coordinator/Counselor/ELD Teacher assigns intervention(s) and continues to monitor impact of intervention(s)
Parent Notification	NONE	EL Coordinator/Counselor must mail the RFEP Monitoring report to parent to communicate scholar progress

Use of Assessment Data for Scholar Placement and Instructional Planning

Teachers use interim assessments to analyze scholar progress for planning differentiated instruction and to provide classroom interventions as appropriate. ELPAC data is used for scholar placement in appropriate ELD courses in middle and high school.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual scholars and for groups of scholars, and for modification of instruction to meet the needs that are revealed by the analysis of this data. CAASPP test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify scholars in need of benchmark, strategic and intensive interventions, and to assign them to appropriate instructional schedules. Scholars who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of scholar progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine scholar data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate interventions.
- ELD teachers examine school site data, including but not limited to CAASPP, ELPAC, Benchmarks, ICAs, and academic performance. ELD teachers are tasked with developing a six-week intervention plan with their school administration and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socio-emotionally.

STAFFING AND APPROPRIATE TEACHER AUTHORIZATION

Recruiting, developing and retaining excellent educators is essential to the success of our English Learner scholars. Alliance Leichtman-Levine Family Foundation Environmental Science High School will hire teachers who are qualified to provide EL services, and core content teachers who are highly qualified in their field as well as trained to support EL scholars (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013). These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the EL program.

Recruitment of Teachers Who Hold or Qualify for the Required EL Authorization:

1. Dissemination of Job Announcements: When Alliance determines the number of new teaching positions estimated to be available during the next school year, job announcements are sent to:
   - EDJOIN website
   - Alliance website
   - Educational placement centers at private, UC and CSU campuses with teacher training programs
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Career Day: Alliance sends representatives to colleges and universities to participate in "Career Day" activities.

Interviews and Hiring: Equal Employment Opportunity Is Our Policy

Alliance and its schools are an equal opportunity employer. It is the policy of Alliance and its schools to afford equal employment and advancement opportunities to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (FMLA), Pregnancy Disability Leave (PDL) law, Americans with Disabilities Act (ADA), California Family Rights Act (CFRA), or the Fair Employment and Housing Act (FEHA);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Alliance and its schools will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources to request such an accommodation.

Job applications, phone screen interviews and processing procedures are handled at the Home Office. Face-to-face job interviews are held at the school.

Teacher Recruitment and Selection Process Map
This graphic depicts the recruitment and selection process for teacher candidates through the Alliance staffing team.
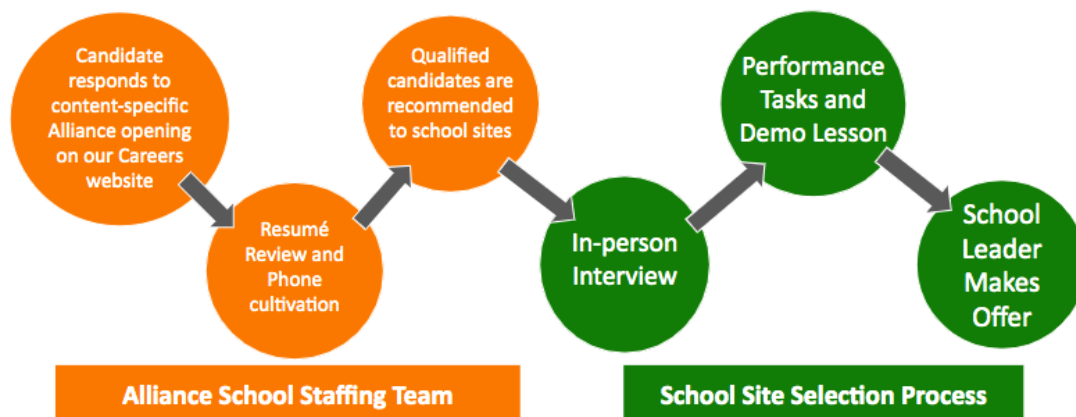
Certification Requirement Summary & Staffing Approach
Per the California Commission on Teacher Credentialing: "California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners."[1] To provide scholars with teaching personnel who hold appropriate credentials necessary to instruct ELs, Alliance and its schools actively recruit and hire teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the Alliance Staffing Team obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to Alliance or its schools and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intention to complete the requirement. Annual progress toward the EL Authorization is monitored by the Credential Manager, but it is the teacher's responsibility to earn the authorization.

California Prepared Credentials
Currently, credentials that are California prepared are embedded with a basic EL Authorization. Teachers who earned Ryan or Standard teaching credentials prior to inclusion of the ELA preparation and authorization within the preliminary teaching credential must earn an EL Authorization.

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[1] "English Learner Authorization," CCTC, https://www.ctc.ca.gov/educator-prep/ela, (March 2, 2018).

Credentials Based on Out-of-State Preparation
Teachers who applied for a California credential based on out-of-state preparation who did not hold a comparable out-of-state EL authorization must earn an EL Authorization such as the CLAD or BCLAD.

Departmentalized English Language Development (ELD)
Teachers teaching departmentalized ELD courses must have (in addition to their teaching credential) a specific EL Authorization that is aligned to ELD in a departmentalized setting. Examples of aligned EL Authorizations include: ELA1, BA**[2], R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Specially Designed Academic Instruction in English (SDAIE)
Teachers teaching in an SDAIE setting must have (in addition to their teaching credential) an EL Authorization, such as ELAS, ELAM, ELAE or any of those aligned to ELD in a departmentalized setting: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, or S14. An insufficient authorization would be S17S, for example.

Overall Procedures for Assuring Sufficient Qualified Staff
In the spring of each year, the following steps must take place:

School Sites

- Projects need for Designated ELD sections
- Projects need for English Language Arts classrooms or Integrated ELD sections
- Tentatively staff classrooms/sections with certified staff or anticipates vacancies

Human Capital

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses toward initial certification

English Language Development Coordinator (ELD Coordinator)
The English Language Development (ELD) Coordinator is an integral part of the school's instructional leadership team and leads ELD strategy at their school site. With specialized expertise in the instruction of ELD, the coordinator is responsible for ensuring all English Learner (EL) scholars are supported academically and social emotionally and will collaborate with counselors, teachers and families to support EL scholar success. The Coordinator will create and implement the site's ELD program and coach classroom teachers to effectively use appropriate strategies to ensure strong outcomes for EL scholars. In addition to these leadership duties, the Coordinator may also provide direct ELD instruction in the classroom. For more details on this role please review the job description found here.

School EL Support Roles
Every Alliance school has the opportunity to determine how school faculty and staff will work together to ensure success for all scholars. However, every school must designate at least one individual who is

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[2] **References the two-letter code for the specific language authorized, such as "BASP" for Spanish.

responsible for EL program management. It is crucial that the entire school staff as well as parents know who to contact when they need EL support. Schools will publish the EL Designee (or Team member) names and contact information along with any set procedures the school may have in the following:

- EL Classification letter sent in August
- School Website
- Main Office (posted near Board information)

EL School Teams

An EL School Team is a team of professionals that share a vision, work toward building a culture of collaboration and assume shared responsibility for both outcomes and duties. A team approach creates a means for EL scholars to receive holistic support that ensures that scholars are receiving what they need both emotionally and academically.

Recommended Team Member Roles and Responsibilities:

	School Leadership Team (Principal, AP, DI)	EL Coordinator	EL Teacher	Other Participants, as Needed
Site Team Meetings	Establishes EL Site team, attends and participates in all site EL meetings	Organizes and leads EL site team to meet, establish norms, responsibilities and meeting days/times for the year	Attends and participates all site EL meetings	May attend meeting if needed
ELPAC Testing **(Initial – August)** **(Summative - February-May)**	Ensures that testing delegation instructions are clear. Holds team accountable	Coordinates and facilitates administration of ELPAC (Initial & Summative); this includes training, scheduling, and receipt and delivery of materials	Facilitates intentionally designed lessons throughout the year that prepare scholars for the summative ELPAC	**Testing coordinator** (if different from EL Coordinator) **Parent Engagement Specialist:** Leads workshop for parents on supporting their scholar on ELPAC
EL Progress Monitoring	Determines professional development and coaching to support teachers based on analysis	Gathers scholar data and scholar written work from core subjects for analysis Facilitates team review of scholar data (work analysis and assessment)	Provides ELD work samples for analysis Creates reteach plans for class	**Teachers:** As needed **RSP teacher:** Participates in review with focus on scholars with IEPs

		Highlights EL scholars with IEPs		
ELPC* **(August through June)** ***Minimum of 4 meeting required**	Holds team accountable Supports with calendaring meetings, presents at meeting (if applicable) Allocates funds for meeting snacks Ensures ELPC is part of the SPSA process	Provides annual training to ELPC officers so they are able to meet all requirements Coordinates, schedules meetings and supports ELPC parent Facilitator and ensures all ELPC requirements are met Recruits parents, works with parents in planning and creating agenda, presents at meetings if applicable, assigns recorder Ensures ELPC assists in the development of the schoolwide needs assessment Responsible for gathering all required documentation and uploading to ELAC folder Keeps accurate meeting records Plans and assists with ELAC parent appreciation celebration at end of school year	Attends and/or presents at ELAC meeting when applicable	**Parent Engagement Specialist:** Creates flyers, sign-in sheet; actively recruits parents for every ELAC meeting (flyers, parent square, calls); sets up meeting room (projector, writing utensils, snacks); welcomes parents to meeting **Teachers:** As needed to share insight on support
Reclassification **(August: Fall Cycle** **February: Spring Cycle)**	Informs all staff of Reclassification Holds team accountable	Coordinates/facilitates organization of site reclassification documents Organizes parent meetings with Parent Engagement Specialist	Flags any mistakes in reclassification list Supports counselors with new class assignments for RFEP scholars	**Counselors:** Changes RFEP scholar schedules with input from ELD teacher **Parent Engagement Specialist:** Mail RFEP letters home and ensure

		Supports in collection of necessary documentation Communicates any mistakes to Home Office		that parents sign and return letter
Reclassification Monitoring	Holds team accountable for follow through	Using Home Office RFEP tool as a guide, flags scholars who need more support Facilitates team review of RFEP scholar data – assists determining intervention Creates systems for RFEP parent consultation and for the collection of signed letters	Collaborates with team and scholars' teachers to suggest interventions	**Teachers:** As needed **Parent Engagement Specialists:** Contact parent and set up meeting if needed, follow up with parents regarding consultation and collection of signed letters
School EL Support Walkthrough	Facilitates walkthrough and debrief Creates plans based on feedback gathered	Schedules day and activities Invites participants Determines means of collecting feedback Records feedback	Participates in walkthrough Provides feedback	**1-2 Teachers** **RSP teacher, Parent Engagement Specialist, Counselors:** Participate in walkthroughs
Professional Development: ELD strategies for content areas	Schedules and plans professional development for content teachers on best practices to support ELs Provides ILT coaching guidance Plans follow through observations	Supports if needed	Assists admin in planning professional development for content teachers May present strategy to teachers	**ILT:** Coaching guidance **Teachers:** Participate in professional development and apply strategies

EL testing accommodations	Holds team accountable	Attends Home Office training Completes all necessary documentation Works with Testing Coordinator	Supports if needed	**Testing Coordinator:** Ensures that EL accommodations are requested for all assessments **RSP**: Works with EL Coordinator and Testing coordinator to ensure that accommodations are aligned with IEPs
Movement through Program and Placement	Holds team accountable Monitors and ensures follow-through	MS: Coordinates and schedules transition meeting with high school Identifies highest needs ELs with assistance from RSP and Counselors HS: Ensures that course offerings support EL scholars' language needs and meet A-G requirements Works with Counselor to ensure that EL scholars have a graduation plan For Seniors: Carefully tracks progress towards graduation	Supports if needed	**Counselor:** Heavy support with transition and graduation plans Tracks EL progress towards promotion (MS) or graduation (HS) **Parent Engagement Specialists:** Works closely with EL Coordinator and Counselors to ensure that parents are informed about scholar progress, important meetings and deadlines

Schools that do not have a team approach will have to identify a designee and/or have an ELD coordinator. That person must meet the criteria described in the official Alliance job description. The person in that role may not have the capacity to complete all the task listed above but will have to complete the following:

- Reclassification follow through including parent consultation
- ELPAC Testing (Initial/Summative)
- EL Scholar progress monitoring
- RFEP progress monitoring
- ELAC formation and meetings
- EL testing accommodations (ELPAC, CAASPP)
- Ensure that all EL Scholars' Cumulative Records have all the required documentation

PROFESSIONAL DEVELOPMENT OVERVIEW

In order to create an effective English Learner Program, Alliance Leichtman-Levine Family Foundation Environmental Science High School, will foster a school culture that is mindful of the contributions of scholars from diverse linguistic, cultural and experiential backgrounds. The school provides scholars with structures and processes that address the needs of all scholars. School leaders engage guidance counselors, teachers and staff in order to provide professional development that promotes a culturally aware, instructionally sound, schoolwide system of support.

EL Specific Professional Development

Alliance Alliance Leichtman-Levine Family Foundation Environmental Science High School will provide a series of EL specific professional development aligned to our ELD goals in order to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981]648 F.2d989, 1011-1013). Professional development is provided to classroom teachers, administrations and staff that is:

(a) Designed to improve the instruction and assessment of ELs;

(b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

(c) Effective in increasing the scholar's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])

EL Quarterly Professional Development

The Home Office hosts a series of virtual EL quarterly professional development that focus on providing ELD teachers and ELD coordinators/leads with the tools, strategies, and best practices to support EL scholars increase their English language proficiency in the four domains: speaking, listening, reading and writing. In addition, ELD teachers and coordinators/leads will have choice sessions to move schools from compliance to best practice when working with EL families, EL scholars with disabilities and running effective English Learner Parent Committees (ELPC). All trainings provide the latest research-based pedagogical principles along with strategies and best practices that participants can implement immediately in their classrooms. It is highly recommended that EL Teams, EL Coordinators/Designess and ELD Teachers participate.

ELPAC Testing Professional Development

The state mandates that each school send ELPAC coordinators to an in-person training. In light of the measures being taken nationwide to attempt to slow the spread of coronavirus disease 2019 (COVID-19) and the shelter-in-place mandates in effect across the state of California, Educational Testing Service, the California Department of Education, and the Sacramento County Office of Education (SCOE) are changing the format of the Initial English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training scheduled for spring 2020; these trainings will be delivered virtually. Each local educational agency (LEA) will

be required to complete the online certification. Virtual training modules for LEA ELPAC coordinators and ELPAC test examiners will be available in the Moodle Training Site. Virtual training for the 2020-2021 computer-based Initial ELPAC will launch on May 1 on Moodle. All current and new Moodle users will need to establish new user accounts for the ELPAC Moodle Training Site.

Testing Professional Development for 2021-22 provided by the Home Office:
Please note that due to Covid-19 these dates are subject to change

Test	Who should attend?	Date
ELPAC Initial	ELPAC Coordinators	August 20, 2020
ELPAC Summative	ELPAC Coordinators	February 4, 2021
CAASPP (CAASPP + CAST)	CAASPP Coordinators + SPED and EL Leads	March 18, 2021
Winter ICA (Grade 11)	CAASPP Coordinators + SPED and EL Leads	October 15, 2020
Middle School ICA	CAASPP Coordinators + SPED and EL Leads	December 17, 2020

Summer New Teacher Orientation (NTO)
New ELD teachers may participate in NTO, a weeklong professional development aligned to the goals and practices outlined in schools' ELA SIOP. The desired outcome for new teachers is to introduce them to an inclusive, schoolwide system of support for EL scholars. This professional development will be entirely virtual.

Dates
July 27- 31
Location
Virtual

Network Professional Development (NPD)
New and returning ELD Teachers and EL Coordinators may participate in NPD, a series of virtual workshops and trainings aligned to goals in school's ELA SIOP and to the EL Master Plan. The desired outcome is for teachers and coordinators to plan and implement best practices to start off the year strong.

Dates and Times
August

Location
Virtual

Common Core MS/HS Success ELD

ELD teachers teaching double rostered Intervention courses that have both EL and non-EL scholars must participate in a series of virtual trainings designed and facilitated by the Director of Intervention.

<u>Dates and Times</u>
- Introductory Training: Week of June 8, 2020
- Best Instructional Practices: Week of August 10, 2020
- Quarterly Ongoing Trainings: To be determined

<u>Location</u>
Virtual

PARENT ENGAGEMENT OVERVIEW

Parents as Partners is one of the Alliance schools' core values. We empower parents with information in order for them to advocate and participate in meaningful ways. Parents must work with school staff to promote scholar achievement and increase college and career opportunities for our scholars. In order for us to ensure English Learner parent participation, we must:

- Welcome parents in the school by creating a safe and inviting school culture
- Have regular, two-way communication between the school and home
- Make parents a full partner in the decisions that affect EL scholars

Welcoming Parents

A welcoming school environment can make a tremendous difference for EL families. Many staff members are bilingual, and each school has a Parent Engagement Specialist ready to support families as they enroll in our schools. Getting to know EL families helps build an important relationship based on trust that can pave the way to scholar success. The following best practices ensure that schools welcome EL families warmly:

- **Enrollment Process:** The enrollment process can be complicated; however, the Parent Engagement Specialist and/or bilingual staff in the main office should assist parents with completing applications, requesting documentation and answering questions they may have.
- **Reclassification Consultation:** Reclassification is an key achievement for EL scholars, it is important that parents understand the reclassification process and are consulted throughout an EL scholar's journey towards this important milestone.
- **Parent Orientation:** All new incoming parents attend a school orientation at the beginning of the school year. Parent orientation is the first step toward scholar success. It is important that EL parents and/or guardians are urged to attend. During orientation, parents learn about the school's academic and extracurricular programs, EL program, promotion/graduation requirements, college counseling, bell schedule, academic calendar and school resources. Bilingual staff should be available to provide translation services and support EL families.
- **EL Parent Welcome Packet:** All new EL parents can receive an ELD Parent Welcome Packet, which contains information (English/Spanish) on the ELD parent options, EL school contact information and community resources that assist families with learning English, translation and other helpful resources. The Home Office provides resources that schools can use to create their packet.
- **Parent Workshops:** The school can provide opportunities for parents to participate in a variety of workshops, such as Health and Nutrition, A-G requirements and Navigating the Cal-State/UC systems. Schools provide English/Spanish translations.
- **School Website:** School websites are a resource of information for parents. In addition to school news, websites will publish EL (team or designee) contact information, translated parent handbooks and translated School Board of Directors (SBoD) agendas and minutes.

- **Phone Calls Home:** Schools can have either a robocall system, such as ParentSquare, or dedicated personnel to call with information regarding scholar attendance, upcoming events, etc.
- **Flyers:** Bilingual flyers (English/Spanish) can be sent home with important information, such as school events, parent conferences, parent workshops, field trips, etc.
- **Progress Reports:** Schools mail parents their scholar's academic progress reports every five weeks.
- **Progress Monitoring:** Schools mail parents their scholar's EL /RFEP progress towards academic success.
- **EL Parent Letters:** Schools mail home translated letters (English/Spanish) to inform parents of EL assessment, EL Annual Notification and placement, and RFEP monitoring.

Partners in Decision-Making

English Learner Parent Advisory Committees (ELPC): The major function of the ELPC committee is to advise and make recommendations in writing to the school principal and School Site Advisory Committee (SSAC) on the implementation and evaluation of the school's services for ELs. The following chart provides a timeline of recommended actions for the ELPC:

Date	Action/Activity	Goal/Commitment
September	EL Master Plan	All 25 school leaders must receive the board-approved 2020-2021 EL Master Plan, which details how to strategically address the recommendations of parents around the educational program for ELs.
September	Formation of school-based English Learner Advisory Committee (ELPC)	Flyers, ParentSquare, school newsletters and the school website must be used to promote the formation and ongoing development of the ELPC. This advisory committee will be formed in accord with state guidance.
September	School Board meeting	Local school boards will be informed of the authorizer requirements for formation of an advisory committee separate from the District-approved petitions that allowed for the needs of the EL subgroup to be addressed through the School Coordinating Council. Specific guidance will be communicated to the board regarding the formation of the council and the requirements.
September/October	English Learner Advisory Committee (ELPC) meeting #1	The following topics must be covered in the first meeting: ● Language Census ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● Lexile (May/June 2020) ● School attendance policy/plan and data ● Parent involvement opportunities and data ● Officer elections announced for meeting #2 *Delegation of Authority by the ELPC, reclassification data

		and EL program services at school site. LCAP Overview. *ELPC will determine whether to remain a separate advisory committee OR to delegate its EL-oversight to the School Coordinating Council for 2 full school years beginning with the 2021-22 school year*
November/December	English Learner Advisory Committee (ELPC) meeting #2	The following topics must be covered in the second meeting: ● ELL achievement data (Interims) ● California Dashboard ● Lexile ● Chronic Absenteeism ● Parent Involvement opportunities and data ● Election of Officers
January	English Learner Advisory Committee (ELPC) meeting #3	The following topics must be covered during the third meeting: ● ELL achievement data (Interims) ● EL Graduation/Promotion progress ● LCAP update ● Reclassification criteria ● Scholar attendance data ● ELPAC Summative Assessment overview
February	English Learner Advisory Committee (ELPC) meeting #4	The following topics must be covered during the fourth meeting: ● Spring Reclassification ● EL Graduation/Promotion progress ● LCAP review and feedback ● Scholar attendance data
April	English Learner Advisory Committee (ELPC) meeting #5	The following topics must be covered during the fifth meeting: ● EL achievement data (Interims) ● LCAP for next school year ● EL Graduation/Promotion progress ● Scholar attendance data
May/June	English Learner Advisory Committee (ELPC) meeting #6	The following topics must be covered during the sixth meeting: ● EL achievement data (Interims) ● LCAP for next school year ● EL Graduation/Promotion progress ● scholar attendance data ● Complete needs assessment for next school year*

- ***A yearly Needs Assessment must be completed by every school, even those schools that delegated their ELPC responsibilities to the SSAC.***

Schools will have a formation plan with guidelines to form their English Learner Parent Advisory Committees (ELPC) uploaded to their school-facing EL folder on the Teaching Excellence Hub.

Impact of Covid-19 on ELPC

On March 17, Governor Gavin Newsom signed executive order N-29-20 stating that, subject to notice and accessibility requirements set forth in the order, "a local legislative body or state body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body." On April 23, Governor Newsom signed executive order N-56-20, which extends this language about public meetings to ELACs and DELACs. This means that ELAC meetings, which are public meetings, may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information.

Process for Parent Request for Language Acquisition Program

Proposition 58 (Prop 58), otherwise known as Global CA 2030, an initiative set aside by Governor Brown provides for districts and charters to have a process in place should parents of a school request a language acquisition program within a school or district. The threshold pertaining to requests is either 20 parents at a singular grade level requesting a program or 30 parents school wide.

Receiving and Tracking Parent Requests: The school is required to maintain written records of parent requests (even if the request is made verbally) which include:

- Date of request
- Parent and scholar names
- Description of request
- Grade level

When the threshold is met (20 requests at grade level or 30 at the site), the sixty-day requirement to respond to request time begins. The process that has been established by Alliance College Ready Charter Schools is as follows:

1. Communication: Within ten (10) days (these 10 days are part of the 60 day requirement) of reaching the threshold, the school site, in partnership with the Alliance Home Office, will notify the parents of scholars attending the school, the school's teachers, administrators, English Learner Parent Committee and the School Site Advisory Council in writing, of the parents' requests for a language acquisition program.
2. Cost and Resource Analysis: The site administrator and the Director of ELL Strategy will then carry out the following process and conduct a cost and resource analysis.
   A. Director of ELL Strategy will work with the site principal and community stakeholders to determine the fiscal commitment necessary to implement a high quality language program. Costs and resources to be considered include but are not limited to:
      1. Certificated teachers with appropriate authorizations
      2. Space
      3. Curriculum and instructional resources

4. Pertinent Professional Development for the proposed program
5. Infrastructure
6. Time for implementation
7. Parent and community engagement

3. Determination: Upon completion of the cost and resources analysis,the site Administrator along with the Director of ELL Strategy will determine whether it is possible to implement the requested language acquisition program.

    A. Within 60 calendar days of reaching the threshold described above, the school will provide notice in writing to the parents of the scholars attending the school, the school's teachers and administrators of its determination.
- Determination to implement language acquisition program at the school: should the school be able to implement the program, the Alliance Home Office in partnership with the school will publish a reasonable timeline of actions necessary to implement the language acquisition program. As part of the implementation, the Alliance confers with school personnel including administration, and teachers with the authorizations required to provide or oversee programs and services for ELs, regarding the design and content of the language acquisition program.
- Determination not to implement language acquisition program at the school: in the case where it is determined that it is not possible to implement a language acquisition program requested by the parents, the school shall provide in written form an explanation of the reasons that the program cannot be provided and may offer an alternate options that can be implemented at the school.

Citations: EC Sections 305 and 310; 5CCR Section 11311 and 11312

PROGRAM EVALUATION OVERVIEW

Evaluating the English Learner program, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about practices, services and procedures.

Evaluation should be ongoing so that data are constantly being gathered and examined to guide decisions about what does or does not work and why. A formative evaluation during the first semester will provide an opportunity to apply evaluation feedback and make improvements to the program immediately.

A summative evaluation at the end of the year will help the school identify the successes of the program, practices, procedures, or activities, as well as identify the areas needing improvement. Recommendations about whether or not practices should be continued are determined for the next school year. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for ELs.

A system of program evaluation can provide a rich source of information for teaching and guiding ELs' learning, assist in gauging the effectiveness of practices and procedures that support ELs, contribute to scholar achievement, and satisfy reporting requirements, especially those related to scholar success. Meaningful evaluation should be integrated into program activities and focused on the particular procedures, materials, practices and processes that exist. The evaluation planning cycle involves the following steps:

Timeline	Activity	Participants
Summer/August	Goal setting for EL schoolwide program	School Leaders and EL Team/Coordinator/Designee
August	Implement practices, procedures and activities to meet EL schoolwide goals	School Leaders and EL Team/Coordinator/Designee
October/November	Formative Program Evaluation Walkthrough	School Leaders and Instructional Superintendents (may invite other stakeholders, such as ELPC)
December	Plan changes for Second Semester	School Leaders and EL Team/Coordinator/Designee
January	Implement changes	School Leaders and EL Team/Coordinator/Designee
April–May	Summative Program Evaluation Walkthrough	School Leaders and Instructional Superintendent (may invite stakeholders, such as ELPC)
June	Plan changes for upcoming school year	School Leaders and EL

		Team/Coordinator/Designee

EL Program Needs Assessment

A yearly EL Needs Assessment will be conducted by (The School)'s English Learner Parent Committee (ELPC). If the (ELPC) delegates its responsibilities to the School Site Advisory Council (SSAC), the SSAC's EL sub-committee should conduct the EL Program Needs Assessment. The recommendations should be shared with the school principal and SSAC upon completion. The SSAC will review and identify next steps based on the given recommendations. These next steps will be shared with EL parents and implemented the next school year.

1. Worksheet: EL Proficiency Assessment Participation ConsiderationOpt Out of ELD Parent Form
2. Checklist:Master Plan Folder
3. Guidance: 21-22 High School Course Sequence
4. Guidance: 21-22 Middle School Course Sequence
5. Opt-Out Form
6. Guidance: 2021-22 Grading Expectations
7. Checklist: Accessibility
8. EL Progress Monitoring Report
9. Guidelines: Updated Guidance for Awarding State Seal of Biliteracy
10. Form: Reclassification Eligibility
11. Form: IEP Meeting Reclassification
12. Letter: Reclassification Parent Notification
13. RFEP Progress Monitoring Report
14. Job Description: El Coordinator