



## ENGLISH LEARNER PLAN (EL)

### Mission Statement

#### Prepa Tec Los Angeles High

Our goal is to ensure that all students' complete A-G requirements graduate and be equipped to be accepted into colleges and universities. Students at **Prepa Tec Los Angeles High** have opportunities to develop into active citizens characterized by the ideals of a diverse and democratic society. Our students will continue to provide service to their community, take responsibility in their own learning and form habits of mind that will continue to empower them for success in high school, college and beyond.

#### School Year 2016-2017

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## Introduction

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At **Prepa Tec Los Angeles High** we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. This plan. Their creativity and support have been essential to this work, and for that, we are grateful. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that **Prepa Tec Los Angeles High** endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The **Prepa Tec Los Angeles High** believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines.

**Prepa Tec Los Angeles High** further supports and provides language enrichment through the International Baccalaureate Program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The **English Learners Plan** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

**All Prepa Tec Los Angeles High** personnel, teachers, staff, and administrators are expected to follow the procedures specified in this EL Master Plan. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of **Prepa Tec Los Angeles High** are to fully implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### English Learners Vision Statement

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, **Prepa Tec Los Angeles High** addresses the needs of its EL students, grades 9 through 12th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **Prepa Tec Los Angeles High**.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.

- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### Goals For English Learners Program

Prepa Tee Los Angeles High will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction-Datworks to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Prepa Tee Los Angeles High will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO's	Measureable Goals
Progress in learning English <ul style="list-style-type: none"> <li>• Increase one proficiency level</li> <li>• Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level or better.</li> <li>• English Proficient levels are expected to maintain that level.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer the CELDT/ELPAC to ascertain the level of proficiency.</li> <li>• Conduct analysis of EL's using ELSSA.</li> <li>• Identify factors that contribute to meeting or not meeting AMAO's.</li> <li>• Use Prepa Tee Los Angeles High English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> </ul>
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.
Academic targets in English-language arts and mathematics AYP- (Suspended by CDE 2016) <ul style="list-style-type: none"> <li>• Participation Rate</li> <li>• Percentage Proficient or Above</li> </ul>	Monitor and assist that EL meet academic targets in English Language Arts.

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

### **Essential Elements for English Learner Programs**

In order to create the necessary conditions for English Learners to achieve at higher levels **Prepa Tec Los Angeles High** will implement the following essential elements.



## Learning Environment

English Learners at **Prepa Tec Los Angeles High** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

## Curriculum

English Learners will have access to a challenging, well-articulated curriculum which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and **Prepa Tec Los Angeles High** standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

## Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

## Instructional Resource

### I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on

March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9<sup>th</sup>-12<sup>th</sup>, **Prepa Tec Los Angeles High** will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they

Read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;

- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

### Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success. Motivation and engagement play crucial roles in learning.

## BACKGROUND

### Family and Community Engagement

**Prepa Tec Los Angeles High** promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their **Prepa Tec Los Angeles High** policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

### Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, **Prepa Tec Los Angeles High** is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

## Record Keeping

To ensure that accurate records are kept, every student identified as EL attending **Prepa Tec Los Angeles High** has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades 6-through 8. The ELF contains the following:

1. CELDT/ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

## INITIAL IDENTIFICATION (CCR-EL4)

### Initial Identification

**EL4** **Prepa Tec Los Angeles High** will properly have identified, assessed, and reported all students who have a primary language other than English.

### Home Language Survey

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Prepa Tec Los Angeles High**.

Schools in California are required, at the time of the student's enrollment into **Prepa Tec Los Angeles High** to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form A in Appendix. When enrolling a student at **Prepa Tec Los Angeles High**, a parent or guardian is required to complete a Home Language Survey as part of the process.

### Assessment of English Language Proficiency

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **Prepa Tec Los Angeles High**. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Development Test (CELDT) or selected ELPAC assessment, the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT/ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early

Advanced or Advanced levels on the CELDT/ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the CELDT/ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

## Primary Language Proficiency Assessment

**EL4c** Prepa Tec Los Angeles High has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

## Parental Notification

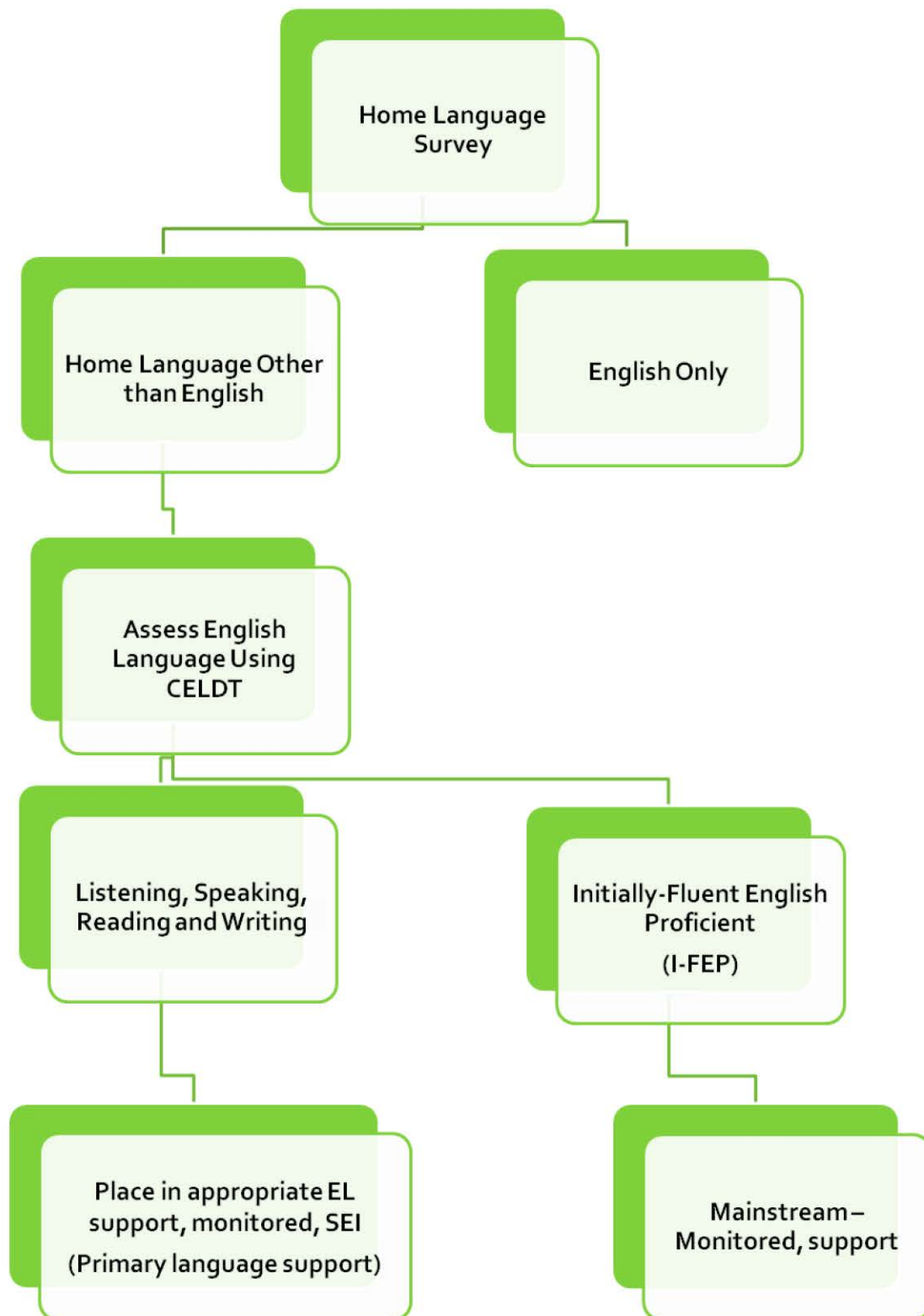
**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

## Maintenance of Records

Upon completion of the assessment process in grades 9<sup>th</sup> through 12<sup>th</sup>, the school will record the results into **Prepa Tec Los Angeles High** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

**FLOW CHART – Figure 1**  
**Assessment for Initial identification and Program Placement**



The instruction for **Prepa Tec Los Angeles High**. English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.



## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3** **Prepa Tec Los Angeles High** is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **Prepa Tec Los Angeles High** provides additional and appropriate educational services to English learners in grades 9 through 12th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the **Prepa Tec Los Angeles High** average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting **Prepa Tec Los Angeles High** content and performance standards for their respective grade levels in core curricular areas. **Prepa Tec Los Angeles High** may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. **Prepa Tec Los Angeles High** may choose to concentrate first on teaching English so long as **Prepa Tec Los Angeles High** subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. **Prepa Tec Los Angeles High** has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

## Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at CELDT/ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### English Learners Program Settings\* -

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

## Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |                                             |                               |
|---------------------------------------------|-------------------------------|
| 1) modeling                                 | 7) bridging                   |
| 2) contextualizing                          | 8) building schema            |
| 3) reframing                                | 9) developing metacognition   |
| 4) checking for comprehension               | 10) monitoring/assessing      |
| 5) questioning                              | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting               |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

## Structured English Immersion (SEI)

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

**Prepa Tec Los Angeles High** makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction which gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

### Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the **Prepa Tec Los Angeles High** adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in-training. In grades 9 through 12<sup>th</sup> students are grouped according to their level of English proficiency, for 45 minutes as determined by the CELDT/ELPAC and other local ELD assessments students are provided ELD instruction per day at CELDT/ELPAC levels 1 and 2, and at CELDT/ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT/ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

**\*Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT/ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT/ELPAC level 3. A reading laboratory, as well as access to articles and materials on the Internet will be provided in **Prepa Tec Los Angeles High** Advisement/Rti to support student advisement, and supplemental support.

However, for some CELDT/ELPAC 3s, and for CELDT/ELPAC 4s and 5s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the CELDT/ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond CELDT/ELPAC
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.

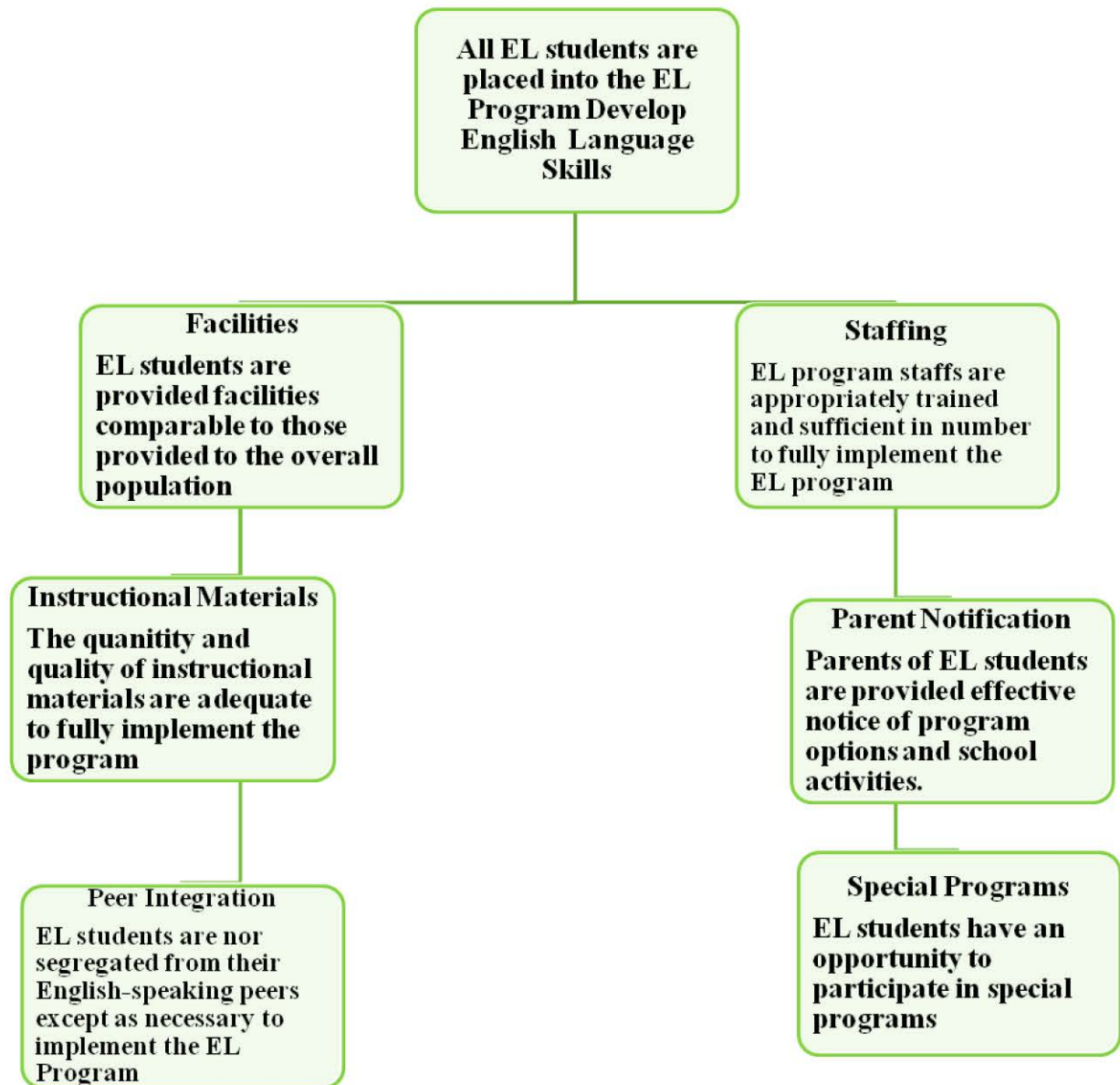
- e. The teacher and students can identify which ELD Standards are being taught.
- f. The right materials for ELD are available and used.
- g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

### **English Language Mainstream Program**

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

### **Program Requirements**

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using **Prepa Tec Los Angeles High** -adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 9-12, students are provided 1 period of ELD instruction per day at CELDT/ELPAC Levels 1 and 2, and at CELDT/ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT/ELPAC. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is “overwhelmingly” in English using SDAIE methodology.



**Expanded Program (Grades 9-12)**

The Instructional program for students enrolling with CELDT/ELPAC scores at levels 1 or 2, will consist of a 5 to 6 year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)****Sample**

<b>Year</b>	<b>Criteria</b>	<b>CELD/ELPAC Score</b>	<b>Smarter Balance English Language Arts</b>	<b>Grade English Language Arts</b>	<b>SBAC Interim Assessment Results</b>	<b>Teacher Recommendation</b>

## ENGLISH LEARNERS (EL's)

**Prepa Tec Los Angeles High** will administer the California English Language Development Test (**CELDT**) or selected **ELPAC** initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language is other than English and for those students who have no record of English language development assessment results. **Prepa Tec Los Angeles High** will also administer the **CELDT/ELPAC** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

### Reclassification

#### The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency-CELDT/ELPAC Results, NWEA Maps
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation



Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
9-12	<ul style="list-style-type: none"> <li>• CELDT/ELPAC Results (4 or 5 Score)</li> <li>• Smarter Balanced (Standard Met or Standard Exceeded)</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Interim Assessments</li> <li>• DORA</li> <li>• ADAM</li> </ul>	<ul style="list-style-type: none"> <li>• Grade in English Language Arts Course (C or better)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation Rubrics</li> <li>• Teacher Judgement that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers</li> </ul>

As stated **Prepa Tec Los Angeles High continues** to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT/ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. **Prepa Tec Los Angeles High** is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of **Prepa Tec Los Angeles High** and various organizational perspectives or frameworks.

### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** September 2016 through June 30, 2021

**Implementation Target Date:** September 1, 2016

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Lead Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

### **Stage 2: Follow-up and Monitor Progress**

**Time Frame:** September 2016 through June 30, 2021

**Implementation target date:** September 1, 2016

- Action Research: Survey Levels of Use (LOU)
- Director of Instructional Support and Student Achievement/Principals will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.

- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 1.3

<b>Training Component</b>  <b>Professional Development as per California Department of Education</b>	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
<b>Theory Presentation</b>	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
<b>Modeling</b>	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
<b>Practice</b>	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
<b>Feedback</b>	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
<b>Coaching</b>	Facilitator will provide coaching to participants groups	Facilitator will provide coaching to participants groups	Current coach will provide support to individual teachers

## **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on CELDT/ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- CELDT/ELPAC

In addition, **Prepa Tec Los Angeles High** will work during the 2014-2015 school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by 3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The California Department of Education's English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

**Prepa Tec Los Angeles High** teachers also participate in BTSA professional development, or the like provided via staff development or university training.

**A. Professional Development**

The development of the faculty and staff is of primary importance to the **Prepa Tec Los Angeles High** community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. **Prepa Tec Los Angeles High** recognizes the importance of being strategic and allocate sufficient funding to ensure ongoing professional development.

**B. Continuous Professional Development**

A key component of the **Prepa Tec Los Angeles High** instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support **Prepa Tec Los Angeles High** has received instructional coaching and professional development from the Insight Educational Group, this includes strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

The school has adopted an instructional model that focuses on the following strategies:

- collaborative learning
- writing to learn
- literacy groups
- questioning strategies
- scaffolding texts
- academic classroom talk

A main component of the induction process is the **Prepa Tec Los Angeles High** teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the **Prepa Tec Los Angeles High** instructional model and workshops are presented by veteran teachers. In addition new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All **Prepa Tec Los Angeles High** teachers take part in a weekly teacher meeting that focuses on operations and instruction. These meetings are held every Wednesday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As

stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

**Prepa Tec Los Angeles High** will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and Instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development plan is aligned with the *Every Student Succeeds Act* (ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two week before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other. All teachers attend professional development in-services offered by the administration twice every semester. Faculty meetings are held on designated Wednesday from 2:30 pm until 4:00 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by **staff** or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Prepa Tec Los Angeles High Block Schedule** allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. These faculty meetings and in-services are facilitated by experienced staff members, educational consultants or professional experts. Staff development supports the quality of teaching that occurs at **Prepa Tec Los Angeles High** and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

#### D. Collaboration and Integration

**Prepa Tec Los Angeles High** also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. **Prepa Tec Los Angeles High** ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

**Prepa Tec Los Angeles High** understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- design standards-based instruction (using the principles of backwards design)
- align appropriate assessments to the standards
- implement instructional activities that are aligned to standards and reflect research-based best practices

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

The traditional backwards design process guides teachers through a three step process:

- internalization and prioritization of the California Common Core Standards
- differentiated assessment methods aligned to prioritized standards and identified learning targets
- innovative, research-based instructional strategies clearly articulating student learning objectives

This process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. At **Prepa Tec Los Angeles High**, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and Common Core State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents, and engaging them in conversations about their child's education

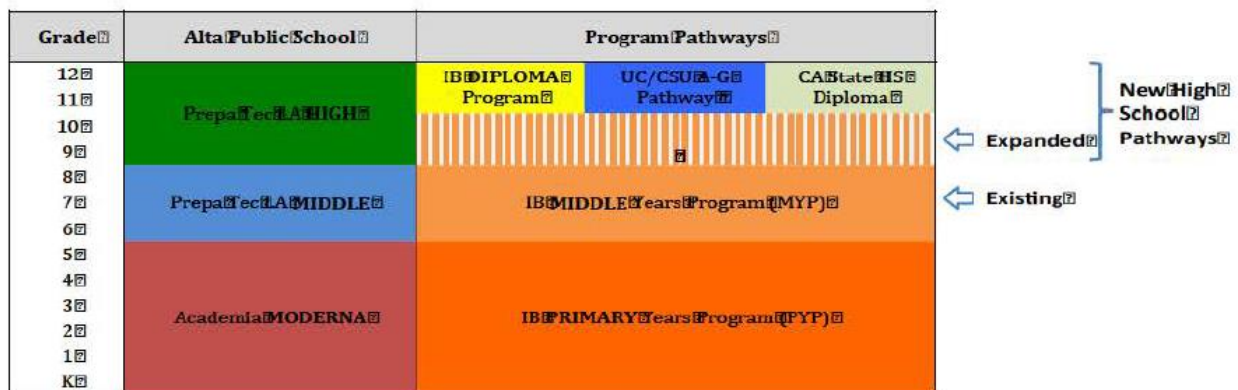


will also ensure that the academic program reflects the diversity of the community being served. As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

Prepa Tee Los Angeles High proposes to expand the successful International Baccalaureate Programs already offered by APS-the International Baccalaureate Primary Years Program at Academia Moderna, and the International Baccalaureate Middle Years Program at Prepa Tee MS. Prepa Tee HS would offer pathways for its students, as illustrated in Figure 1.1 below. The College Preparatory Pathway, which all students would automatically be placed into in 9th Grade or upon transfer to Prepa Tec HS, and which builds upon the International Baccalaureate Middle Years Program. These pathways allow students to complete the "A" to "G" courses approved by the University of California and the California State University, as well as enroll in Advanced Placement ("AP") courses, as part of the students' graduation requirements.

Figure 1: APS Schools, IB Program and Graduation Pathways

### APS Schools, IB Programs, and Graduation Pathways

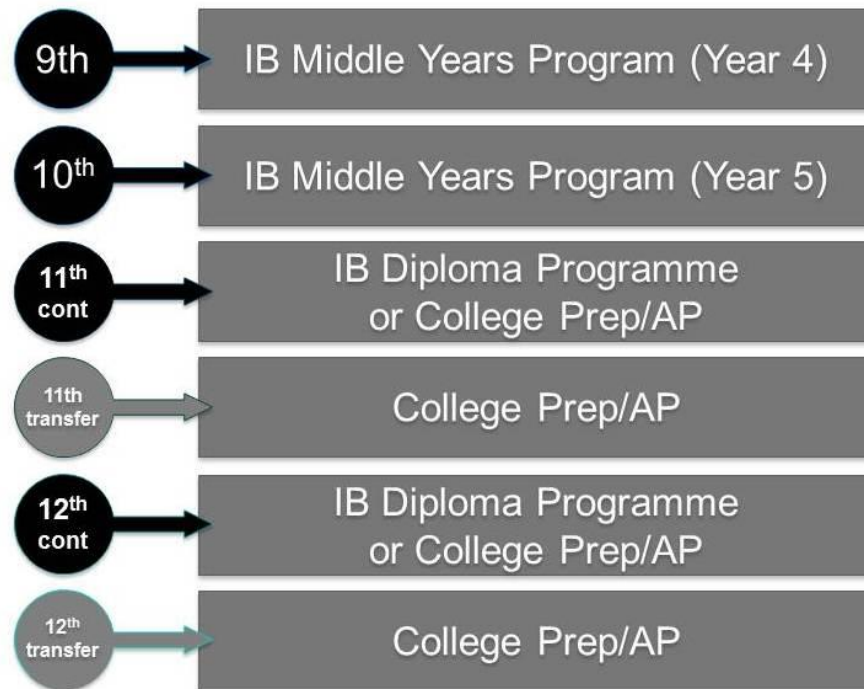


Students transferring from other high schools but to be eligible for the IB diploma must be in the program for two-full years. In other words, if a student transfers into Prepa Tec



**Los Angeles High** in the 11th grade they would be eligible if they participated during their 12 grade. and participate in the International Baccalaureate Diploma Program. This program also meets the “A” to “G” admissions criteria and provides AP courses like the College Preparatory Pathway, but it also adds the rigorous, college-level coursework and exams necessary for students to earn an International Baccalaureate Diploma. The International Baccalaureate Diploma is an internationally recognized hallmark of academic excellence. Research shows that International Baccalaureate students who enroll in the University of California (“UC”) system perform better overall than other students. ([http:// www.agourahighschool.net/file/ib](http://www.agourahighschool.net/file/ib)). The study further states that Latino students who graduate from an International Baccalaureate program and attend a UC school have higher GPAs and graduate at a higher rate than their matched Latino peers, because of how effectively the International Baccalaureate program prepares students for college. Expectations for students in our International Baccalaureate Diploma Program will be high and our school will offer multiple supports, as the baseline for the program is a challenging, college preparation-level curriculum.

Generally speaking, students who transfer into **Prepa Tec Los Angeles High** in grade 11 will enroll in the College Prep/AP pathway, as they may not have studied under a program that is as academically demanding as the IBMYP during their freshman and sophomore years. However, upon enrollment at **Prepa Tec Los Angeles High**, all transfer 11<sup>th</sup> grade students will meet, with the college counselor to assess their preparation and readiness for the Diploma Programme/ Program. The IB Diploma Programme/Program is a two-year course of study; students who transfer to **Prepa Tech Los Angeles High** in grade 12 will generally be offered the College Prep/AP course of study unless they are transferring from an IB World School where they were enrolled in the Diploma Programme/Program. The following figure illustrates the pathways to graduation for continuing and transfer students:



A student's course of study under either Pathway 1 (IBDP) or Pathway 2 (College Prep/AP) will meet or exceed the UC/CSU A-G requirements.

The professional development in preparation and during the initial year will focus on this integration, as a transition period towards a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The **Prepa Tec Los Angeles High** development team has studied examples of effective practices that have worked to close this achievement gap.

**Prepa Tec Los Angeles High** has incorporated the following recommendations:

- Have uniform standards: **Prepa Tec Los Angeles High** will have clear and high expectations of all students that fully align with the California state standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All **Prepa Tec Los Angeles High** core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the **Prepa Tec Los Angeles High**.

## Program Goals

**Prepa Tec Los Angeles High** will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Prepa Tec Los Angeles High** will be:

These foundational values inform the school's philosophy and the Expected Student Learning Results (ESLRs). The faculty through discussion and collaboration developed the ESLRs. The school leader annually sets academic goals and the ESLRs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and ESLRs have a common thread of setting high expectations for students in academic and personal success.

### How Students Become Self-Motivated, Competent, Lifelong Learners

**Prepa Tec Los Angeles High** is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. **Prepa Tec Los Angeles High** continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

### Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

### Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State, and or Common Core State Standards (or other content standards in areas in which there are no California State Standards) in achieving high levels of student learning.

### Environment

The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

5. Diagnostic assessments that will be used to enable **Prepa Tec Los Angeles High** to monitor the effects of proposed changes on student performance

**A. Prepa Tec Los Angeles High Assessments**

The following is a sample of the kinds of standardized reports available to the school community for analysis:

NWEA MAP is used to generate assessments and provide results for analysis. **Prepa Tec Los Angeles High** data analysis tools assist teachers to target areas of academic need.

Data Dashboard: Two-page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, NWEA MAP and Smarter Balanced data.

Smarter Balanced Test Results are mailed to our school, and in turn **Prepa Tec Los Angeles High** will mail individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website.

Each instructor will review and analyze the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.

Individual Learning Plans are monitored by their Advisory-House instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.

Curriculum Embedded Assessments: quarterly teacher/ department tests.

CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

API, the Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.

Teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student

Student Grades: Reports are mailed home frequently (every 8 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Connect 5: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

B. State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced and all other mandated accountability programs (CELDT/ELPAC, CAHSEE, etc.). **Prepa Tec Los Angeles High** will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

C. Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment*, 3rd ed. 2001. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, **Prepa Tec Los Angeles High** will use the NWEA MAP or other selected tools. These assessments will provide opportunities aligned to Common Core State Standards. The internal system will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all parts of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Prepa Tec Los Angeles High**. The use of NWEA MAP, or selected tools will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-ready culture.

Diagnostic assessments that will be used to enable **Prepa Tec Los Angeles High** to monitor the effects of proposed changes in student performance.

In addition to Common Core State Standards, **Prepa Tec Los Angeles High** will use the following collection of methods to assess student progress:

- **DIAGNOSTIC AND CONTENT AREA MASTERY TEST** demonstrates or reflect students' weaknesses and inform teachers of the areas where students need support, allowing for differentiation and intervention. For this goal, the staff is reviewing to adopt an assessment program which is a computerized, adaptive, state aligned assessment program that provides educators with information they can rely on to improve teaching and learning and predict performance on state tests.
- At the present time we are using state recommended textbooks, which are aligned to subject area state standards. We will be adopting new textbooks aligned to Common Core State Standards.
- Unit tests are being used to provide an ongoing view of each student's mastery of subject areas...
- Ensure that benchmarks are set for each subject area. Since **Prepa Tec Los Angeles High** will have at least one teacher, teaching each course they are aligning curriculum to Common Core State Standards and checking for mastery of content as delivered.

Use of CA Common Core State Standard English Language Arts, English Language Development.

The following assessments will be used during the 2015-2016 school year. **Prepa Tec Los Angeles High** will use specialists who provide our teachers support on reading assessments, diagnoses, prescription for intervention and remediation and on-going support.

**INDIVIDUAL READING LEVEL ASSESSMENT** allows teachers to choose appropriate reading materials for students and inform our acquisition of leveled reading libraries. The information from the assessment also assists teachers in diagnosing student's difficulties in reading and creating specific reading interventions for student's needs.

To incorporate and monitor our English Learners in their mastery of English in a timely fashion assessment will be used as follows: **Prepa Tec Los Angeles High** has chosen to follow the Common Core State Standards adopted and aligned ELD program. Students will be regularly assessed using NWEA MAP or selected diagnostic and formative assessments. Collecting data should give teachers additional data to better serve EL students' language acquisition and reading needs in particular.

**BENCHMARK WRITING ASSESSMENTS** allow teachers to diagnose student's writing needs and differentiate instruction based on those needs. Our writing assessments will be used schoolwide, contain schoolwide prompts and rubrics, and all teachers are involved in the scoring and teaching of the writing genre in focus. The data from the writing



assessments will be collected to chart individual and schoolwide progress and predict performance on the Smarter Balanced writing assessment.

**STUDENT INDIVIDUAL PORTFOLIOS** provides each student with the opportunity to demonstrate and reflect upon his or her learning. Teachers at **Prepa Tec Los Angeles High** have chosen to follow a backwards design model to design relevant units with several performance tasks and benchmarks included. Portfolios that document students' application of those performance assessments and provides important information about students' learning that cannot be easily captured through more traditional methods of assessment. Throughout this process, students will analyze their academic progress, and with a teacher set new short and long term goals for improvement.

**EXHIBITIONS OF MASTERY** demonstrate student learning of enduring understandings, and allow for project based learning. These authentic performances of understanding will meet the following criteria:

Essential: exhibitions will be focused on the heart of the discipline, not arbitrary,  
Enabling: constructed to point students to towards more sophisticated use of their skills and knowledge,

Contextualized and Complex: intellectual challenges that require students to make connections, apply their knowledge to novel situations, and have real-world relevance, and Feedback and Refinement: include multiple opportunities for students to improve their work based on feedback.



**Local Educational Plan (LEA) Component Performance Goal 2**

All limited English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

(Summarize information from district-operated programs and approved school-level plans)

Required Activity	Description of how the LEA is meeting or plans to meet this requirement
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>d. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</li> <li>e. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>f. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:               <ul style="list-style-type: none"> <li>i. meeting the annual measurable achievement objectives described in Section 3122;</li> <li>ii. making adequate yearly progress for limited-English- proficient students (Section 1111(b)(2)(B);</li> <li>iii. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);</li> </ul> </li> </ul> <p>7. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b PREPA TEC LOS ANGELES HIGH will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> <li>• Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios.</li> <li>• Use of High Point to assist LEP students.</li> <li>• Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</li> <li>• Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</li> </ul> <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. PREPA TEC LOS ANGELES HIGH receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <p><b>AMAO's</b></p> <p>Progress in Learning English</p> <ul style="list-style-type: none"> <li>• Increase One Proficiency Level</li> <li>• Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.</li> </ul> <p>Progress in the percentage of students who become proficient in English.</p> <p>Academic targets in English-language arts and mathematics AYP.</p> <ul style="list-style-type: none"> <li>• Participation Rate</li> <li>• Percentage Proficient or Above</li> </ul> <p><b>Measurable Goals</b></p> <ul style="list-style-type: none"> <li>• Administer the CELDT/ELPAC to ascertain the level of proficiency</li> <li>• Conduct analysis of EL's using ELSSA</li> <li>• Identify factors that contribute to meeting or not meeting AMAO's</li> <li>• Use PREPA TEC LOS ANGELES HIGH English Learner Plan of Action-Visited yearly and/or on an ongoing basis</li> <li>• Work with teachers, parents and staff to provide services.</li> </ul> <p>Increase English Learner redesignation ratio yearly.</p> <p>Continue to Monitor students who have been redesignated and work with students at each level.</p> <p>Monitor and assist that EL meet academic targets in English Language Arts, and Mathematics (increasing yearly)</p> <p>d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)	
	Description of how the LEA is meeting or plans to meet this requirement
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>8. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</li> <li>9. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>10. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);</li> </ul> </li> <li>11. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ul> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c))</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>Prepa Tec Los Angeles High will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ol style="list-style-type: none"> <li>1. Ongoing measurement of each LEP (English Learner/EL) student's progress toward English language proficiency, through the use of ELD portfolios.</li> <li>2. Use of CA Common Core ELD materials to assist EL students.</li> <li>3. Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</li> <li>4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</li> <li>5. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.</li> </ol> <ol style="list-style-type: none"> <li>1. The designated ELD Coordinator will provide mentot-i.ng to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.</li> <li>2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.</li> </ol>

Required Activity	Description of how the LEA is meeting or plans to meet this requirement
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community based personnel.</p> <ul style="list-style-type: none"><li>a. designed to improve the instruction and assessment of LEP children;</li><li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li><li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li><li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li></ul>	<ul style="list-style-type: none"><li>1. The Principal and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards.</li><li>2. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</li></ul>

Allowable activities	4. Upgrade program objectives and effective instruction strategies	Yes or No <b>No</b>	If yes, describe:
Description of how the LEA is meeting or plans to meet this requirement.			
Allowable activities	5. Provide – <ul style="list-style-type: none"><li>• Tutorials and academic or vocational education for LEP students; and</li><li>• Intensified instruction</li></ul>	Yes or No <b>Yes</b>	If yes, describe: <b>Prepa Tec Los Angeles High</b> will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.

	6. Develop and implement programs that are coordinated with other relevant programs and services	Yes or No <b>Yes</b>	If yes, describe: <ul style="list-style-type: none"><li>• Explicit Direct Instruction (EDI) will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced assessment.</li><li>• An ELD based writing program will be implemented school-wide. (In progress)</li><li>• The SDAIE/SIOP model will be used as a means for daily planning as well as assessment of all of our teacher performance.</li></ul>
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No <b>Yes</b>	If yes, describe: <ol style="list-style-type: none"><li>1. Teachers will use methodology learned about u1 professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.</li><li>2. The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.</li></ol>

Allowable Activities		Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>		<p>If yes, describe:</p> <p>1. Prepa Tec Los Angeles High will invite parents to the Parent Advisory Committee equivalent to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Principal regarding the school's ELD program.</p> <p>2. The PAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child's instruction at home.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs</li> </ul>	Yes	<p>If yes, describe</p> <p>The school will be purchasing language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	10. Other activities consistent with Title III	No	If yes, describe:

Plans to Notify and Involve Parents of Limited-English-Proficient Students		
	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parents of an LEP student of each of the following (per Sec. 3302 of NCLB): the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our September Open House. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

Required Activity	Information pertaining to parental rights that includes written guidance detailing - the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our September Open House.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>EL families will be provided with: 1) regular, periodic information about their child's academic progress at school, 2) their child's progress in acquiring English as measured by the CELDT/ELPAC, 3) their child's progress in meeting California standards in academic subjects as measured by the Smarter Balanced Assessment in English Language Arts.</p>	



## Required Reclassification Assessments

Name of Student:

Date:

Grade:

School:

Teacher:

Assessment Requirement

Data Source

C.E.L.D.T. Proficiency Level

English Language

Date:

Early Advance

☐ Advanced☐ Development Standards Initials:Teacher Observation  
19 points or higher

SOLOM/Assessment

Date:

Total Points:

Initials:

English/Language Arts  
Score:  
Basic or AboveApproved California Smarter Balanced  
Standards TestReport Card Grades  
English/Language Arts:

"C" or better

(Equivalent to "C" average)

Parent Notification  
Letter Sent:

Telephone Date:

Conference Date:

Follow-Up Dates

30

1<sup>st</sup> Quarter:2<sup>nd</sup> Quarter:3<sup>rd</sup> Quarter:4<sup>th</sup> QuarterAlternate Reclassification ☐

Date:

Reclassification Approved ☐Reclassification Denied ☐ \*(See inside folder for rationale)

## Required Reclassification Assessments

Name of Student:	Date:	Grade:
School:	Teacher:	
Assessment Required		Data Source:

CELDT/ELPAC Proficiency Level	English Language	Date
Early Advance <input type="checkbox"/> Advance <input type="checkbox"/>	Development Standards Initials:	
Teacher Observation 19 points or higher	SOLOM/Assessment	Date:
	Total Points:	Initials:

English/Language Arts Basic or Above	Approved California Smarter Balanced Score: Standards Test
-----------------------------------------	---------------------------------------------------------------

Report Card Grades	C or better
English/Language Arts:	
Math	(Equivalent to "C" average)

Parent Notification	Telephone Date:	Conference Date:
Letter Sent:		
Follow-Up Dates	30	
1 <sup>st</sup> Quarter:	2 <sup>nd</sup> Quarter:	3 <sup>rd</sup> Quarter:
		4 <sup>th</sup> Quarter

Alternate Reclassification <input type="checkbox"/>	Date:
Reclassification Approved <input type="checkbox"/>	
Reclassification Denied <input type="checkbox"/> *(See inside folder for rationale)	

**Reclassification Form for English Learners**

Student Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Date of ELAC Meeting: \_\_\_\_\_ Grade: \_\_\_\_\_

**Student Performance:**

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2. CELDT – Overall Proficiency			4 or 5
3. CELDT – Listening			3, 4, or 5
4. CELDT – Speaking			3, 4, or 5
5. CELDT - Reading			3, 4, or 5
6. CELDT – Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

**Reclassification Committee Recommendation:** ☐ Yes ☐ No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

**Action Taken:**

\_\_\_\_\_ Student meets the district's reclassification criteria.

\_\_\_\_\_ Student does not meet the district's reclassification criteria.

Comments:

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Principal's Signature: \_\_\_\_\_

Committee's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## English Learner (EL) Program Instrument for Categorical Program Monitoring (CPM): An Ongoing Monitoring Process

### Desired Outcomes

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

### Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.
- VII. Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

*Note:* Because the methodology of the California Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in

this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

<p>involvement</p> <p>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>					
<p>1-EL 1. The LEA outreach to parents of ELs includes the following actions:</p> <p>(a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])</p> <p>(b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:</p> <ul style="list-style-type: none"> <li>• Attain English proficiency</li> <li>• Achieve at high levels in core academic subjects</li> <li>• Meet challenging state academic standards expected of all students (20 USC 7012[e][1])</li> </ul> <p>(c) A LEA that has failed to make progress on the annual measurable achievement objectives (AMAO) informs parents/guardians of ELs of such failure no later than 30 days after such failure occurs. (20 USC 6312[g][1][B][1], 7012[b])</p>					
<p><b>Evidence Reviewed</b></p> <table border="1"> <thead> <tr> <th>Documents</th> <th>Interviews</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> LEA policies/procedures on parental involvement  <input type="checkbox"/> Samples of communications provided to parents in languages other than English  <input type="checkbox"/> Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives  <input type="checkbox"/> Minutes of parent meetings  <input type="checkbox"/> Calendar of regularly scheduled parent meetings  <input type="checkbox"/> Other:----- </td> <td> <input type="checkbox"/> Parents  <input type="checkbox"/> Teachers  <input type="checkbox"/> Principals  <input type="checkbox"/> LEA Administrators  <input type="checkbox"/> Others:----- </td> </tr> </tbody> </table>		Documents	Interviews	<input type="checkbox"/> LEA policies/procedures on parental involvement <input type="checkbox"/> Samples of communications provided to parents in languages other than English <input type="checkbox"/> Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives <input type="checkbox"/> Minutes of parent meetings <input type="checkbox"/> Calendar of regularly scheduled parent meetings <input type="checkbox"/> Other:-----	<input type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> Principals <input type="checkbox"/> LEA Administrators <input type="checkbox"/> Others:-----
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<p>Findings:</p>					
<p>Conclusion    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not reviewed</p>					
<p>1-EL 2. A school site with 21 or more ELs has a functioning EL Advisory Committee (ELAC) that meets the following requirements:</p> <p>(a) Parent members are elected by parent or guardians of ELs. (5 CCR 11308[b]; EC 62002.5)</p>					

- (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b])
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176[b][c], 64001[a], 5 CCR 11308[d])
- (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC 64001[a])
- (e) The ELAC advises the principal and staff on the school's program for EL. (EC 52176[c])
- (f) The ELAC assists in the development of the school's:

- 1. Needs assessment
- 2. Language Census Report (R30-LC)
- 3. Efforts to make parents aware of the importance of regular school attendance

(EC 52176[c])

- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR 11308[d])
- (h) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district. (5 CCR 11308[b])

(EC 35147, 52176[a], 52168[b][4], 62002.5; 20 USC 6312[g][4], 7012)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> ELAC meeting notifications, agendas, minutes, and sign-in sheets <input type="checkbox"/> ELAC training materials <input type="checkbox"/> Bylaws (if the committee has bylaws) <input type="checkbox"/> ELAC membership list with parents of ELs indicated <input type="checkbox"/> Samples of communications provided to parents in languages other than English <input type="checkbox"/> Other: _____	<input type="checkbox"/> ELAC members <input type="checkbox"/> Others: _____	<input type="checkbox"/> ELAC meeting (if scheduled) <input type="checkbox"/> Other: _____
<b>Findings:</b>		

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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1-EL 3. A LEA with 51 or more ELs has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of ELs.

(a) The DELAC advises the school district governing board on all of the following tasks:

1. Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])
2. Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
3. Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR 11308[c][3])
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
5. Administration of the annual Language Census Report (5 CCR 11308[c][5])
6. Review and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
7. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])

(b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR 11308[d])

(EC 35147, 52168[b][4], 52176[a], 62002.5-20 USC 6312[g][4], 7012)

Evidence Reviewed		
<p>Documents</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DELAC agendas, meetings notifications, minutes, sign-in sheets</li> <li><input type="checkbox"/> DELAC training materials</li> <li><input type="checkbox"/> Governing board meeting(s) where DELAC provided advice</li> <li><input type="checkbox"/> Samples of communications provided to parents in languages other than English</li> <li><input type="checkbox"/> Other:-----</li> </ul>	<p>Interviews</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DELAC members</li> <li><input type="checkbox"/> Others: -----</li> </ul>	<p>Observations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DELAC meeting</li> <li><input type="checkbox"/> Other:-----</li> </ul>

Findings:

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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	Governance and Administration Policies, plans, and administration of categorical programs meet statutory requirements.
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**II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.**

- 4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (*EC* 52164.1[a])
- 4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (*EC* 52164.1[b]; 5 *CCR* 11307[a], 11511)
- 4.3 Within 90 calendar days of initial enrollment, each EL is assessed for primary language proficiency. (*EC* 52164.1[c])
- 4.4 Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (*EC* 52164.1[c]; 5 *CCR* 11511.5)
- 4.5 (For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of ELs are notified of:
  1. Their child's initial English language and primary language proficiency level
  2. How such level was assessed
  3. Their child's language designation
  4. Descriptions of program options
  5. Program placement
  6. Exit criteria
  7. For ELs with a disability [with an individualized education program (IEP)], how such program will meet the objectives of the IEP
  8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 *USC* 6312, 7012)
- 4.6 (For school districts receiving Title III funds) Parents/guardians of ELs are informed annually, not later than 30 days after the beginning of the school year, of:
  1. Their child's English proficiency level
  2. How such level was assessed
  3. The status of the child's academic achievement
  4. Their child's language designation
  5. Descriptions of program options
  6. Program placement
  7. Exit criteria
  8. For ELs with a disability (on IEPs), how such program will meet the objectives of the IEP
  9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 *USC* 6312, 7012)

- 4.7 Each EL is annually assessed for English language development and academic progress. (5 CCR 11306)
- 4.8 All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 CCR 11511.1[b])
- 4.9 Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR 11516)
- 4.9a Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC 52164.1[c]; 5 CCR 11511.5)

(20 USC 6312(g); EC 313 [a-c], 62002)

Evidence Reviewed

**Documents**

- ☐ LEA policies/procedures that describe identification of EL and notifications to parents
- ☐ Student records (including CELD/ELPAC data, academic assessment and primary language assessment)
- ☐ IEPs (selected students)
- ☐ Notifications sent to parents or guardians, including notifications in languages other than English
- ☐ Other: \_\_\_\_\_

**Interviews**

- ☐ LEA Administrators
- ☐ Site administrators
- ☐ Teachers
- ☐ Parents
- ☐ Others: \_\_\_\_\_

**Findings:**

**Conclusion**

☐

Meets requirements

☐

Does not meet requirements

☐

Not reviewed

III	<b>Funding</b>  Allocation and use of funds meet statutory requirements for allowable expenditures.		
<p>111-EL 5. Adequate general fund resources are used to provide each EL with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.</p> <p>5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a]; EC 52168 [b]1-6,[c])</p> <p>(20 USC 1703[f]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013)</p>			
<b>Evidence Reviewed</b>			
<b>Documents</b>  <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> LEA fiscal records for EIA- LEP funds <input type="checkbox"/> LEA fiscal records for Title III funds <input type="checkbox"/> Time-accounting records of single and/or multi-funded staff (such as Personnel Activity Reports [PARs]) <input type="checkbox"/> Job descriptions and/or duty statements <input type="checkbox"/> Other:	<b>Interviews</b>  <input type="checkbox"/> LEA Administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Others: -----	<b>Observations</b>  <input type="checkbox"/> Classroom <input type="checkbox"/> Other:	
<b>Findings:</b>  			
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed			

IV	<p>Standards, Assessment, and Accountability</p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
<p>IV-EL 6. The LEA implements a process and criteria to determine the effectiveness of programs for ELs, including:</p> <p>(a) A way to demonstrate that the programs for ELs produce, within a reasonable period of time:</p> <ul style="list-style-type: none"> <li>English language proficiency comparable to that of average native speakers of English in the district</li> <li>Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English</li> </ul> <p>(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.</p> <p>(20 USC 1703[f], 6841; Castaneda v. Pickard [5th Cir.1981] 648 F.2d 989,1009-1011, EC 64001[f])</p>	
Evidence Reviewed	
<p>Document</p> <p><input type="checkbox"/> LEA Plan and Addendum</p> <p><input type="checkbox"/> Title III Action Plan or English Learner Subgroup Self-Assessment (ELSSA)</p> <p><input type="checkbox"/> Other evaluation reports</p> <p><input type="checkbox"/> Other:</p>	<p>Interview</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Advisory committee members</p>
Findings:	
<p>Conclusion      <input type="checkbox"/> Meets requirements      <input type="checkbox"/> Does not meet requirements      <input type="checkbox"/> Not reviewed</p>	

IV-EL 7. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- a) Assessment of English language proficiency (CELDT) (EC 313[d][1]; 5 CCR 11303[a])
- b) Comparison of pupil's performance in basic skills against an empirically-established range of performance such as: California Standards Test for English Language Arts (CST-ELA) (EC 313[d][4]; 5 CCR 11303[d])
- c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC 313[d][2]; 5 CCR 11303[b])
- d) Opportunities for parent opinion and consultation during the reclassification process (EC 313[d][3]; 5 CCR 11303[c])

7.1 The LEA maintains in the pupil's permanent record documentation of the following:

- 1. Language and academic performance assessments
- 2. Participants in the reclassification process
- 3. Decision regarding reclassification

7.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 USC 6841; 5 CCR 11304)

#### Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> LEA-established criteria/procedures for reclassification <input type="checkbox"/> List of students reclassified as fluent English-proficient, including academic achievement data <input type="checkbox"/> List of ELs by time spent in program, including CELDT/ELPAC scores and academic achievement data <input type="checkbox"/> Documentation that verifies that reclassified students have met the LEA reclassification criteria <input type="checkbox"/> Documentation that verifies that students who meet LEA reclassification criteria have been reclassified <input type="checkbox"/> Student records (selected) <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> Records of reclassification follow-up monitoring for two	<input type="checkbox"/> Administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Others:	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other:-----

years, including evidence of interventions, as applicable. <input type="checkbox"/> Other:-----		
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
v	Staffing and Professional Development  Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.	
V-EL 8. Teachers assigned to provide English language development or access to core curriculum instruction for ELs are appropriately authorized or are actively in training for an appropriate EL authorization.  8.1      On documentation of a. local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.  (20 USC 6319[a][1], 6826[c]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castaneda v. Pickard (5th Cir. 1981] 648 F.2d 989, 1009-1011)		
Evidence Reviewed		
Documents  <input type="checkbox"/> List of teachers assigned to teach ELs and their EL authorization or training status <input type="checkbox"/> LEA policy or plan to assure that all teachers are appropriately authorized <input type="checkbox"/> For teachers in training, documentation verifying commitment to complete authorization (such as Memorandum of Understanding [MOU])  <input type="checkbox"/> Other:-----	Interviews  <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others:-----	Observations  <input type="checkbox"/> Classrooms <input type="checkbox"/> Other:-----
Findings:		

Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
<p>V-EL 9. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:</p> <p>(a) Designed to improve the instruction and assessment of ELs (20 USC 6825[c][2][A])</p> <p>(b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELs (20 USC 6825[c][2][B])</p> <p>(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 USC 6825[c].[2] (C))</p> <p>(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 USC 6825[c][2][D])</p> <p>(Castaneda v. Pickard [5<sup>h</sup> Cir.1981 648 F.2d 989, 1009-1011])</p>		
Evidence Reviewed		
Documents <ul style="list-style-type: none"> <li>Professional development policies</li> <li>Professional development records for teachers, paraprofessionals, counselors, administrators</li> <li>Other</li> </ul>	Interviews <ul style="list-style-type: none"> <li>Teachers</li> <li>Paraprofessionals</li> <li>Counselors</li> <li>Administrators</li> <li>Others</li> </ul>	Observations <ul style="list-style-type: none"> <li>Classrooms</li> <li>Other</li> </ul>
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

**Opportunity and Equal Educational Access**

Participants have equitable access to all programs provided by the local educational agency, as required law.

VI-EL 10. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

10.1 Based on LEA criteria of reasonable fluency, ELs are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. ELs who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (5 CCR 11301)

10.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are teaming the language. (EC 305, 306, 310, and 311)

Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.

**Evidence Reviewed**

Documents	Interviews	Observations
<ul style="list-style-type: none"> <li>• LEA policies/procedures</li> <li>• Student records</li> <li>• IEPs (selected students)</li> <li>• Written notifications sent to parents</li> <li>• Description of SEI and ELM programs designs</li> <li>• Others</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> <li>• Others:</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Other:</li> </ul>

Findings:

Conclusion    ☐ Meets requirements    ☐ Does not meet requirements    ☐ Not reviewed

VI-EL 11. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

11.1 LEA procedures for granting parental exception waivers include the following components:

1. Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, English language



mainstream program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])

2. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school. (5 CCR 11309[b][2])
3. Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR 11309[b][3])
4. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC Section 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (5 CCR 11309[c] [4])

11.2 Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR 11309[b][4])

11.3 If a waiver is denied, Parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (5 CCR 11309[d])

11.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

(20 USC 6312[g][1][A]; EC 310, 311, and 48985; 5 CCR 11309[a])

Note: The IEP team determines placement of each special education student regardless of language proficiency.

#### Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> LEA policies/procedures <input type="checkbox"/> Alternative program(s) description(s) <input type="checkbox"/> Written notifications to parents <input type="checkbox"/> Records of waivers (list of students whose waivers were approved/denied) <input type="checkbox"/> Copies of waivers approved/denied <input type="checkbox"/> List of students in alternative program (if applicable) <input type="checkbox"/> IEPs (selected students)	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> ELAC/DELAC members and other parents <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

<ul style="list-style-type: none"> <li>Other:</li> </ul>		
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
VII	Teaching and Learning  Participants receive core and categorical program services that meet their assessed needs.	
VII-EL 12. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.  (20 USC 1703[f], 6825[c.][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Castaneda v. Pickard (5 <sup>th</sup> Cir.1981] 648 F.2d 989, 1009-1011)		
<u>Evidence Reviewed</u>		
Documents <ul style="list-style-type: none"> <li>• ELD curriculum/course descriptions</li> <li>• List of all ELs by time in program, including CELDT/ELPAC and Smarter Balanced data</li> <li>• Class lists, daily schedules, or master schedule</li> <li>• Student records (including CELDT/ELPAC and Smarter Balanced assessment data) for selected students</li> <li>• IEPs (selected students)</li> <li>• Other:</li> </ul>	Interviews <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Counselors</li> <li>• Administrators</li> <li>• Others:</li> </ul>	Observations <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Other:</li> </ul>
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

**VII-EL 13. Academic instruction for ELs is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.**

13.1 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011))

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> Grade-level course descriptions <input type="checkbox"/> Class lists or master schedule <input type="checkbox"/> List of ELs by time in program, including CELDTLPAC and Smarter Balanced data <input type="checkbox"/> Student records (including assessment data and report card grades) for selected students <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> List of students who have been retained, with English language proficiency status (English Learner, reclassified fluent English-proficient, initially fluent English-proficient [IFEP], English only) indicated <input type="checkbox"/> Records of students participating in intervention programs and selection criteria <input type="checkbox"/> LEA plan for monitoring student progress (including criteria/benchmarks) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

**Findings:**

**Conclusion**

☐ Meets requirements

☐ Does not meet requirements

☐ Not reviewed

