



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

ENGLISH LEARNER PLAN (EL)

MISSION

The mission of **Monseñor Oscar Romero Charter** is to:

- 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.

Students at **Monseñor Oscar Romero Charter** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

In accordance with the Schoolwide Learner Outcomes (SLO), every student who graduates from **Monseñor Oscar Romero Charter** will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

School Year 2019-2020 (Working Document)

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Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners. In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at cde.ca.gov:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

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 Monseñor Oscar Romero Charter we value and promote 21st 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. 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 Monseñor Oscar Romero Charter 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 Monseñor Oscar Romero Charter 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 using the English Language Development component will further support our students in the acquisition of English.

Monseñor Oscar Romero Charter further supports and provides language enrichment through the use of Success for All 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 Monseñor Oscar Romero Charter 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 Executive Administrator, 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 Monseñor Oscar

Romero Charter 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, Monseñor Oscar Romero Charter addresses the needs of its EL students, grades 6th through 8th 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 Bert Corona Charter.
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

Monseñor Oscar Romero Charter 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, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) 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 during the Success For All Reading Block with the Rosetta Stone Program.

Instructional Vision

Monseñor Oscar Romero Charter will empower Citizen Scholars, California’s future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

Instructional Mission

The mission of Monseñor Oscar Romero Charter is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. MORCS Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The MORCS educational approach includes the following:

- Access to instructional curriculum that meets the challenges of their middle school academic achievements, College and Career Readiness, and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.

- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.
- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Monseñor Oscar Romero Charter recognizes and supports 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 coaching in the following areas:

- Designing standards-based instruction using the principles of backwards designs and aligns learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)¹, including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education² focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations

¹ Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

²<https://relay.edu/school-leaders>

- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:
 - Get better Faster Teacher Development Scope and Sequence³- Teacher actions
 - Observation and Feedback Protocols- Leader and Coach actions
 - Inter-rater reliability for observers-Leader and Coach actions
 - Constructing effective feedback-Leader and Coach Actions
 - Weekly Data Meeting Leader Moves and Actions
 - Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
 - Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
 - Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards-planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

At Monseñor Oscar Romero Charter School, 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 using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are actively 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 that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the MORCS 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 addressed in Classroom Instruction that Works (Marzano, Pickering, and

³ Bambrick-Santoyo, P, (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock) are used 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.

This approach further encourages teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, and across the content areas. The professional development preparation during the initial year will focus on this integration, as a transition period toward 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
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
 - Teachers
 - Rubric self-assessment
 - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
 - Presentation
 - Mentoring program
 - Defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, and English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
 - Utilizing frequent progress-monitoring assessments and checks for understanding
 - Engaging in careful planning and organization
 - Differentiating to meet students' instructional needs
 - Reteaching and conferencing to allow for authentic questions
 - Allowing students to work past deadlines
 - Cooperative group learning with a "more knowledgeable other"

English Language Development

Monseñor Oscar Romero Charter is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, English Language Development, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter’s Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter’s ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English— including depth and breadth of vocabulary—at the same time that they are learning to read and write. Monseñor Oscar Romero Charter will follow the new CA Common Core English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

Bert Corona Charter’s English Learner Students

ELs will come to Monseñor Oscar Romero Charter with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is “reading to learn” in various content areas. EL students who enter Monseñor Oscar Romero Charter in middle school grades, depending upon the level and extent of previous

schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- **Native Language Literacy.** Adolescent ELs who enter Monseñor Oscar Romero Charter in the middle school grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge would be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Monseñor Oscar Romero Charter EL could be in a newcomer program, a structured English immersion program, and a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA Common Core ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in these settings. Monseñor Oscar Romero Charter will use the new CA Common Core ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Monseñor Oscar Romero Charter will use supplemental EL materials found on the CDE approved list of materials for ELs. Monseñor Oscar Romero Charter teachers will use the new CA Common Core ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- 1 **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- 2 **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- 3 **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content

areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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. Monseñor Oscar Romero Charter 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:

Table 1: AMAO's and Measurable Goals

Table 1: AMOS for English Learners

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> • Progress in learning English • Increase one proficiency level • Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. • <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided. • <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided. • <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided. 	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> • Conduct analysis of ELs • Identify factors that contribute to meeting or not meeting AMAOs. • Use the Monseñor Oscar Romero Charter English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services. • Use of MTSS process for all students
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</p>
<p>Academic targets in English-language Arts Participation Rate Percentage Proficient or Above</p>	<p>Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)</p>

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 MORCS' English Learner Master Plan program 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.
- 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

The enrollment process begins when a parent or guardian takes their child to MORCS and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

- California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the [California Department of Education website](#) for more information.

The HLS consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language do the adults at home most often use?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

Amending the Home Language Survey: The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

Parent/Guardian Notification Requirements: Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment, parents/guardians must receive in timely manner information about the student's

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home

language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

In order to create the necessary conditions for English Learners to achieve at higher levels Monseñor Oscar Romero Charter will implement the following essential elements.

Learning Environment

English Learners at Monseñor Oscar Romero Charter 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.

Instructional Resource

Success for All (SFA)

BACKGROUND

1. Where are Success for All Foundation programs used? Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48 states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

2. What are the results? The Success for All (SFA) reading program has been evaluated in 47 experimental-control studies, carried out by researchers at many research institutions in addition to those completed by Johns Hopkins University researchers. Seventeen of these were done by researchers at Johns Hopkins University, and 30 were done elsewhere. In each, matched SFA and control schools have been compared on individually administered reading scales and/or state accountability measures, as well as other outcomes. The results have almost always favored SFA. In average grade equivalents on individually-administered measures such as the Woodcock Reading Mastery Test, SFA students perform approximately three months ahead of comparison students by the end of first grade, and more than a year ahead by fifth grade. Effects are particularly strong for students who are most at risk, those in the lowest 25% of their grades. Effects of the Spanish version of SFA have also been strong. SFA has produced substantial reductions in retentions and special education referrals and placements.

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A

statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

The American Institute of Research, in a review commissioned by the AFT, NEA, NAESP, NASSP and AASA, found that of 24 whole-school reform programs, only SFA and Direct Instruction meet the highest standards for evidence of positive impacts in rigorous studies. This report can be obtained from the AASA website www.aasa.org.

For a summary of research on Success for All, the following article can be found under Research/Results on this website.

Slavin, R. E. & Madden, N. A. (2003). Success for All / Roots & Wings: Summary of research on achievement outcomes. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk

3. Why does Success for All use homogeneous grouping across grades? The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping, which causes some educators to oppose it on philosophical grounds. However, the Joplin Plan is quite different. First, because it involves cross-grade grouping, there is no "high class" or "low class"; all classes (except the lowest-performing first grades) have high, average, and low achievers. Because groupings are revised every eight weeks, students are not relegated forever to a "track" from which it is difficult to move. In fact, because low achievers are likely to receive tutoring services, they are expected to move over time to higher-performing groups. The Joplin Plan creates groups all at one instructional level, enabling teachers to move at a very rapid pace. It avoids the need to have multiple reading groups within the class, a practice that forces teachers to assign much more seatwork than necessary and which may have a stigmatizing effect at least as great as that in the Joplin Plan. Since every child in grades 1-6 is regrouped into a reading class, low achievers do not feel singled out, as they might be in a low reading group within a single class. Finally, regrouping children into a larger number of classes, making use of additional teachers (because tutors and other certified teachers teach a reading class), helps schools reduce class sizes for reading.

4. Does research on Success for All find positive impacts on the achievement of English language learners? Six longitudinal studies have been done to evaluate the impact of SFA on the achievement of English language learners. Three have involved the Spanish bilingual program (Lee Conmigo), and three have involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

Slavin, R.E. & Cheung, A. (2003). Effective reading programs for English language learners: A best-evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

All of the studies found consistently higher achievement in SFA schools than in matched control schools in first grades, and these effects generally maintained in later years. One of the bilingual studies followed children long enough to see a transfer from superior performance in Spanish to superior performance in English. Another found a sharp increase in the number of children ready for early transition to English instruction.

5. Are the Success for All English reading materials appropriate for English language learners? Additional training and supplementary materials have been developed to help all teachers succeed with English language learners. These materials have been successfully used with thousands of English language learners throughout the U.S. The materials themselves, by providing a step-by-step phonetic structure and a strong emphasis on oral language development, help English language learners develop their reading skills at the same time as their English language skills are developing. Classroom teachers are given ESL strategies, such as Total Physical Response and use of regalia, to help ESL children gain the vocabulary necessary to comprehend the English materials. ESL teachers are given strategies for integrating with the reading instruction, including pre-teaching of vocabulary that will be in the books. In fact, because of the consistent materials and strategies taught across the school, it is easier in a SFA school to maintain close articulation between ESL and classroom reading strategies.

6. How does Success for All impact children with special needs? The main focus of SFA with respect to children with special needs is prevention, especially for children with learning disabilities or at risk for learning disabilities. The idea, called "neverstreaming", is to provide children with effective preschool and kindergarten programs, beginning reading programs, and family support programs, plus one-to-one tutoring or other special adaptations if needed, to ensure that students are successful in the first place and are never referred to special education. What special education program is more effective for children with learning disabilities than well-structured instruction, one-to-one tutoring, and extensive family support programs? Four studies of the special education-related outcomes of SFA have found reductions in special education placements of from one-half to three-quarters, as well as increased achievement among children who already have IEP's for learning disabilities.

For children who have more serious learning disabilities or other academic limitations, SFA advocates a policy of full inclusion. These children are typically assessed, placed in appropriate reading groups, tutored if necessary (usually by a special education teacher), and otherwise treated the same as other children, with appropriate adaptations to their unique needs. There is no research on this at present, but we have heard numerous reports of success of SFA with children with Down's Syndrome, severe auditory disabilities, and other disabilities, as well as for children with various behavioral disabilities.

For a summary of research on the special education aspects of Success for All, please

see the following article (available on this website under Research/Results).

Slavin, R.E. (1996). Neverstreaming: Preventing learning disabilities. *Educational Leadership*, 53 (5), 4-7.

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

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 Monseñor Oscar Romero Charter 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 9th-12th, Monseñor Oscar Romero Charter will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (
- 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, 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. An ELA/ELD curriculum is designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

BACKGROUND

Family and Community Engagement

Monseñor Oscar Romero Charter promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-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 that 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. Further, they recruit and organize family/community to support parents in their Monseñor Oscar Romero Charter 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 a 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, Monseñor Oscar Romero Charter has developed 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 Monseñor Oscar Romero Charter has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 9th -through 12th. The ELF contains the following:

1. 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 Monseñor Oscar Romero Charter will properly identify, assess, and support 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 Bert Corona Charter.

Schools in California are required, at the time of the student's enrollment into Monseñor Oscar Romero Charter 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). When enrolling a student at Bert Corona Charter, 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 Bert Corona Charter. 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 Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The 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 ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

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 ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c Monseñor Oscar Romero Charter 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

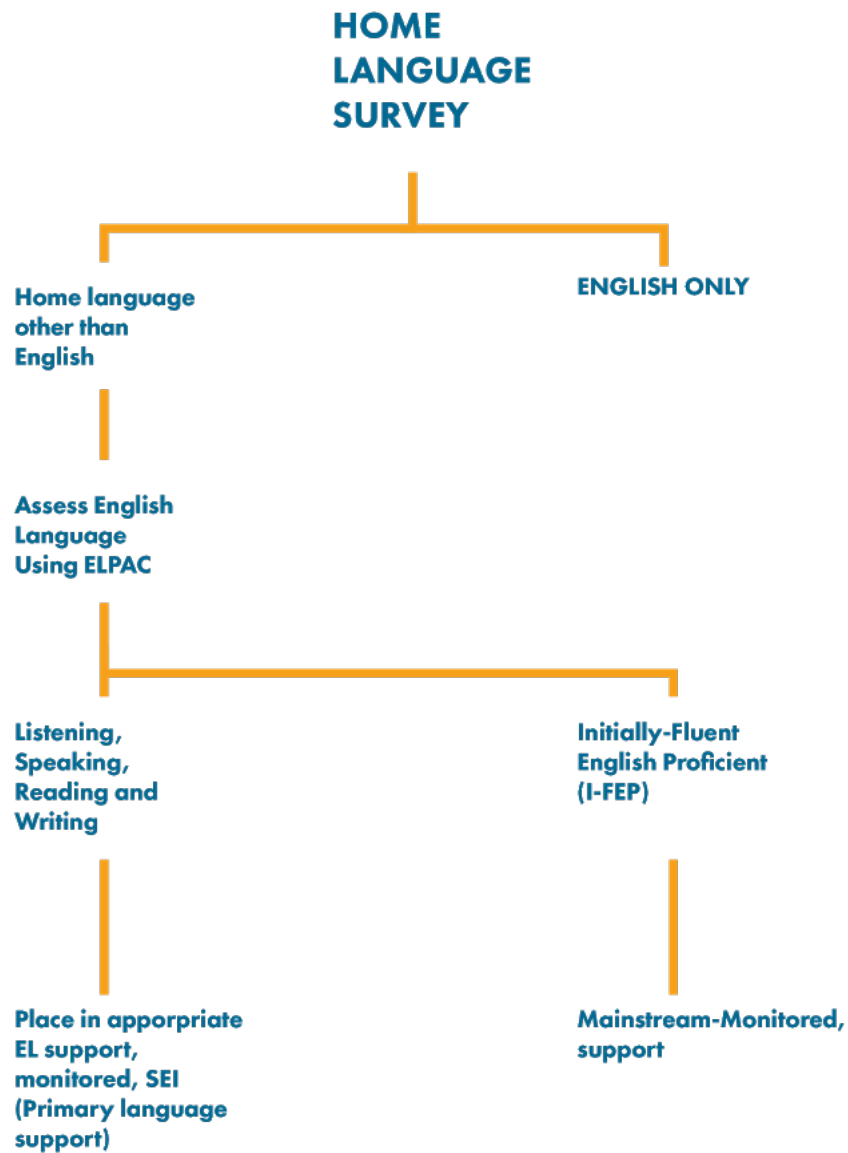
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

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 6th through 8th , the school will record the results into Monseñor Oscar Romero Charter 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



YPICS
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EL IDENTIFICATION PROCESS

The instruction for Monseñor Oscar Romero Charter English Learners consist of two primary programs which comply with all current state and federal laws,

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 Monseñor Oscar Romero Charter provides 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. Monseñor Oscar Romero Charter provides additional and appropriate educational services to English learners in grades 6th through 8th 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 Monseñor Oscar Romero Charter 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 Monseñor Oscar Romero Charter content and performance standards for their respective grade levels in core curricular areas. Monseñor Oscar Romero Charter 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. Monseñor Oscar Romero Charter may choose to concentrate first on teaching English so long as Monseñor Oscar Romero Charter subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Monseñor Oscar Romero Charter has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws. 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.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at cde.ca.gov:

All programs for English Learners provide Common Core State Standards 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 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, leaders, 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.

Monseñor Oscar Romero Charter 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 that 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 Monseñor Oscar Romero Charter adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 6th through 8th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at 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 ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that 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 ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in Monseñor Oscar Romero Charter Advisory, PASS (Passport to Student Success)/ Rti to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s, 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 ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.

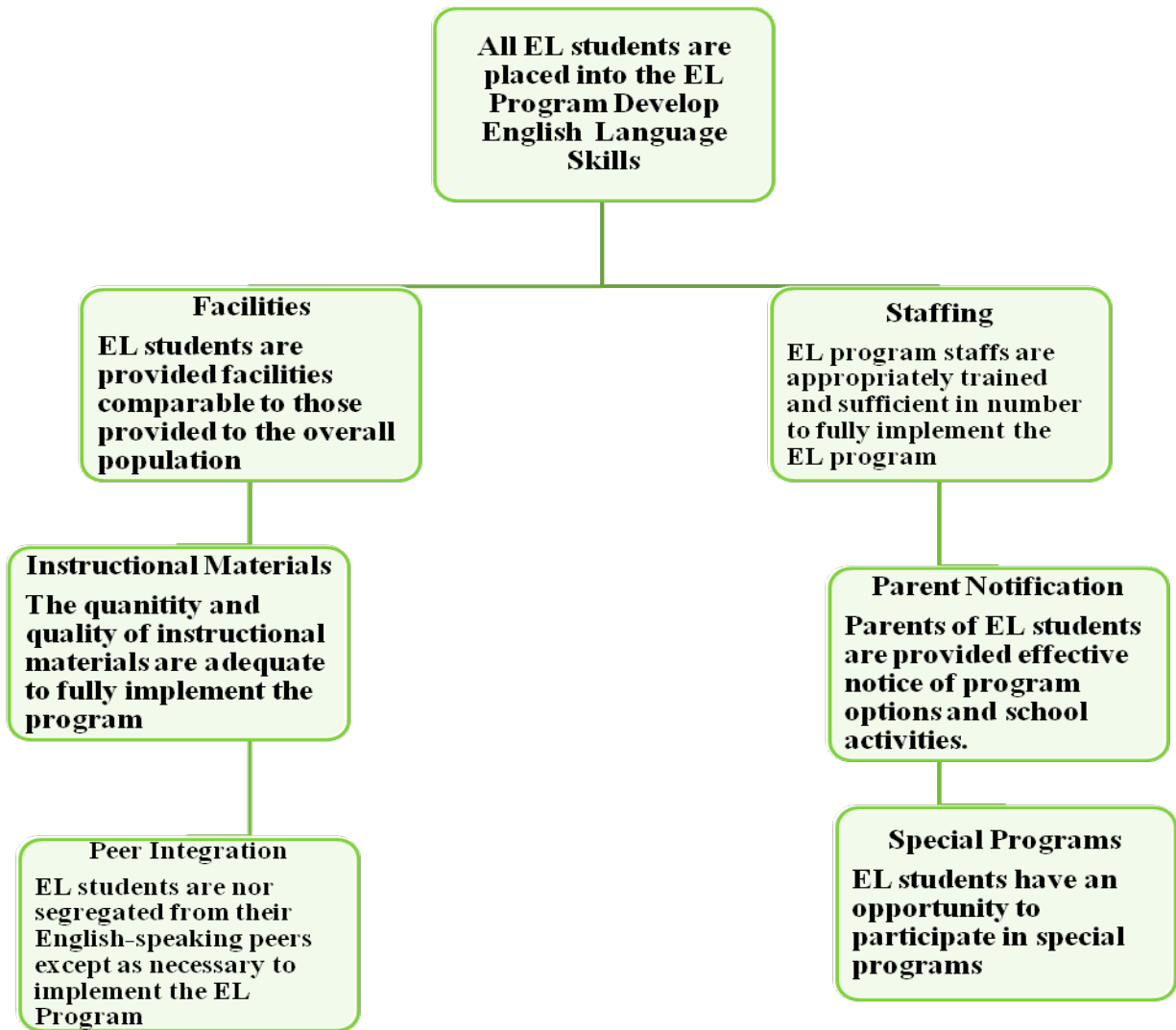
- c. The teacher also uses interim ELD assessments beyond ELPAC
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should 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 Bert Corona Charter-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD. In Grades 6th through 8th , students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.



Expanded Program (Grades 6th through 8th)

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-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

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

ENGLISH LEARNERS (EL's)

Monseñor Oscar Romero Charter will administer the 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. Monseñor Oscar Romero Charter will also administer the 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 Common Core ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

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- English Language Proficiency Assessment (ELPAC 4) and NWEA MAP
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Table 2: EL Assessments

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6th -8th	<ul style="list-style-type: none"> • ELPAC Results (4 Score) • Smarter Balanced (Standard Met or Standard Exceeded) 	<ul style="list-style-type: none"> • SBAC Interim Assessments • I-Ready Results • NWEA • Achieve3000 • Other to be adopted 	<ul style="list-style-type: none"> • Grade in English Language Arts Course (C or better) 	<ul style="list-style-type: none"> • Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

As stated Monseñor Oscar Romero Charter 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 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*. Monseñor Oscar Romero Charter 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* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Monseñor Oscar Romero Charter and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2016 through June 30, 2022

Implementation Target Date: September 1, 2018

- 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.
- Coordinator of Instruction and ELD 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, 2022

Implementation target date: September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s 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 3: Professional Development

Training Component Professional Development as per California Department of Education	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.
Theory Presentation	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.
Modeling	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.
Practice	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
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	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 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* [5th 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.
- I-Ready
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Monseñor Oscar Romero Charter will work during the 2019-2020 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 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.

Monseñor Oscar Romero Charter teachers also participate in BTSA professional development, or provided via staff development or university training.

Professional Development

The development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter 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. Monseñor Oscar Romero Charter recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

Continuous Professional Development

A key component of the Monseñor Oscar Romero Charter instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support Monseñor Oscar Romero Charter has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, 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 and project-based learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the Monseñor Oscar Romero Charter 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 that acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Monseñor Oscar Romero Charter instructional model and veteran teachers present workshops. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All Monseñor Oscar Romero Charter teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday 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 the strengthening of instructional strategies.

Monseñor Oscar Romero Charter 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 *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 weeks 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 throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 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. Monseñor Oscar Romero Charter 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. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Monseñor Oscar Romero Charter 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.

Collaboration and Integration

Monseñor Oscar Romero Charter also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. Monseñor Oscar Romero Charter 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.

Monseñor Oscar Romero Charter 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 those take the shape of meaningful, rigorous, and assessable projects. At Monseñor Oscar Romero Charter School, 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.

The professional development in preparation will continue to 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:

Monseñor Oscar Romero Charter has incorporated the following recommendations:

- Have uniform standards: Monseñor Oscar Romero Charter will have clear and high expectations of all students that fully align with the California Common Core 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 Monseñor Oscar Romero Charter 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 Monseñor Oscar Romero Charter School.

Program Goals

Monseñor Oscar Romero Charter 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.

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

How Students Become Self-Motivated, Competent, Lifelong Learners

Monseñor Oscar Romero Charter 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. Monseñor Oscar Romero Charter 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 Department of Education, and/or Common Core State Standards, and NGSS 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.

Diagnostic assessments that will be used to enable Monseñor Oscar Romero Charter to monitor the effects of proposed changes on student performance

Monseñor Oscar Romero Charter Assessments

ELPAC-- the California English Language Proficiency Assessment is a 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 the following is a sample of the kinds of standardized reports available to the school community for analysis:

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Monseñor Oscar Romero Charter School educational program. Monseñor Oscar Romero Charter School educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Ensure English proficiency and academic achievement

MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative and summative data. Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration. 1) MORCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, NWEA Map, and ELPAC.

Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The School will use multiple assessments to monitor and inform instructional practices and decisions. 2) All identified struggling students will be provided a block of intensive MTSS intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes. 3) Students who continue to struggle will be referred to the Coordination of Services Team.

This team is composed of an administrator, classroom teacher, and a special education representative to discuss the needs of a general education student who continues to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student. 4) A student who struggles over time will be referred to the Student Study Team (SST). The SST will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:

- Small group and individualized instruction in all classrooms
- After school tutoring
- One to one computer-assisted learning
- Individualized assistance from paraprofessionals
- Parent workshops to support home-school activities and communication
- Supplementary materials aligned with core programs for use in intersession and after-

Measurable Pupil Outcomes: Summative Assessment Performance Targets

MORCS is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that students are receiving, the MORCS community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student are created. Before the students culminate they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at Monseñor Oscar Romero Charter School. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results taken in each grade, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs. This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA) the following goals shall be pursued by Monseñor Oscar Romero Charter School. Bert Corona School recognizes and supports 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 coaching in the following areas:

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Monseñor Oscar Romero Charter School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Monseñor Oscar Romero Charter School uses the following online assessments.

Prevention/Intervention/Acceleration Reading Program:

All 6th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-grade reading level. The reverse is also true, if there is a 7th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to

make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.
Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:

When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The NWEA MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

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 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: 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.

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 (ELPAC, etc.). Monseñor Oscar Romero Charter 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.

Monseñor Oscar Romero Charter Outcome Goals-Skills, Knowledge, and Attitudes

Monseñor Oscar Romero Charter will satisfy state requirements for student assessments as required by law. Monseñor Oscar Romero Charter School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

College-Readiness

All students matriculating through Monseñor Oscar Romero Charter will complete a board-approved mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CA Common Core State Standards, approved by the CA State Department of Education, and required by every student seeking a completion of grades 6th through 8th

Life-Long Learning

Students at Monseñor Oscar Romero Charter will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and

publishing, which the school will instill in each of its students through a four year rigorous continuum of courses taught by a highly skilled and credentialed teachers.

Active Citizens

Students at Monseñor Oscar Romero Charter will be encouraged to invest volunteer service hours over the course of their school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Mr. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.

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.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– 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:

Executive Administrator Signature: _____

Committee’s Signature: _____

Teacher’s Signature: _____

Parent’s Signature: _____ Date: _____