



**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 Expected School-wide Learning Results (ESLRs), 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 2022-2023

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Introduction

Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989Cir. 1981)

All YPIC schools provide a Multi-Tiered System of Supports (MTSS) for the early identification and provision of support to students who are struggling academically, linguistically, social-emotionally and/or behaviorally in the general education setting. MTSS includes three tiers of strategies and research-based accelerations/accelerations for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. As part of the monitoring cycle, all YPICS Executive Administrators, teachers and support staff provide English Learners (ELs) and Standard English Learners (SELS) with quality educational programs and services that are based on current research, and provide accelerations when applicable.

ENGLISH LEARNER

The Roadmap Principles adopted by the California Department of Education are as follows:¹

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different 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 #2: 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.

¹ <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

Principle #3: 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 utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: 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 continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

According to the *California English Learner Roadmap*, Principle One², assets oriented and needs-responsive schools recognize that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curricula, and instruction. It is critical that our schools respond to the different EL students' needs, identities and experiences through the implementation of assets-based instructional programs.

Newcomers are foreign-born ELs enrolled in U.S. schools for 3 years or less. These students' educational needs are different from those of other ELs. For example, they may need Basic English language literacy support.

- *Potential Long-Term English Learners (PLTEs)* are EL students in 9th through 12th grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.
- *Long-Term English Learners (LTEs)* are EL students in 6th through 8th grade who have completed 6 full years in U.S. Schools without meeting the criteria for reclassification.

Newcomers and PLTEs who meet progress expectations benchmarks are considered to be making adequate academic progress. However, PLTEs and LTEs who are not meeting the progress expectations benchmarks are identified as At-Risk ELs The school's support team develops and monitors an acceleration plan for At-Risk EL

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

²https://www.cde.ca.gov/sp/el/rm/English_Learner_Roadmap. The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

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. Our teacher handbook includes descriptions of 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 Success for All Program as we build students' mastery of State standards, 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) Ensuring 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 and its effectiveness, making modification as needed.
- 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 principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent

with state and federal law. **All** responsible personnel of **Monseñor Oscar Romero Charter** are to fully implement this EL Master Plan.

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 **Monseñor Oscar Romero 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.

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 Annual Measurable Achievement Objectives (AMAOs) for our English learners:

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 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>

YPICS' 2022

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

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

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in gifted and talented programming, and other programs such as Helping Young People Excel (HYPE). HYPE provides our students with the guidance and resources to qualify for admission at elite college-prep independent high schools and for Advance Placement programs in public schools. HYPE provides a blend of intense programming and services to help students' access and succeed in high school and beyond. 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 to develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

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

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

Essential Elements for English Learner Programs

In order to create the necessary conditions for English Learners to achieve at higher levels **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.

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

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 6th-8th, **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, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;

- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

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

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

BACKGROUND

Family and Community Engagement

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. Secondly, 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** is developing a coherent and comprehensive professional development program. This program assists 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.

MONITORING PROCEDURES

The Initial English Language Proficiency Assessments for California (ELPAC) window is from July 1 through June 30. Local educational agencies will conduct a Home Language Survey (HLS). If the HLS indicates English as the primary language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary language, the student must take the Initial ELPAC. The HLS survey has four questions, but if a language other than English is indicated on the fourth question only, then the student may be tested at the local educational agency's discretion. Access the HLS on the California Department of Education (CDE) English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/el/forms.asp>.

The Initial ELPAC process:

1. *Notify the parent or guardian as soon as possible, in writing, that the Initial ELPAC will be administered. You may use the Parent and Guardian Notification Template found on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>.*
2. *Administer the Initial ELPAC by a trained ELPAC test examiner either as a computer-based assessment (CBA) or paper-pencil test (PPT) assessment.*
3. *Score the Initial ELPAC. Please reference Where to Submit Answers for the ELPAC for more information on where to enter scores with the CBA and PPT:*
4. *Student Score Reports will be available in the Test Operations Management System (TOMS) 48 hours after Data Entry Interface (DEI) entry and scoring of all four domains for the student is complete.*
5. *Verify that the TOMS automatically fed the status of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into California Longitudinal Pupil Achievement Data System (CALPADS).*
6. *Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of the CALPADS enrollment date by using the sample parent notification letter templates available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>. If the student*

*is classified as an EL, administer the Summative ELPAC every spring until the student is reclassified as fluent English proficient.*³

General performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general below PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)⁴.

³ <https://www.cde.ca.gov/ta/tg/ca/documents/elpacwheresubmit.pdf>.

⁴ [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)

Summative English Language Proficiency Assessments Levels for California (ELPAC)

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

<https://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp>

The practices, in agreement with the Castañeda standards, exhibit the following characteristics:

1. They have a research basis that holds promise to have local impact.
2. They are monitored using local metrics of system implementation and adult learning outcomes.
3. They pay attention to evidence of student learning outcomes and make adjustments as needed.⁵

The use of evidence in continuous improvement cycles is fully consonant with the local capacity-building approach of the *Blueprint 2.0* as well as the Local Control Funding Formula and the LCAP priorities and the State Board of Education's approach to our school's accountability.⁶

Although progress monitoring begins in the classrooms, our school support system plays a critical role in monitoring the progress of ELs at the school site. Key functions receive and participate in an effective instructional program and monitor the language and academic progress of ELs. The monitoring process includes:

- Schoolwide monitoring
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELs)
- Monitoring individual At-Risk EL students

The school site Executive Administrator is responsible for ensuring that the monitoring system is in place, and may designate the EL designee as the lead designee. At least one of the core members of Instruction Leadership Team (ILT) should have experience, knowledge, and/or training in the instructional program options for ELs, the English Learner Master Plan, as well as services provided through a Comprehensive ELD Program-Success For All and Elevate. The core Instruction Leadership Team (ILT) meets to review and monitor EL data should be minimally comprised of the EL designee and the Executive Administrator.

These meetings may also require the expertise of support staff such as a school psychologist, teacher and attendance counselors, resource teacher, special education teacher, etc., to address individual At-Risk student needs and recommend and/or provide applicable support. Applicable support that includes addressing the needs of the community, foster and homeless families including all wrap-around services.

⁵ <https://www.cde.ca.gov/sp/el/rm/charexmpls.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

⁶ Ibid

During each reporting period, the Infinite Campus *EL Monitoring Roster/Infinite Campus EL Roster* is generated and compared with the Snap Shot progress expectations to identify students who may be falling behind in English language development and/or core content areas. The *EL Progress Profile/EL Snap Shots* and *Individual Reclassification Plan* (IRP); such English Learner Report (ELPAC), i-Ready, are additional data sources that are used to support in comparing the EL student's progress in the meeting to establish progress expectations. The Instructional Leadership Team (ILT)- meets regularly to examine student data for school wide monitoring (i.e. by grade level, courses/classes), student group monitoring and to identify individual ELs who might need Tier 2 or Tier 3 support.

2021-2022 YPICS Reclassification Criteria		
Criteria	General Education	Student w/Disabilities
ELPAC	Overall Performance of Level 4	Oral, Speaking or Listening And Written, Language-Reading and Writing
Smarter Balanced Assessments	Met or Exceeds	Met or Exceeds IEP Evaluation
or	Average or Basic	<ul style="list-style-type: none"> • Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV) • Kaufman Test of Educational Achievement, Third Edition (KTEA-III) • Brigance Comprehensive Inventory of Basic Skills (CIBS II) • Other assessments that provide a valid and reliable score: • The Language Reading Scale (LRS) • Progress Assessment in Reading (PAR) • Gates-MacGinitie Reading Test (GMRT) • Gray Oral Reading Test (GORT) • Test of Silent Contextual Reading Fluency (TOSCRF)
i-Ready Assessment	Average or Basic	Reading Inventory (Houghton Mifflin)
Teacher Evaluation	C or Better SST Evaluation	C or Better SST Evaluation
Parent Consent	Parent Letter	Parent Letter

Developed by YPICS staff 2021-2022

Monitoring Resources

Administrators, teachers and staff have access to various monitoring resources or tools that support with collection of student data and student progress monitoring. Monitoring resources include and not limited to the Infinite Campus *EL Monitoring Rosters*, *EL Progress Profiles* and the *EL Dashboard*, i-Ready results, student work, teacher recommendations and parent consent.

EL Monitoring Roster is a report available in Infinite Campus, which includes students' most recent data on English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), basic skills assessments and grading marks. The *EL Monitoring Roster* is used to identify students in need of linguistic and/or academic acceleration. Schools need to also annotate the roster with information of supports and accelerations provided to the identified At Risk ELs. Infinite Campus allows for sorting and detailing individual student information and data.

The *Individual Reclassification Plan (IRP)* is a student report available in Infinite Campus and it is used to monitor progress and the academic needs and strengths of PLTEs and LTEs. This report is used for all At-Risk ELs to monitor progress towards reclassification. The IRP is used with the progress expectations charts (to monitor student progress, as well as assist individual students with developing linguistic and academic goals.

NOTE: All At-Risk ELs must have documented data within the Infinite Camp Folder. The IRP is available in Infinite Campus under Reports English Learner Individual information, which includes reclassification information.

The *EL Progress Profile* is a student report available in Infinite Campus, which displays the reclassification criteria, indicating specifically whether a student has met or not met each criteria measure for reclassification.

The *EL Dashboard* is a platform that contains school-level EL data. The *EL Dashboard* can be accessed on the individual students file.

Progress Monitoring Procedures

For schoolwide monitoring and specific EL student groups monitoring, the ILT shall utilize an ILT Meeting Log to document the following:

- Type of acceleration(s) needed and offered
- Start and end date of acceleration(s)
- Number of hours of acceleration(s) provided
- Language skill(s) and/or subject area(s) addressed
- Information about the students' response to the acceleration(s)

NOTE: For any students who require Tier 2 or Tier 3 support, the ILT must convene to develop a specific acceleration plan using the ILT Student Acceleration Plan form, which is available on Infinite Campus, refer to [Infinite Campus](#).

Accelerations And Enrichment For At-Risk ELs

The Executive Administrator must convene to recommend an acceleration plan with specialized support for identified At-Risk ELs as part of their schoolwide, group, and individual student monitoring. The acceleration plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The ILT must also monitor the plan's implementation and the effectiveness of the acceleration services provided.

The YPICS acceleration program reflects a multi-tiered approach to instruction. Strategies include, but are not limited to, any of the following:

- Specific academic support
- Specialized reading, writing or math instruction
- Designated English Language Development (ELD)
- Differentiated instruction using Integrated ELD (ELD) methodology in core classes
- After school tutoring addressing identified needs of students
- Language and/or academic enrichment

NOTE: The purpose of acceleration and enrichment is to explicitly support language and academic skills needed by ELs through direct instruction and the use of appropriate strategies.

Since the ILT monitors the whole child, the team takes into account not only academics but also behavioral, attendance and social-emotional factors that are relevant when analyzing EL progress.

To determine appropriate accelerations and assess their effectiveness for individual ELs, the EL plan will be implemented during the 2021-2022 and 2022-2023 academic years. Teachers, staff and families receive an orientation to the plan, outlining the plan implementation that outlines the platforms and strategies that will be used during distance learning and on campus learning to engage students and provide the instructional support and scaffolds needed to make content accessible to students and be invited to serve on the committee to guide and evaluate the effectiveness of the plan.

The English Learner plan will be implemented and will maintain evidence of the academic achievement and the acquisition of English for English Learner students as measured by the English Language Proficiency Assessment for California (ELPAC) <https://www.elpac.org/>⁷, CAASPP, RFEP Monitoring documents, as well as based on curricular and local assessments as indicated in the YPICS EL Reclassification Criteria.

Annual EL Parent ELPAC and Reclassification Workshop will support parents to understand the adjustments to the 2022-23 Summative ELPAC and the online 2022-2023 Initial ELPAC testing dates and how they were either administered remotely or in person; how to interpret the Initial and Summative ELPAC reports; the new alternative criteria for

⁷ [cdfile://localhost/e.ca.gov https://www.elpac.org/](https://www.elpac.org/)

reclassifying certain students with disabilities; and the proposed administration of the 2022- 2023 Summative test.

Pre/Post teacher survey data will be used to identify individual teacher's professional development needs regarding how to best support ELs through both designated and integrated ELD instruction during distance learning and on campus learning using not only teacher feedback but classroom observations conducted by academic coaches and site Executive Administrators as well.

- English Proficiency ELs and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.
- Teachers will continue to use historical EL student data to facilitate reflection and goal setting conferences to create student awareness of areas of strengths and weaknesses:
- Teachers will use data from Initial ELPAC and Summative ELPAC data from prior years to identify and provide targeted instructional support to help students to measure specific growth gains in the overall score as well as the 4 domains of listening, speaking, reading, writing.
- ELPAC test historical data will be used for 6th through 8th grades for Teachers to facilitate the student reflection process regarding their own progress.

Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate Well Developed. Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals/smart goals in the area of ELD to monitor their progress.

Academic Progress

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies for both that support students during both long distance and on campus learning. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic growth. Students who have reclassified will be monitored for 4 years with the expectation that they earn a letter grade of "B" or better in the ELA courses each semester.

All new teachers will receive Professional Development Workshops in ELD strategies and returning teachers will have the option to review presented strategies to add to the existing repertoire. All Teachers are provided and assisted in revisiting the protocol that should be followed in the use of the modified EL Student Monitoring document and to track the academic progress of R-FEP students within the 4-year monitoring cycle.

Curricular Programs, platforms and strategies will be used during distance learning to engage and challenge students to demonstrate a growth mindset, request teacher feedback and use it to revise their work, and track their own academic growth.

Standard English Language (SEL) and Mentoring is provided to address the needs of the whole student to build and foster strong connections between students, teachers and staff during long distance learning and on campus learning.

Teachers design 30 min. daily blocks of instructional time around SEL and incorporate opportunities for students to connect on a personal level with their teacher(s) and peers throughout the day to foster a sense of belonging and connection to the school so they want to show up and engage in learning.

Mentoring allows teachers and the Executive Administrator to connect at least once every week to 2 weeks with their mentee to do a social emotional check in as well as check in about their academic progress meeting their goals. Students reflect on what went well the previous week and what did not go so well and then establish goals for the new week based on their reflections.

Student Academic Performance will be measured using:

- ELPAC Scores- Initial & Summative Test
- Assignments for ELD instruction and curriculum
- Curriculum Embedded Assessments- Unit & Chapter tests. Internal Assessments/Common Benchmark Assessments i.e.

Assessment Blocks in November, 2020 and i-Ready assessments (6th-8th) which are administered 3 times a year. In addition to Project Based Learning assignments and math assignments that focus on themes that are environmental and community focused will be assigned and completion rates will be monitored for core classes such as ELA, History, Science, Math/Common Benchmark Assessments will be used to determine what students need to focus on.

Acceleration will be provided to small group support during the Core Classes or other accelerations during the school day, afterschool or during asynchronous time might be necessary. Differentiated materials and resources will be selected or created by the teacher to scaffold learning to ensure grade level content is comprehensible for students and used as a vehicle for teaching cognitive skills.

CAASPP ELA Performance Data

- Acceleration will be provided to students throughout distance learning and on campus learning.
- Students will be provided acceleration throughout the instructional day where small group instruction is provided using assessment data.
- Tutoring is available before and after school with on-campus learning.
- Teachers will provide targeted support in small groups to teach and reinforce skill and Success for All protocols to development, cognitive skills development support and performance focus assessment prep support.

LTELS will be monitored by the Executive Administration and the teachers for academic progress as measured by their 5 week progress reports and all students mentors will meet with them at least once every two weeks to discuss their academic and social emotional progress as well as set Smart Goals that are designed to create student independence and support their progress and student academic achievement.

Teachers and the Executive Administrator will meet with students not meeting the academic expectations to collaboratively create academic plans individually with students to improve their performance through improved attendance, class work completion and assessment performance. The School Climate and Culture Coordinator and Advisory Teacher's will also support monitoring attendance of assigned tutoring when needed.

Reclassification Of English Learners

Reclassification of English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs); as well as, assure all English Learners show yearly progress towards meeting the criteria to become English proficient over a 4-year cycle or as long as the student is enrolled in the school.

The modified criteria for reclassification based on the new California Department of Education (CDE) mandate requiring an ELPAC overall score of "4" as part of the first criterion for reclassification. This change took place January 2019. Designated teachers will use Reading and Language Tests to generate student Lexile Level (comprehension) Scores of "Basic" or higher for initial Reclassification criteria and "Proficient" for all R-FEP students currently in the 4-year monitoring cycle.

Monitoring Plan And Staff Development

Monseñor Oscar Romero understands the importance and use of research-based instructional practices to promote student achievement, resulting in 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 are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math and ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- 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 Paul Bambrick-Santoyo.⁸
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a "SPED Series" of Professional Development for teachers. Topics included:

⁸ Bambrick-Santoyo. P. (2016) *Getting, Better Faster*. Jossey Bass.

Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities. All staff members have access to participate in professional development provided by the District.

Students With Disabilities Receiving Special Education Services

The special education program is fully inclusive where all students with disabilities are educated in classes with their non-disabled peers. Students with disabilities receive support via push-in support where the general education teacher and special education teachers, along with paraprofessionals, collaborate to assist the students with access to the curriculum; or pull-out support where the students receive some of their instruction in a small group or one-on-one setting. Each grade level has a case carrier who ensures the proper implementation of the IEP. They provide IEP snapshots, review them regularly with teachers, and coordinate support from related service providers.

During the IEP meeting, the team will complete the “IEP Team Worksheet to Determine Reclassification”. The document will be uploaded into Welligent as documentation for reclassification.

ELs who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the ILT and their IEP team. The team is required to document the instruction, services, and supports that are needed to support students with disabilities who are ELs. This includes documenting the student’s Present Level of Performance in ELD as evidenced by multiple sources of State, and school level data, and providing a description of how a student’s ELD level and/or performance impacts the student’s progress toward meeting the criteria for reclassification and IEP goals and objectives. The IEP team is required to address the provision of services and supports in ELD as part of the offer of Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all ELs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team’s preparatory activities, the IEP case manager should consult with the student’s ELD teacher, the school EL designee and/or the school’s ILT.

NOTE: ELs with a 504 Plan are also part of the school’s general EL monitoring process and must be monitored by the EL designee.

English Learner Online Accountability Requirements

The school site Executive Administrator is responsible for ensuring At-Risk ELs are monitored and supported with the appropriate accelerations. **Monseñor Oscar Romero Charter School’s** goal is to effectively monitor ELs’ linguistic and academic progress

As an English Learner Consortium **MORCS** provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build

understanding and expertise above the needs of ELs and research-based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches. **MORCS** engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council, Cafe con Los Directors, Parent Committee, LCAP Planning Committee, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, CASA Advisory Council, and staff, student, parent, teacher surveys.

- A. **MORCS** has a partnership with LA City College that collaboratively provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community.
- B. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.
- C. Safe and Healthy Students LCAP Goal #8: School Climate applicable to the following: Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Graduation Rate Outcome #3: Safety and school connectedness at or above baseline goals 96% of parents, students and teachers indicated school safety and connectedness. Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers.
- D. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: 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. 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. LCAP Goal #1 Basic Services The quality of teachers has an impact on student success.
- E. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes. Outcome #3: All students will exhibit Student Academic Achievement-Proficiency Metric/Method for Measuring: Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school Rtl, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction teacher standard aligned created exit slips-used for checking for student understanding on a daily basis

Developed a monitoring evaluation plan for determining program effectiveness for English Learners and R-FEP students in 4-year cycle; monitor growth and use data to improve academic programs

Literacy Measurement Goal- All students will be reading and will take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process

and students are grouped based on their assessed reading needs and acceleration or extension support is provided in small groups.

All teachers have been trained in the use of i-Ready and will be supported to utilize the i-Ready online program for students as a RTI level 2 acceleration after the administration of the diagnostic test 2 (or more times) annually.

Reading Acceleration Specialist and Designated ELD Teacher

- Lessons will include sounds and spelling patterns, morphology, grammar, and fluency.
- Students who are reading two or more grade levels below their grade level according to data are selected to receive acceleration support.
- Through distance learning, most groups will meet during their asynchronous instruction. For at least one grade level, students will meet during their small group instruction time and will be alternating groups with their teacher.
- To assess students' growth over time data will be collected using the following tests and share with teachers and the administrative team:
 - Phonemic Awareness Baseline Assessment
 - I-Ready and classroom assessments
 - Acceleration groups will be adjusted after assessments are administered according to the assessment calendar.
 - Success For All results

Parents will gain increased knowledge of language expectations and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

An annual District level ELPAC Parent Night will be held to review the ELPAC assessment results and deconstruct the ELPAC student performance reports. The Parent Coordinator or designee will create and provide suggestions for what parents can do to support their children at home with their continued language development. Additional parent workshops related to students ELPAC data reports and strategies for supporting EL students at home will be offered.

ELAC will identify opportunities for parents to increase their own English Language development skills through the offering of parent workshops.

For At-Risk ELs with disabilities, the EL designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual EL.

Evidence of ILT monitoring, including the acceleration plan, must be filed in the Master Plan folder in the student's cumulative record.

Student learning outcomes are ultimately products of classroom instruction and student engagement in learning. The capacity of our school to deliver a high intellectual quality of instruction and meaningful access through rigorous instruction depends on the availability of materials, the professional learning opportunities available to teachers, and how the educators in the system are formatively assessing their practice. The following are indicators that help educators understand the quality of the classroom-learning environment.

1. Materials support scaffolding and opportunities for EL students at all levels of proficiency to engage in intellectually rich learning.
2. Professional learning opportunities are available for teachers on how to use materials to engage EL students of all levels of proficiency in intellectually rich learning.
3. Implementation of materials is accompanied by an examination of ongoing evidence of student engagement and learning.

From the perspective of California State Standards-aligned instructional and learning practices, it is especially valuable to gather evidence of students' oral and written language across disciplinary practices at the classroom and school level, as well as the distribution of the uses of language across EL students with varying levels of proficiency and backgrounds. This includes the following:

1. Students use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain, and retell.
2. Students contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
3. Students demonstrate metalinguistic behaviors (making explicit references to language and communication) while engaged with structured cohesive texts, expanding and enriching ideas, or combining and condensing ideas.
4. Teachers monitor student participation in learning activities and provide support to build on the strengths and meet the needs of individual students.

The socio-emotional climate is culturally and linguistically respectful and appropriate, and is monitored in a variety of methods, including student climate and Social and Emotional Learning (SEL) surveys.

Available Resources at the California Department of Education.

- [Technical Assistance and Monitoring](#)
Technical assistance to guide local educational agencies with providing services to English learner, immigrant, and migrant students.
- [Compliance Monitoring](#)
- [English Learner Advisory Committee](#)
- [2022-23 Cycle A and C Program Instruments](#)

- [District English Learner Advisory Committee](#)
- [CDE Monitoring Tool \(CMT\)](#)

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 **Monseñor Oscar Romero Charter** will properly have identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Monseñor Oscar Romero 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). [See Form A in Appendix. When enrolling a student at **MORCS** 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 Home Language Survey 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 who's 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 **Monseñor Oscar Romero 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 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 Well Developed (4) or Moderately levels (3) on

the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the 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).

The instruction for **Monseñor Oscar Romero Charter** English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

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

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

Parental Involvement

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

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

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 Monseñor Oscar Romero Charter is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **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, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

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

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

Elements of Program Options

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

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

English Learners Program Settings* -

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

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

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

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

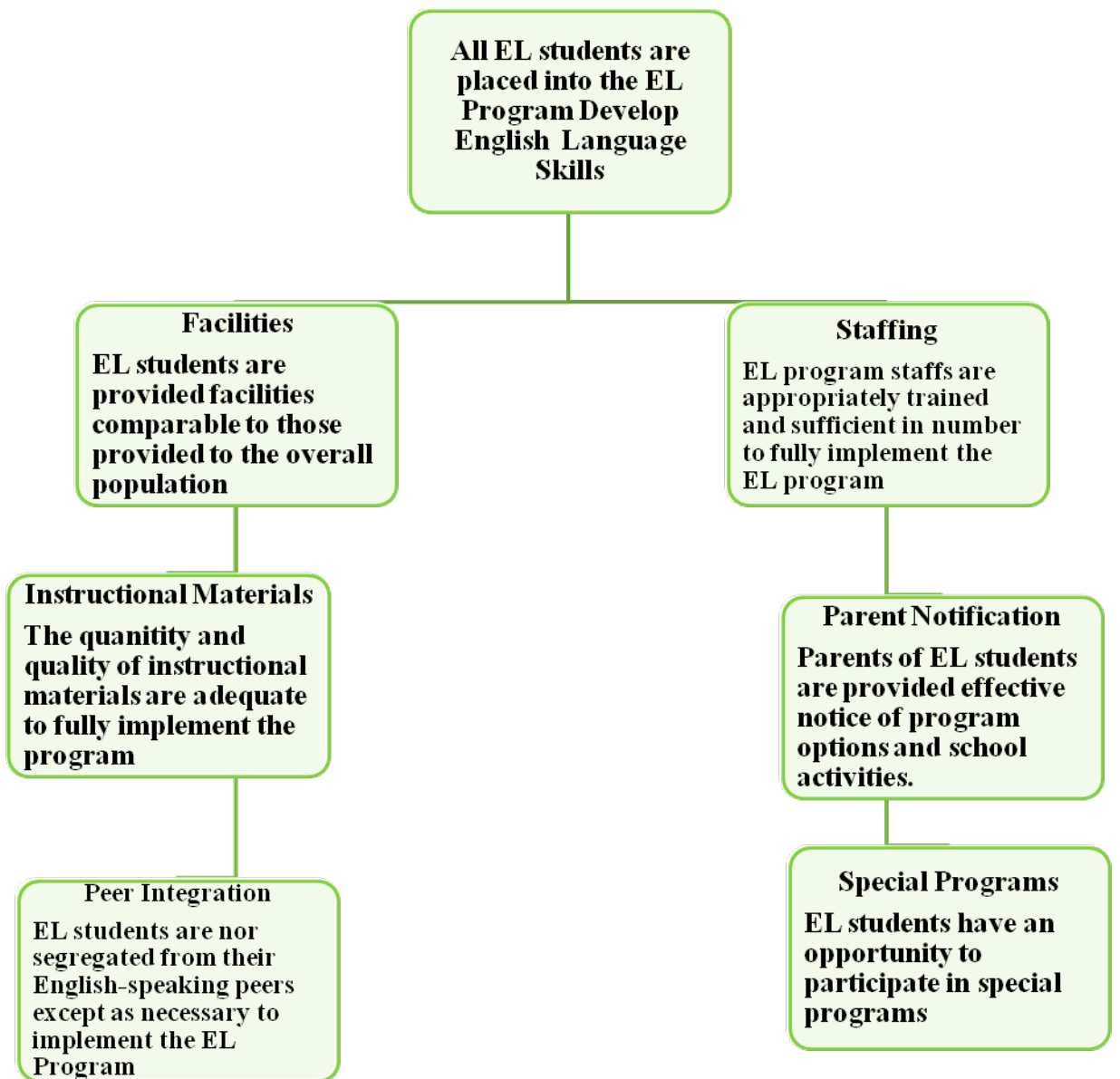
Key Features Of SDAIE

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

- | | |
|---|-------------------------------|
| 1) Modeling | 7) Bridging |
| 2) Contextualizing | 8) Building schema |
| 3) Reframing | 9) Developing metacognition |
| 4) Checking for comprehension | 10) Monitoring/assessing |
| 5) Questioning | 11) Adjusting speech register |
| 6) Orchestrating all modalities of learning | 12) Interacting |

For English Learners at Minimally Developed, Somewhat Developed, and sometimes at the Moderately Developed 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.



Expanded Program (Grades 6-8)

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 i-Ready Assessment	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

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: August 2022 through June 30, 2023

Implementation Target Date: August 2022

- 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: August 2022 through June 30, 2023

Implementation target date: August 2022

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

Training Components

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 (Refer to Reclassification Chart).

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

In addition, **Monseñor Oscar Romero Charter** will work during the school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic redesignation in the Smarter Balanced scores for English/Language Arts section

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

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

Monitoring Plan and Staff development

Monseñor Oscar Romero understands the importance and use of research-based instructional practices to promote student achievement, resulting in 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 are incorporating instructional strategies detailed in Explicit Direct Instruction:
 - The traditional backwards design process guides teachers through a three step process:
 - Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
 - Differentiated assessment methods aligned to prioritized standards and identified learning targets
 - Innovative, research-based instructional strategies clearly articulating student learning objectives
 - The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum

- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- 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 Paul Bambrick-Santoyo.⁹
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a "SPED Series" of PDs for teachers. Topics included: Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities.

All staff members have access to participate in professional development provided by the District.

⁹ Bambrick-Santoyo, P. (2016) *Getting, Better Faster*. Jossey Bass.

Monseñor Oscar Romero Charter School

LCAP Overview 2021-2022 and LCAP Goals 2022-2023

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate BasicCondition of Learning		
	<p>Goal 1: Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>	<p>Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)</p>	<p>Goal 3: Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>		
<p>Actions and Measurements</p>	<p>2-3% growth on CAASPP</p> <table border="1" data-bbox="405 1063 793 1369"> <tr> <td data-bbox="405 1063 598 1369">Reading</td> <td data-bbox="598 1063 793 1369">Math</td> </tr> </table>	Reading	Math	<p>Multiple opportunities for Part Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p> <p>2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met:</p>
Reading	Math				

<p>Annual Progress on CA Dashboard (Status & Change) <u>Verifiable Data i-Ready</u> 2021-22 Goal <u>Met using Verifiable Data Reading:</u></p> <ul style="list-style-type: none"> • Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2 • Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2 • Median Progress to Annual Typical Growth is at 97% overall for all students in reading • 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth • All grade levels showing growth from D1 to D2 <p><u>Met Verifiable Data Mathematics:</u></p> <ul style="list-style-type: none"> • Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2 • Students “Two or More Grade Levels Below” decreased from 71% to 61% from D1 to D2 	<p>Engage parents & students in decision making</p> <p>2021-2022: Met Continued engagement of parents in decision- making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p> <p>2021-2022 Met: 96% Teachers participated in professional development throughout the year on going coaching, monitoring and feedback provided to teachers.</p>
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<ul style="list-style-type: none"> • Median Progress to Annual Typical Growth is at 73% overall for all students in math 8th grade math saw the highest growth at 108% median growth and 42% stretch growth • All grade Students “On or Above” Grade level increased from 13% to levels showing growth from D1 to D2 in Math 		
<p>100% Teacher Proper Credentials Assignments</p> <p>2021-22: Met: Opened ELD classrooms</p>	<p>ADA rate above 94% (Chronic Absenteeism)</p> <p><u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p> <p>2021-2022 Met: Opened additional designated classroom to address the needs of ELD students</p>
<p>100% of teachers and students will have access to State approved standards-based materials</p> <p>2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration</p>	<p>Suspensions and Expulsion Rates Maintain below 1%</p> <p>2021-2022 Met: <1% suspension andexpulsion rate Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes</p>	<p>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.</p> <p>2021-2022 Met:</p> <p>100% of facilities is clean and maintained in good repair.</p>

	quarterly check-ins to ensure that the implementation is successful.			
100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies 2021-2022 Met: Advisory is offering socio-emotional support to students.		School facilities are safe and secure 2021-2022 Met: School is safe and secure.		
100% of Student access to Broad Course of Study 2021-22 Met				
Advancement on ELPAC 2021-2022: Waiting for results on Reading Inventory				
EL Reclassification exceeds LAUSD 2021-2022: Waiting for results on Reading Inventory				
2-3% growth on i-Ready				
<table border="1"> <tr> <td>ELA</td> <td>Math</td> </tr> </table>	ELA	Math		
ELA	Math			
Met Growth Goals as presented above.				