



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

ENGLISH LEARNER PLAN (EL)

MISSION

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

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

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

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

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

School Year 2022-2023 (Revised)

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Introduction

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

- **Principle One: Assets-Oriented and Needs-Responsive Schools**

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

- **Principle Two: Intellectual Quality of Instruction and Meaningful Access**

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

- **Principle Three: System Conditions that Support Effectiveness**

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

- **Principle Four: Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge

students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

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

Monseñor Oscar Romero Charter incorporate an English Language Development (ELD) program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each English Learner student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist ELL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. o Opportunities for ELD level 1 and 2 students to receive additional accelerated instructional support after school.
- Use of Ellevation Platform, which provides district administration, school leaders, and classroom teachers with targeted data analytics to support English Learners and digital workflow tools for our EL program. With a platform focused solely on English Learners, our administrators and teachers will be able to monitor, intervene, collaborate, and report on the academic and language success of our ELs. Ellevation will enable all of our Long Term English Learners and Reclassified Fluent English Proficient students to be qualitatively and quantitatively monitored at both the site and district level. It will also streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families.

Ellevation Strategies includes research-based instructional strategies for classroom teachers to help them meet the needs of our current and former English Learners, as well as DLI students. Strategies are an easy-to-use tool that allows teachers of any grade or subject area to easily integrate language activities into existing lesson plans and curriculum. Embedded within each activity are data-driven differentiation ideas and student groupings. By providing purposeful opportunities throughout a lesson for students to read, write, listen, and speak, Ellevation Strategies ensures students build language proficiency and access rigorous grade-level content at the same time. Ellevation Strategies includes Professional Learning Modules, which cover a range of topics specific to subgroups, such as newcomers and LTELs, and relevant to language practices such as fostering interactions and building background.

Ellevation Math is an online learning program designed specifically for English Learners in grades 3 - 9, though benefitting all students. It pre-teaches academic vocabulary in context and offers comprehensible input so that students can better understand instruction and participate more

meaningfully in class. With Ellevation Math, ELs arrive at math class ready to engage, solve problems, and explain their thinking while utilizing new vocabulary. When ELs are better able to engage in class discussions and skill-building, they are more likely to reach benchmarks, gain confidence, and overcome barriers to advanced academic opportunities.

Prior to utilizing the Toolkit, **MORCS'** teachers and staff review the content of the [English Language Arts/English Language Development Framework for California Public Schools \(2015\)](#) and the [California English Language Development Standards: Kindergarten Through Grade 12 \(2014\)](#).

The *English Learner Toolkit of Strategies* (ELTS) is designed to support implementation of the historic California English Learner Roadmap policy (CA State Board of Education, 2017). The vision of the EL Roadmap proposes “English learners fully and meaningfully access and participate in a twenty-first century education...that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages” (*EL Roadmap*, p. 1). Educators who selectively and intentionally employ the strategies within the ELTS are well-positioned for differentiated instruction, as outlined in EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools, Element B, “Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences” (*EL Roadmap*, p. 13). Moreover, the Toolkit explicitly addresses the need to engage ELs in “intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency” as called for by EL Roadmap Principle Two: Intellectual Quality of Instruction and Meaningful Access (*EL Roadmap*, p. 14). Across the ELTS the user will note connections to Principle Two’s Element A (integrated and designated ELD), Element B (rigorous, intellectually rich, standards-based curriculum), Element C (engagement, interaction, and high expectations), and Element D (access to the full curriculum with appropriate supports), as outlined in the Roadmap policy (p. 16). When used as intended, the ELTS can serve as a vehicle for classrooms aiming to bring the vision of the CA EL Roadmap to life.

The use of the English Learner Roadmap Priorities and the resources of the Toolkit are designed to provide K-12 classroom teachers, coaches and teachers on special assignments high leverage strategies to increase the English language proficiency of their English learners; the toolkit is designed to be used in both Integrated and Designated English Language Development. The strategies address reading, writing, speaking and listening to prepare ELs for literacy in the 21st century.

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

Table AMO'S and Measurable Goals

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

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

ELAC provides leadership for our EL students.

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

- The *English Learner Master Plan* program has been developed and is fully implemented.
- **ALL** English Learners will master the English language as measured by ELPAC, Smarter Balanced results and other measures.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared 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.

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.

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. In the event a student enters **Monseñor Oscar Romero Charter** without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD CELDT/ELPAC, Smarter Balanced and other assessments will be utilized to maximize the student's capacity for English language acquisition.

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

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

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

Monseñor Oscar Romero Charter further supports and provides language enrichment through the use of the Success for All as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

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

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

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

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

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

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

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

English Learners Vision Statement

We believe in the potential of our students.

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

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

We hold that knowledge is not language-based.

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

Based on these beliefs, **Monseñor Oscar Romero Charter** addresses the needs of its EL students, grades 6th through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **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.

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

- The **Monseñor Oscar Romero Charter** 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 develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

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

- Academic preparation
- Information literacy
- Fluency in technology

- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

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

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

The HLS consists of the following four questions:

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

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

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

Amending the Home Language Survey

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

Parent/Guardian Notification Requirements

Research shows that strong family-school relationships are an indicator of student success.² Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

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

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

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

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

Learning Environment

English Learners at **Monseñor Oscar Romero Charter** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

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

Curriculum

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

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

Pedagogy

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

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

Instructional Resource

I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 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. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.

- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

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

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

Guiding Principles

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

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

BACKGROUND

Family and Community Engagement

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** reviews and continues to develop a coherent and comprehensive professional development program. Among the programs is the Ellevation Program, which offers program management solutions for multilingual learners that goes beyond compliance and impacts instruction in every classroom based on a set of core beliefs and values.

- Linguistic and cultural diversity are assets, not barriers
- All educators deserve world-class software that is responsive to their needs.
- With the right training, support, and tools for effective instruction, teachers can make an enormous impact on even the most under-served students.
- Every student in America deserves an opportunity to achieve his or her highest aspirations.

¹

Ellevation Strategies provides sustained, job-embedded, results-oriented professional development that helps every educator develop the capacity and skills to advance the language acquisition and content mastery of multilingual learners.

¹ Ellevation Professional Development

This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending **Monseñor Oscar Romero Charter** has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 6th -through 8th. The ELF contains the following:

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

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 **Monseñor Oscar Romero Charter** will properly 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). When enrolling a student at **Monseñor Oscar Romero Charter**, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

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

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

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **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 California English Language Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

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

Primary Language Proficiency Assessment

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

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

Parental Notification

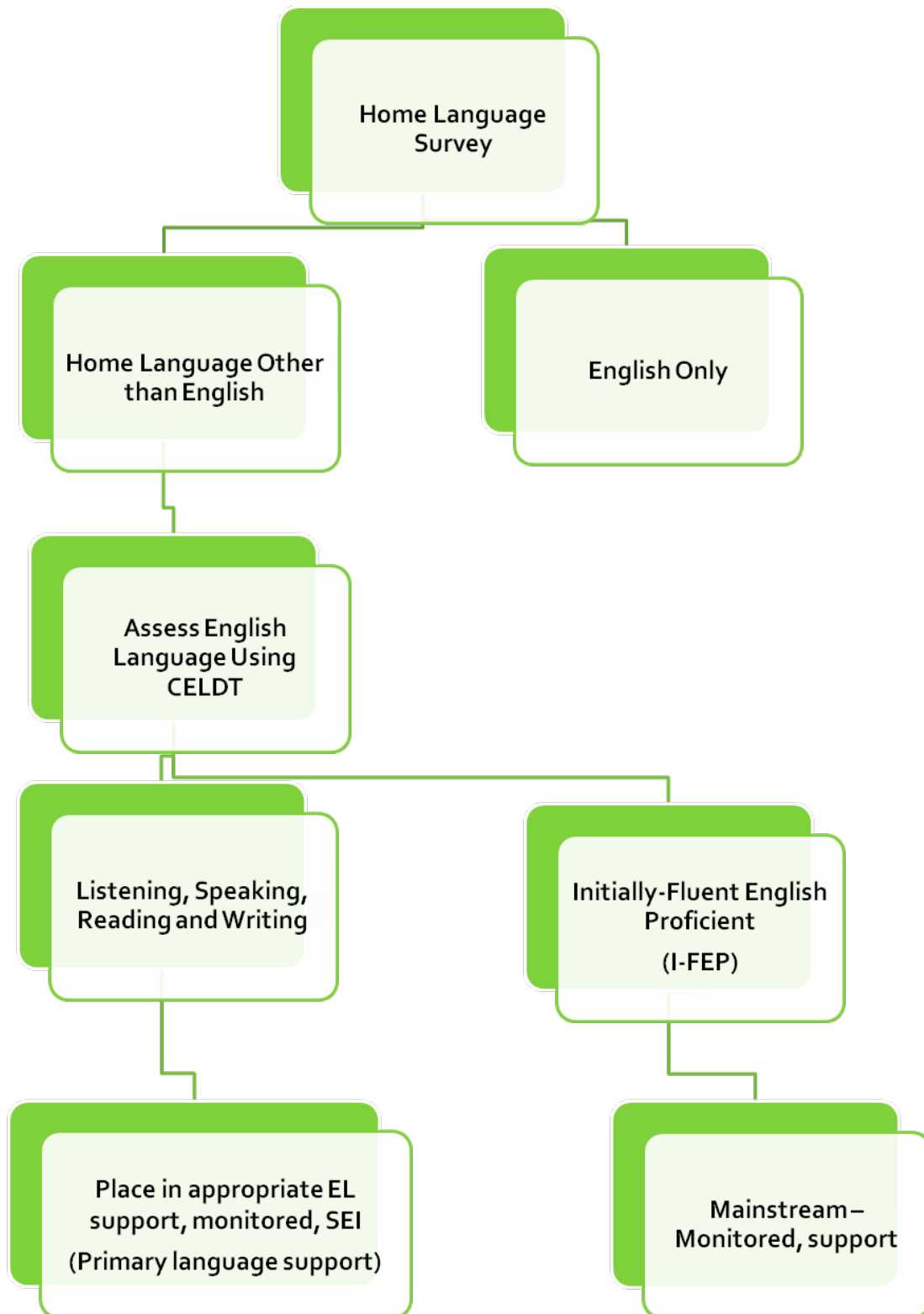
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

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

Maintenance of Records

Upon completion of the assessment process in grades 6th through 8th, the school will record the results into **Monseñor Oscar Romero Charter** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

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



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

1. Structured English Immersion
2. English Learners Mainstream Programs

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

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

Parental Involvement

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

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

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 **Monseñor Oscar Romero Charter** 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. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

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

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

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

Elements of Program Options

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

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

English Learners Program Settings* -

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

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

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

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;

7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

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

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

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

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

Structured English Immersion (SEI)

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

Monseñor Oscar Romero Charter makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an

individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

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

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the **Monseñor Oscar Romero Charter** adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 6th through 8th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in **Monseñor Oscar Romero Charter** Advisory, PASS (Passport to Student Success)/Rti to support student advisement, and supplemental support.

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

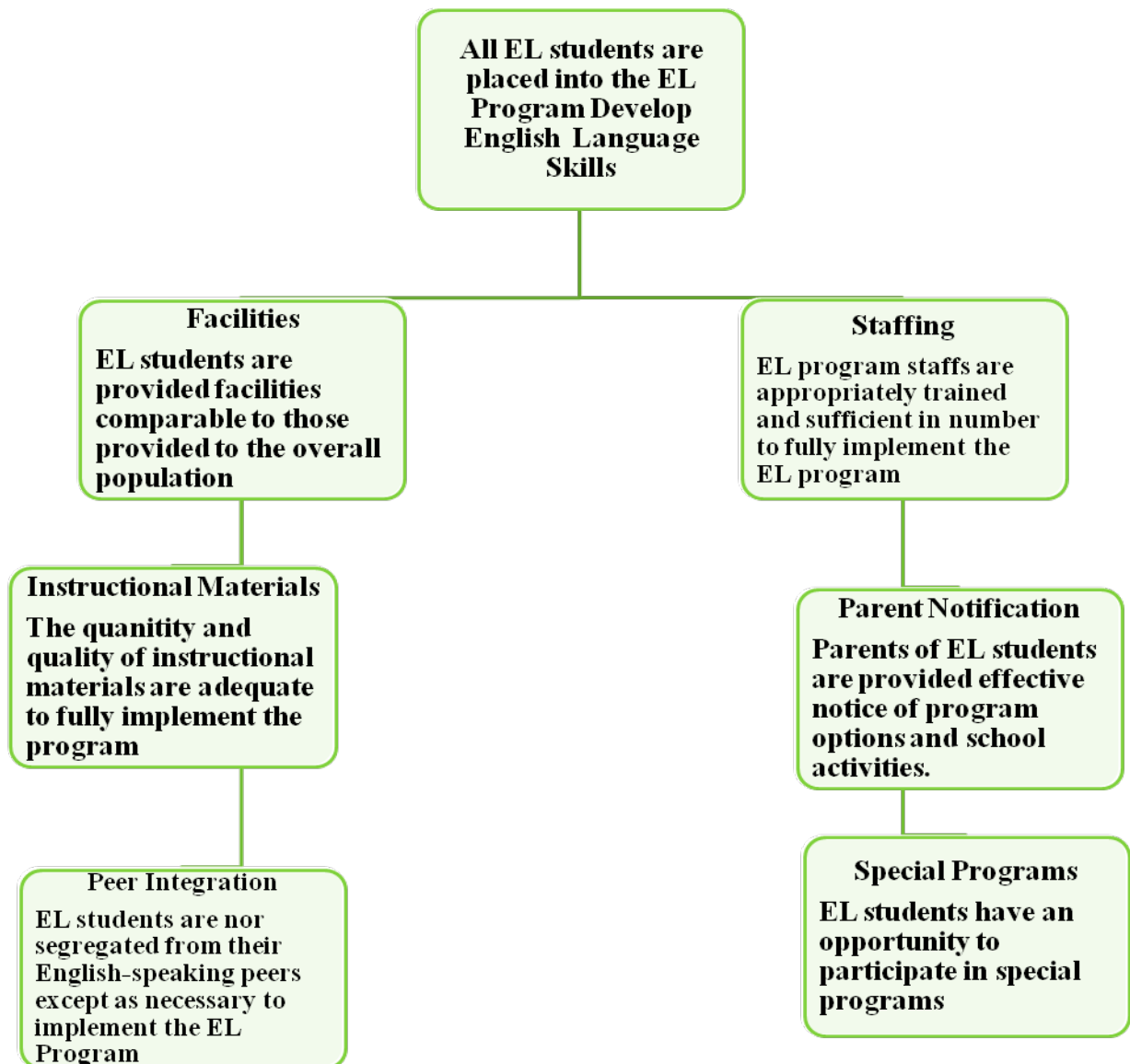
- a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond ELPAC
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.
- f. The right materials for ELD are available and used.
- g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

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

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using **Monseñor Oscar Romero Charter I**-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 6-8, students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is “overwhelmingly” in English using SDAIE methodology.



Expanded Program (Grades 6-8)

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 3-year program and/or a modified program.

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

Sample

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

ENGLISH LEARNERS (EL's)

Monseñor Oscar Romero Charter will administer the **ELPAC** initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language is other than English and for those students who have no record of English language development assessment results. **Monseñor Oscar Romero Charter** will also administer the **ELPAC** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

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

Reclassification

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

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

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6-8	<ul style="list-style-type: none"> • ELPAC Results (4 or 5 Score) • Smarter Balanced (Standard Met or Standard Exceeded) 	<ul style="list-style-type: none"> • SBAC Interim Assessments • I-Ready • Ellevation Program Management • Other to be adopted 	<ul style="list-style-type: none"> • Grade in English Language Arts Course (C or better) 	<ul style="list-style-type: none"> • Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

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

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

Goals for ELs are:

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

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

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2016 through June 30, 2024

Implementation Target Date: September 1, 2023

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

Stage 2: Follow-up and Monitor Progress

Time Frame: September 2016 through June 30, 2024

Implementation target date: September 1, 2023

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 1.3

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

Success Indicators

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

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

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

- Set growth achievement detailed in individual student learning plan.
- 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 2023-24 school year toward achieving the following success indicators:

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

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

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

A. Professional Development

The development of the faculty and staff is of primary importance to the **Monseñor Oscar Romero Charter** community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for

incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. **Monseñor Oscar Romero Charter** recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

B. Continuous Professional Development

A key component of the **Monseñor Oscar Romero Charter** instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support **Monseñor Oscar Romero Charter** has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

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

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

- Collaborative and Project-Based Learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

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

All **Monseñor Oscar Romero Charter** teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

Monseñor Oscar Romero Charter will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

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

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

Staff professional development is aimed at closing the achievement gap. Orientation begins two weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other. All teachers attend professional development in-services offered by the administration throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Monseñor Oscar Romero Charter** Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

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

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

D. Collaboration and Integration

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

Monseñor Oscar Romero Charter understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

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

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

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

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

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

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

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

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

Monseñor Oscar Romero Charter has incorporated the following recommendations:

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

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

Program Goals

Monseñor Oscar Romero Charter will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

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

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

How Students Become Self-Motivated, Competent, Lifelong Learners

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

Purpose

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

Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State Department of Education, and/or Common Core State Standards, and NGSS in achieving high levels of student learning.

Environment

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

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

A. Monseñor Oscar Romero Charter Assessments

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

i-Ready is used to generate assessments and provide results for analysis. **Monseñor Oscar Romero Charter** data analysis tools assist teachers to target areas of academic need.

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

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

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

Their Advisory Teacher monitors individual Learning Plans. Regular meetings (every five weeks) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.

Curriculum Embedded Assessments: quarterly teacher/ department tests.

ELPAC-- the California English Language Proficiency Assessment is a standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state according to the state formula. This statistical data includes sub-group reports on meeting and exceeding.

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

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

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

B. State Assessments

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

C. Ongoing Assessment of Pupil Outcome Goals

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

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

Student interaction with teachers around data is a vital component of **Monseñor Oscar Romero Charter**. The use of i-Ready, or selected tools will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-ready culture.

Diagnostic assessments will be used to enable **Monseñor Oscar Romero Charter** to monitor the effects of proposed changes in student performance.

In addition to Common Core State Standards, **Monseñor Oscar Romero Charter** will use the following collection of methods to assess student progress:

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

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

The following assessments will be used during the 2023-2024 school year. **Monseñor Oscar Romero Charter** will use specialists who provide our teachers support on reading assessments, diagnoses, prescription for intervention and remediation and on-going support.

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

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

BENCHMARK WRITING ASSESSMENTS allow teachers to diagnose student's writing needs and differentiate instruction based on those needs. Our writing assessments will be used school-wide, contain school-wide prompts and rubrics, and all teachers are involved in the scoring and teaching of the writing genre in focus. The data from the writing assessments will be collected to chart individual and school-wide progress and predict performance on the Smarter Balanced writing assessment.

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

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

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

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

Local Educational Plan (LEA) Component Performance Goal 2

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

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

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

		Description of how the LEA is meeting or plans to meet this requirement.									
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	1. a b MONSEÑOR OSCAR ROMERO CHARTER will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:									
	<div>4. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</div> <div>5. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</div> <div>6. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</div> <div><div>■meeting the annual measurable achievement objectives described in Section 3122;</div><div>■making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</div><div>■annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);</div></div> <div>7. Describe how the LEA will promote parental and community participation in LEP programs.</div>	<div><div>⤴ Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios.</div><div>⤴ Use of Ellevation Program Management Platform assist LEP students.</div><div>⤴ Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</div><div>⤴ Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</div></div> <div>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. MONSEÑOR OSCAR ROMERO CHARTER receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</div> <table><tr><th>AMAO's</th><th>Measurable Goals</th></tr><tr><td>Progress in Learning English</td><td><div>⤴ Administer the ELPAC to ascertain the level of proficiency.</div><div>⤴ Conduct analysis of EL’s using ELSSA.</div><div>⤴ Identify factors that contribute to meeting or not meeting AMAO’s.</div><div>⤴ Use MONSEÑOR OSCAR ROMERO CHARTER English Learner Plan of Action-Visited yearly and/or on an ongoing basis.</div><div>⤴ Work with teachers, parents and staff to provide services.</div></td></tr><tr><td>Progress in the percentage of students who become proficient in English.</td><td>Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.</td></tr><tr><td>Academic targets in English-language arts and mathematics</td><td>Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)</td></tr><tr><td><div>☑Participation Rate</div><div>☑Percentage Proficient or Above</div></td><td></td></tr></table> <div>d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</div>	AMAO's	Measurable Goals	Progress in Learning English	<div>⤴ Administer the ELPAC to ascertain the level of proficiency.</div> <div>⤴ Conduct analysis of EL’s using ELSSA.</div> <div>⤴ Identify factors that contribute to meeting or not meeting AMAO’s.</div> <div>⤴ Use MONSEÑOR OSCAR ROMERO CHARTER English Learner Plan of Action-Visited yearly and/or on an ongoing basis.</div> <div>⤴ Work with teachers, parents and staff to provide services.</div>	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics	Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)	<div>☑Participation Rate</div> <div>☑Percentage Proficient or Above</div>
AMAO's	Measurable Goals										
Progress in Learning English	<div>⤴ Administer the ELPAC to ascertain the level of proficiency.</div> <div>⤴ Conduct analysis of EL’s using ELSSA.</div> <div>⤴ Identify factors that contribute to meeting or not meeting AMAO’s.</div> <div>⤴ Use MONSEÑOR OSCAR ROMERO CHARTER English Learner Plan of Action-Visited yearly and/or on an ongoing basis.</div> <div>⤴ Work with teachers, parents and staff to provide services.</div>										
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Academic targets in English-language arts and mathematics	Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)										
<div>☑Participation Rate</div> <div>☑Percentage Proficient or Above</div>											

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

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

Description of how the LEA is meeting or plans to meet this requirement.

R 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:

8. Describe the programs and activities to be developed, implemented, and administered under the sub grant;
9. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;
10. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
11. Describe how the LEA will promote parental and community participation in LEP programs.

Monseñor Oscar Romero Charter will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

1. Ongoing measurement of each LEP (English Learner/EL) student's progress toward English language proficiency, through the use of ELD portfolios.
2. Use of CA Common Core ELD materials to assist EL students.
3. . Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
5. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).
The effectiveness of the LEP programs will be determined by the increase in:
 - English proficiency; and
 - Academic achievement in the core academic subjects

1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

Required Activities	<p>3. Provide high quality professional development for classroom teachers, Executive Administrator s, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> 1. The Executive Administrator and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards. 2. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No	If yes, describe:
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Monseñor Oscar Romero Charter will use the designated ELD coordinator to provide additional tutoring and accelerated instruction for our EL students.

6. Develop and implement programs that are coordinated with other relevant programs and services.

Yes or No
Yes

If yes, describe:

- ⌄ Explicit Direct Instruction (EDI) will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced assessment.
- ⌄ An ELD based writing program will be implemented school-wide. (In progress)
- ⌄ The SDAIE/SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.

7. Improve the English proficiency and academic achievement of LEP children.

Yes or No
Yes

If yes, describe:

1. Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.
2. The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.

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

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents

Description of how the LEA is meeting or plans to meet this requirement.

Required Activity

1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our Parent/Student Orientations held in June and July, September Back to School Night. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.

Description of how the LEA is meeting or plans to meet this requirement.

Required Activity

information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our September Open House.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

EL families will be provided with: 1) regular, periodic information about their child's academic progress at school, 2) their child's progress in acquiring English as measured by the ELPAC, 3) their child's progress in meeting California standards in academic subjects as measured by the Smarter Balanced Assessment in English Language Arts.

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ Data Source _____

ELPAC Proficiency Level _____ English Language _____ Date: _____

Early Advance ☐ Advance ☐ Development Standards Initials: _____

Teacher Observation _____ Assessment _____ Date: _____
19 points or higher

Total Points: _____ Initials: _____

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

Report Card Grades _____ "C" or better
English/Language Arts: _____

(Equivalent to "C" average)

Parent Notification _____ Telephone Date: _____ Conference Date: _____
Letter Sent: _____

Follow-Up Dates _____ 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

Alternate Reclassification ☐ Date: _____ Reclassification

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

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ Data Source _____

ELPAC Proficiency Level _____ English Language _____ Date: _____

Early Advance ☐ Advance ☐ Development Standards Initials: _____

Teacher Observation _____ Assessment _____ Date: _____

19 points or higher
Total Points: _____ Initials: _____

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

Report Card Grades _____ C or better English/Language Arts:

Parent Notification _____ Telephone Date: _____ Conference Date: _____

Letter Sent: _____

Follow-Up Dates _____ 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

Alternate Reclassification ☐ Date: _____ Reclassification

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

Reclassification Form for English Learners

Student Name: _____ Birthday: _____

Date of ELAC Meeting: _____ Grade: _____

Student Performance:

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

Reclassification Committee Recommendation: ☐ Yes ☐ No

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

Action Taken:

_____ Student meets the district's reclassification criteria.

_____ Student does not meet the district's reclassification criteria.

Comments:

Executive Administrator Signature: _____

Committee's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____ Date: _____

Reclassification 2021-2022

Table 1.1: English Language Acquisition Status (ELAS) and Grade

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
06	87	5.7%	8.0%	48.3%	37.9%	0.0%
07	91	8.8%	6.6%	39.6%	45.1%	0.0%
08	117	9.4%	5.1%	34.2%	51.3%	0.0%

Table 1.2: English Language Acquisition Status (ELAS)

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Monseñor Oscar Romero Charter Middle	295	8.1%	6.4%	40.0%	45.4%	0.0%
Los Angeles Unified	548,338	46.3%	7.0%	21.3%	25.0%	0.4%
Los Angeles County	1,336,558	54.8%	6.2%	18.5%	20.1%	0.3%
State	5,892,240	59.6%	4.6%	19.1%	16.3%	0.3%

Data Reporting Office
 California Department of Education
 1430 N Street
 Sacramento, CA 95814
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Reclassification

Table 1.1: English Language Acquisition Status (ELAS) and Grade 2022-23

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
06	94	13.8%	3.2%	38.3%	44.7%	0.0%
07	97	7.2%	8.2%	45.4%	39.2%	0.0%
08	86	5.8%	5.8%	34.9%	53.5%	0.0%

CDE Dataquest 2023-English Learner

Table 1.2: English Language Acquisition Status (ELAS)

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Monseñor Oscar Romero Charter Middle	277	9.0%	5.8%	39.7%	45.5%	0.0%
Los Angeles Unified	538,295	47.7%	6.6%	21.3%	24.2%	0.3%
Los Angeles County	1,313,935	55.9%	6.0%	18.5%	19.4%	0.2%
State	5,852,544	60.1%	4.6%	19.0%	15.9%	0.3%

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Table 1.3: “At-Risk” and Long-Term English Learners (LTEL) By Grade

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
06	4	1	15	16	36	42	78
07	5	3	13	23	44	38	82
08	9	0	11	10	30	46	76

<https://dq.cde.c.gov/dataquest/longtermel/EverELType.aspx?cds=19647330114959&aglevel=School&year=2022-23>

Table 1.4: “At-Risk” and Long-Term English Learners (LTEL)

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Monseñor Oscar Romero Charter Middle	18	4	39	49	110	126	236
Los Angeles Unified	60,457	17,295	17,921	18,850	114,523	130,377	244,900
Los Angeles County	116,985	32,395	44,482	48,822	242,684	254,511	497,195
State	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

***Note:** The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. To view the data in this report as percentages, including “At-Risk” and “LTEL” percentages, select “Percents” from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).