



English Learner Master Plan 2024-25

(DRAFT FOR REVIEW)

2024-25 ENGLISH LANGUAGE LEARNER MASTER PLAN

All YPICS Charter School's English Language Development (ELD) program will target students who are struggling with the development of their English language skills. Through the ELD program, this includes:

- Ongoing measurement and monitoring of each English Learner student's progress toward English language proficiency,
- Use of a schoolwide acceleration strategies to assist ELL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers
- Opportunities for ELD level 1 and 2 students to receive additional accelerated instructional support after school.
- Use of online platforms as tools to support administration and classroom teachers with targeted data analytics to support English Learners and digital workflow tools for our EL program. These platform tools allow our administrators and teachers to monitor, intervene, collaborate, and report on the academic and language success of our ELs. Additionally, they will enable all of our Long-Term English Learners (LTEL) and Reclassified Fluent English Proficient (RFEP) students to be qualitatively and quantitatively monitored as well as streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families.

PURPOSE OF DOCUMENT AND INTRODUCTION

As we continue to grapple with the lasting challenges created by the pandemic, our commitment to the acceleration students and particularly English Learners (EL) remains unflagging.

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.

YPICS believes that every student brings assets that enrich our classrooms and our school community. In order to ensure each student's success and create a shared understanding for programming and instruction, the YPICS Charter School ("Charter School") will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner (EL) students.

YPICS Charter Schools must be engaged actively in assessing and analyzing student performance, program effectiveness and instructional practices. Implementing research-based structures that support student achievement for ELs is essential, as our aspiration for our students is to be college-/career-ready.

Included in this revised English Learner Master Plan is the use of the following supporting two legislative actions addressing the needs of English Learners. In July 2017, the California State Department of Education adopted a historic new English learner education policy entitled the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, a need to provide EL students with a 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 outlined at www.cde.ca.gov/sp/el/rm/ :

1. [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.
2. [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.
3. [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.
4. [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.

We will achieve this vision by:

1. [Principle One: Assets-Oriented and Needs Responsive Schools](#)

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

2. [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

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

3. [Principle Three: System Conditions that Support Effectiveness](#)

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

4. [Principle Four: Alignment and Articulation Within and Across Systems](#)

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

This document builds on YPICS 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.

DOCUMENT OVERVIEW

This document is divided into 7 chapters:

- Chapter 1: Identification and Assessment
- Chapter 2: Instructional Program
- Chapter 3: Reclassification Criteria and Exiting
- Chapter 4: Staffing English Learner Programs and Teams
- Chapter 5: Professional Development for All Teachers Who Work with English Learners
- Chapter 6: Parent Engagement
- Chapter 7: Program Evaluation

CHAPTER 1: IDENTIFICATION & ASSESSMENT

IDENTIFICATION PROCESS AND ASSESSMENT OVERVIEW

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

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

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

The school must ensure that ALL students have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the Home Language Survey indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency (EC §§ 313, 60810). After the completion of On-line Registration (OLR) process, new student registration is verified individually (student by student) through CALPADS and the Student English Language Acquisition (SELA) status is added into Infinite Campus. New students at the beginning of the year are expected to be enrolled mid-June, the process for adding SELA status takes 2 weeks from the date of enrollment.

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

Students that do not have a SELA status will be given a 'to be determined' (TBD) status. A list of TBD students, along with Initial ELPAC Assessment Parent Notification Letters will be placed in the student's English Language Folder (ELF). Schools must then send home the parent letter and administer the Initial ELPAC within 30 days of initial enrollment (5 CCR Section 11518.5[c]).

STAGE 2 – English Language Assessments

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency (ELP) of students whose primary language is not English. The ELPAC is

aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

English Language Assessments for California (ELPAC) is the assessment used to determine how well students speak, listen, read and write in English when it is not their primary language. There are four forms of the assessment each aligned to a specific need of the individual student:

Initial ELPAC: The Initial ELPAC is used to identify students as being either an English learner or fluent English proficient. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score. It is used to identify students as either an English Learner (EL) who needs support to learn English or as proficient in English (EC Section 313; 5 CCR Section 11518.5[d]). Schools have a 30-day window upon enrollment within which to administer the assessment.*

Initial Alternate ELPAC: This alternative form of the Initial ELPAC test is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

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

Summative Alternate ELPAC: This test is designed for students with the most significant cognitive disabilities who are English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

*The California Department of Education (CDE) is requiring schools to administer the Initial ELPAC within 30 days of the first day of school to students enrolled during the academic school year. Mandatory, state-sponsored Initial ELPAC administration and scoring trainings are accessible via the Moodle Training Site. The LSC will annually provide optional office hours for the Initial ELPAC in August.

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

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
Why is the ELPAC given?	The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.	The Initial Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student's initial classification as an EL student or as fluent English proficient (FEP).	The purpose of the Summative ELPAC is to measure progress toward English language proficiency, to inform EL programs and services, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to succeed in school.	The Summative Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Summative Alternate ELPAC will provide information on an EL student's annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEP).
Who takes the ELPAC?	The Initial ELPAC is given to students in kindergarten (K), including transitional kindergarten, through grade twelve whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.	The Initial Alternate ELPAC will be administered to all eligible students with the most significant cognitive disabilities in grades K through grade twelve, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team.	The Summative ELPAC is given only to students in kindergarten (K) including transitional kindergarten through grade twelve who have been identified as EL students. These students will take the assessment every year until they are reclassified to fluent English proficient. Students with disabilities whose disability precludes them from accessing a particular domain (e.g., student is blind and is not yet braille literate) may be excluded from one domain within a composite, as noted in their individualized education program.	The Summative Alternate ELPAC will be administered to all eligible students in grades K–12, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team. Local educational agencies are required to administer the Summative Alternate ELPAC annually to eligible students identified as EL students until they are reclassified.

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
How is the ELPAC given?	The Initial ELPAC is a computer-based test except writing, which is a paper pencil test. This test is administered in six grade spans—K, grade one, grade two, grades three through five, grades six through eight, and grades nine through twelve. In K and grade one, all domains are administered one-on-one. In grades two through twelve, the test is administered in groups except for speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one in person by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Initial Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.	This is a computer-based assessment for all domains for grades three through twelve, and for all domains for K through grade two, except writing which is a paper-pencil test. In K through grade two, all domains are administered individually, except grade two writing which may be administered in small groups. In grades three through twelve, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one by a trained test examiner who is, whenever possible, familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. Testing times will vary depending upon the grade level and individual student.
What is assessed on the ELPAC?	<ul style="list-style-type: none"> ● <i>Speaking</i>: Using oral language appropriately in academic and social interactions ● <i>Listening</i>: Understanding the oral language of the teacher, extracting information and following the instructional discourse ● <i>Reading</i>: Comprehending and interpreting text at age and grade appropriate levels ● <i>Writing</i>: Producing written text with content and format in classroom assignments at age and grade appropriate levels 			
When is the ELPAC given?	The Initial ELPAC administration window is open from July 1 through June 30. students are given the initial assessment within 30 days of enrollment	The Initial Alternate ELPAC administration window is from July 1 through June 30. Note that eligible students will only take the Initial Alternate ELPAC once, upon first enrolling in a California public school.	The Summative ELPAC administration window is open from February 1 through May 31.	The Summative Alternate ELPAC administration window is open from February 1 through May 31.

Source: California Department of Education, *English Language Proficiency Assessments for California (ELPAC) – Resources and Communication Materials* website <https://www.cde.ca.gov/ta/tg/ep/> accessed September 1, 2023.

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

ELPAC Level	Descriptor	Characteristics of this ELPAC Level
4	“Well-developed”	<ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
3	“Moderately developed”	<ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
2	“Somewhat developed”	<ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
1	Beginning stage	<ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The following table describes how the ELPAC levels are aligned to ELD Standards Proficiency Levels:

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

Summative ELPAC Identification Process

In order to ensure that all students identified as English Learners (EL) take the Summative ELPAC the school will follow the following procedure:

- Coordinator/Director of Instruction receives rosters of test-eligible schools from ELPAC TOMS
- If a student enrolls any time throughout the school year and is TBD, they'll take the Initial EPLAC and their ELAS will be updated based on the test
- CALPADS is updated by CALPADS Coordinator/Director (this makes the student eligible for the Summative ELPAC if they are an EL)
- Initial ELPAC results are updated on a per monthly basis in order to ensure that CALPADS is updated
- Test completion is tracked in the Completion Status System (same one used for all CAASPP tests)

- Coordinator/Director of Instruction and or Designee(s) receive communications via TOMS during the school year on ELPAC-related information

Language Proficiency Assessment for students with Moderate to Severe Disabilities

Summative Alternate ELPAC is an alternative assessment used to determine language proficiency for ELs with moderate to severe disabilities on the alternate curriculum. The Alternate ELPAC assesses in all areas requested by the California Department of Education (CDE): listening, speaking, reading and writing. The information gathered from the Alternate ELPAC can be used to determine whether the student is an EL or a student with disabilities in language and cognition, across languages (5 CCR Section 11518.25 and 11518.30).

IEP teams uses the [Alternate Assessment Decision Confirmation Worksheet](#) to determine if the Alternate ELPAC is appropriate.

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

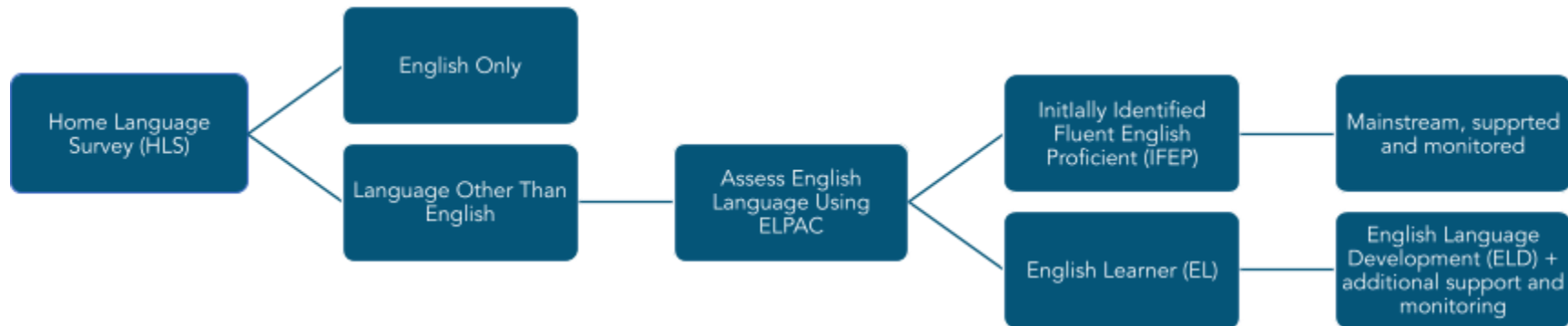
Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool. This tool is divided into four parts, Part A through Part D. IEP teams should work through the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/ literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP. Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's Coordinator/Director of Instruction and ELP teacher, with the support of the school office staff, will provide the following in writing:

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

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within two weeks of enrollment. A detailed overview of this process is below:



Maintenance of Records

In accordance with the California Education Code, the cumulative record is a legal document that is to be maintained in perpetuity. State and federal mandates require LEAs to maintain documentation for ELs within each student's cumulative record. The LEA has adopted the use of the English Learner Electronic Profile (ELEP) to maintain a digest and monitor

required EL documents. All data platforms must be maintained for every EL as part of the student's cumulative record and must be made available for review during authorizer oversight, state, and federal compliance reviews.

EL items to be included in Student's Cumulative Record

Initial English Language Assessment:

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

Signed Parental Notifications:

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

Language Assessments:

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

Reclassification, if applicable:

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

Opt-Out, if applicable:

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

The Coordinator/Director of Instruction is responsible for the ELEP, for timeliness, content and accuracy. They must ensure that all documents are current and accurate. [CCR, Sec. 433(a)].

When EL documentation is missing from ELEP or the cumulative record, it is the responsibility of the Coordinator/Director of Instruction to make a reasonable attempt to obtain the documents. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date sent.

3. Contact the parent/guardian by telephone as a reminder and request return of the document. If contact by telephone is not successful, annotate the document by indicating the date and time the attempt was made. File the annotated document in the student's EL Folder.

CHAPTER 2: INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM OVERVIEW

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

Understanding English Language Learners

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

Immigrants bring a reservoir of content knowledge from their previous school. To best support students, the Coordinator/Director of Instruction, with the support of the School Program Coordinator and/or Student Records Specialist, will:

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

ELs who have attended many different schools in and out of the United States may have experienced a variety of program models. Many ELs may also have experienced interrupted schooling for a variety of reasons and tend to be more at risk of dropping out, so it is important to identify these students and provide the appropriate support.

Coordinator/Director of Instruction and Program Coordinator, will engage in the following best practices:

- Communicate with parents early and often to help them understand what school programs the school will provide and how they may be different or similar to what their children received in the past
- For ELs who have moved through many districts and programs, provide placement assessments (if available) in English Language Arts (ELA), math and foreign language (i.e., Spanish) to determine the appropriate level of placement

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

1. Newcomers with formal education

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

Newcomers with Formal Schooling

Characteristics of these students may include:

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

These students face the dual challenge of acquiring English quickly as well as mastering state content and performance standards, in order to meet college preparatory/A-G requirements and complete all high school graduation requirements. These students are in need of an accelerated ELD program that is rigorous, yet flexible, and allows students to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate).

For High School English Learners: Attention to content instruction is also important to ensure that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these students are counseled correctly having transcripts analyzed for potential courses that may satisfy A-G requirements, provided supports for the challenges ahead of them, leveraging the assets they bring from past experience, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies.

Newcomers with Limited Formal Schooling

Characteristics of these students may include:

- Recent arrival in the United States (3 years or less)
- Schooling in native country limited or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in the United States
- Strong survival and life skills

- Intuitive learners and cooperative workers
- Often refugees who may have experienced trauma or witnessed disturbing events must also have attention to their social-emotional development as well
- May require additional supports for foundational literacy skills

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

Long-Term English Learners (LTELs)

Characteristics of these students include:

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

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

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

Characteristics of these students include:

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

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

Instructional Program Descriptions for English Learners (6-12)

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

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

Program Requirements

Designated ELD is a core content course for all EL students. Students classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites),
- Will not be removed from other core content instruction in order to receive Designated ELD instruction,
- Can be placed in an Advisory class focused on supporting ELs, but this Advisory cannot replace an ELD course,
- Will have full access to grade-level content in all disciplines,
- Will be enrolled in grade-level English/language arts, unless they are a newcomer with less than one year of schooling in the United States.

Designated English Language Development

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

ELD courses are a protected time during the regular school day during which teachers are able to strategically target students' language needs. Placement in ELD courses is based on multiple factors including years in ELD programs, English proficiency level (Emerging, Expanding or Bridging), and overall school academic performance. Instruction in

these courses is designed, implemented and scaffolded to meet the diverse needs of the EL students. These courses are aligned to the CA ELD Standards (2012) and reflect the California ELA/ELD Framework. Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

High-quality, impactful Designated ELD instruction:

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

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

Newcomers With Limited Formal Education: In their first year at the school, they may receive a double block of ELD (Emerging), utilizing curriculum such as Inside the USA or Edge, with supplemental support from Rosetta Stone software or another resource; a phonics intervention class, such as Wilson Reading Just Words (if student qualifies via the WIST);

and PE; as well as content course. Schools should assess students' Spanish level to determine if placement in the course is appropriate.

Integrated English Language Development

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

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

Access to Grade-Level Core Curriculum

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

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

Request for Removal from English Language Development Program

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

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

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

English Learners with Disabilities

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

Best practices for supporting ELs with disabilities include:

- Students' IEP must have the most recent ELPAC scores and an appropriate language goal.
- Students may be placed in a resource class in addition to, not in place of an ELD course that matches their proficiency level.

- If students are Newcomers or at the beginning stages of English language acquisition, they are placed in a Designated ELD course for students who are Emerging and may be double-blocked for ELD. These students may or may not be placed in ELA courses their first year in the school, but will be placed in Integrated ELD instruction in all core content classes.
- If a parent/guardian selects not to place a student in the ELD course, then the parent/guardian must submit an appropriate waiver and must have an IEP to document this programmatic change.

It is important to note that the requirements in a student's IEP take precedence over EL programming.

If the IEP calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students' special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction. If a student with an IEP is placed in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that instruction effectively meets the student's IEP goals.

GRADING

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

TESTING ACCOMMODATIONS

All students deserve an equitable opportunity to demonstrate learning on high-stakes assessments. Accommodations and designated supports make these assessments more accessible to EL students. In addition to a legal and moral obligation to ensure all students receive the supports they need in order to be successful, this is also a major opportunity to improve student performance. The Director of Special Education will provide guidance to administrators for the identification of accommodations and designated supports for students with disabilities, ELs, and all other students who would benefit from supports for the following assessments:

- ELPAC
- California Annual Assessment of Student Progress & Performance (CAASPP)

- Advanced Placement (AP)
- Local State-Verified Assessment systems (e.g., iReady, NWEA, etc.)

On schoolwide interim assessments, there is an embedded support called “Text to Speech” that is most appropriate for students who have been in the country for less than 6 years and are reading at the equivalent of a 1st grade level or below. Additional non-embedded supports (provided in-person at the school by designated personnel) are always encouraged for students who need them. For students with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:

- Verbally translating test directions
- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small-group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non-writing items and math items)

Please consult with the school site’s Coordinator/Director of Instruction and Director of Special Education for additional guidance on these non-embedded assessment supports.

Exemptions for the ELPAC domains

In some situations, a student’s disability may preclude the student from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate for that student. The CDE’s ELPAC Administration Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall Score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. For a student to be considered as having been assessed in Oral Language, the student must have been assessed in either the Speaking or Listening domain. For a student to be considered as having been assessed in Written Language, the student must have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an assessment that is alternate to the ELPAC.

SCHEDULING

English Learners enrolling in secondary schools bring a variety of educational and cultural experiences to their classes. Understanding the language and culture of our ELs is the first step needed to develop, implement, monitor and evaluate

an effective schedule to help students progress toward English proficiency, as well as attain challenging content standards in a relatively short period of time. It is critical to identify each student's level of language proficiency, both in English and in the native language.

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

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

Whole School Programmatic Considerations

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

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

classroom

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

EL Progress Monitoring

The YPICS Charter School monitors and regularly assesses the progress of all English Learners, *including those who have opted out of the EL program*, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress identifies students who are not making appropriate progress and allows the school to

provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Each YPICS school has established documented monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when students are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring includes regular communication with parents and includes the following:

- Performance in grade level content classes
- Performance in ELD course
- Student Reading level /local assessments
- SBAC performance

California State Seal of Biliteracy

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

CHAPTER 3: RECLASSIFICATION CRITERIA & EXITING

RECLASSIFICATION OVERVIEW

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

Reclassification Criteria for General Education and Students with Disabilities

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

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

The chart below outlines the reclassification criteria used by YPICS schools:

Reclassification Criteria			
1. Assessment of Language Proficiency	2. Teacher Evaluation	3. Basic Skills Assessment	4. Parent Consultation
ELPAC - Score of 4 overall	ELA Grade of C (2.0) or higher Fall Reclass Cycle – Semester 1 or 2 of the current school year Spring Reclass Cycle – Semester 1 (Fall of following school year)	“Approaching Grade-Level” on local state-verified data source OR 5-12 Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score OR “Meets” or “Exceeds” on Smarter Balanced Assessment	Once the student meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges the student's change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian is not in agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns

			and determine the best placement option for the student.
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Parent Consultation

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

Provision for students with Disabilities

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

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

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

School Site Responsibilities for Reclassification

The school plays the primary role in the process, and has a number of important responsibilities. The reclassification cycle happens twice per year [Fall Reclassification (August) and Spring Reclassification (February)]. Below is a summary of the school responsibilities.

Task	Timeline	School Site
Reclassification Status Fall/Spring Cycle	Fall Cycle: August - Spring Cycle: February	Access reclassification rosters in TOMS
Parent Consultation: Reclassification Eligibility Form	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder
Student SELA Status	CALPADS will be updated in August, February and as needed	Reclassified students are changed to RFEP in CALPADS and Infinite Campus
Scheduling	Fall Cycle: August - Spring Cycle: February	Ensure all reclassified students are enrolled in the correct courses (e.g., reclassified no longer in ELD)
Reclassification Parent Notification Letters	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder

Monitoring Reclassified students

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

Assessment results are maintained in electronic form in Infinite Campus (SIS), EL online platform, and data dashboard platform. This allows for rapid access to results in several formats. This information is accessed for a variety of purposes, including (but not limited to) information that relates to reclassification. A summary of the school role in monitoring RFEP students is below.

	School Site Role
RFEP Monitoring Reports	Coordinator/Director of Instruction reviews report and assigns appropriate interventions
Tool Updates	Updates ELA Grade, i-Ready/NWEA and CAASPP

Intervention	Coordinator/Director of Instruction and ELD Teacher assign intervention(s) and continue to monitor impact of intervention(s)
Parent Notification	Coordinator/Director of Instruction must ensure monitoring efforts remain updated and the ELD Teacher regularly communicates student progress to parents

Use of Assessment Data for Student Placement and Instructional Planning

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

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

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

CHAPTER 4: STAFFING ENGLISH LEARNER PROGRAMS AND TEAMS

STAFFING AND APPROPRIATE TEACHER AUTHORIZATION

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

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

1. Dissemination of Job Announcements: When the school determines the number of new teaching positions estimated to be available during the next school year, job announcements are sent to:
 - o EDJOIN website
 - o School website
 - o Educational placement centers at university campuses with teacher training programs
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Job fairs: YPICS representatives to colleges and universities to participate in job fair activities.

Certification Requirement Summary & Staffing Approach

Per the California Commission on Teacher Credentialing: “California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners.”¹ To provide students with teaching personnel who hold appropriate credentials necessary to instruct ELs, YPICS and its schools actively recruit and hire teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the YPICS Human Resources Team obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to YPICS and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intention to complete the requirement. Annual progress toward the EL Authorization is monitored by the Credential Manager, but it is the teacher’s responsibility to earn the authorization.

Student ELD Enrollment and Teacher Credentials

All EL students must be enrolled in the appropriate ELD course, including those with IEPs. All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.) The following

authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.

California Prepared Credentials

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

Credentials Based on Out-of-State Preparation

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

Departmentalized English Language Development (ELD)

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

Specially Designed Academic Instruction in English (SDAIE)

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

Overall Procedures for Assuring Sufficient Qualified Staff

In the spring of each year, the following steps must take place:

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

YPICS Human Resources

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

Coordinator/Director of Instruction (C/DoI) & EL Program Coordination

The coordination of the ELD program is the responsibility of the Coordinator/Director of Instruction. The C/DoI is an integral part of the school’s instructional leadership team and leads ELD strategy at their school site. In collaboration with the English Language Development (ELD) Teacher, the Coordinator/Director of Instruction is responsible for ensuring all English Learner (EL) students are supported academically and social emotionally and will collaborate with counselors, teachers and families to support EL student success. The Coordinator/Director will create and implement the site’s ELD program and coach classroom teachers to effectively use appropriate strategies to ensure strong outcomes for EL students. In addition to these leadership duties, the Coordinator/Director may also provide direct ELD instruction in the classroom.

EL School Teams

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

Recommended Team Member Roles and Responsibilities:

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

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

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Supports in collection of necessary documentation Communicates any mistakes to Home Office		that parents sign and return letter
Reclassification Monitoring	Holds team accountable for follow through	Using EL online platform as a tool as a guide, flags students who need more support Facilitates team review of RFEP student data – assists determining intervention Creates systems for RFEP parent consultation and for the collection of signed letters	Collaborates with team and students’ teachers to suggest interventions	Teachers: As needed Parent Coordinator: Contact parent and set up meeting if needed, follow up with parents regarding consultation and collection of signed letters
School EL Support Walkthrough	Facilitates walkthrough and debrief Creates plans based on feedback gathered	Schedules day and activities Invites participants Determines means of collecting feedback Records feedback	Participates in walkthrough Provides feedback	1-2 Teachers RSP teacher, Parent Coordinator, Instructional Aides/Tutors: Participate in walkthroughs
Professional Development: ELD strategies for content areas	Supports as needed	Schedules and plans professional development for content teachers on best practices to support ELs Provides Instructional Leadership coaching guidance Plans follow through observations	Assists admin in planning professional development for content teachers May present strategy to teachers	Instructional Leadership: Coaching guidance Teachers: Participate in professional development and apply strategies
EL testing accommodations	Holds team accountable	Attends EL-related training Completes all necessary documentation Ensures that EL accommodations are	Supports as needed	RSP: Works with EL Coordinator and Testing coordinator to ensure that accommodations are aligned with IEPs

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		requested for all assessments		
Movement through Program and Placement	Holds team accountable Monitors and ensures follow-through	MS: Coordinates and schedules transition meeting with high school Identifies highest needs ELs with assistance from RSP and Counselors HS: Ensures that course offerings support EL students' language needs and meet A-G requirements Works with Counselor to ensure that EL students have a graduation plan For Seniors: Carefully tracks progress towards graduation	Supports as needed	Counselor: Heavy support with transition and graduation plans Tracks EL progress towards promotion (MS) or graduation (HS) Parent Coordinator: Works closely with C/Dol and Counselor to ensure that parents are informed about student progress, important meetings and deadlines

This team approach is designed to ensure the success of our English learners enrolled in the school. The combination of administration, coordinators, teachers, and parent-facing roles ensures the following programmatic features are correctly implemented and monitored:

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

CHAPTER 5: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

PROFESSIONAL DEVELOPMENT OVERVIEW

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

EL-Specific Professional Development

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

- (a) Designed to improve the instruction and assessment of ELs;
- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])

The school hosts a series of virtual EL professional development events throughout the year that focus on providing ELD and core teachers with the tools, strategies, and best practices to support EL students to increase their English language proficiency in the four domains: speaking, listening, reading and writing.

ELPAC Testing Professional Development

The state mandates that each school send ELPAC coordinators to an in-person training. In light of the measures being taken nationwide to attempt to slow the spread of coronavirus disease 2019 (COVID-19), the California Department of Education, and the Sacramento County Office of Education (SCOE) will continue the virtual training modules format for the Initial English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training. Each local educational agency (LEA) will be required to complete the online certification. Virtual training modules for LEA

ELPAC coordinators and ELPAC test examiners will be available in the Moodle Training Site. Virtual training for the computer-based Initial ELPAC will launch in the Spring on Moodle. All current and new Moodle users will need to establish new user accounts for the ELPAC Moodle Training Site.

CHAPTER 6: PARENT ENGAGEMENT

PARENT ENGAGEMENT OVERVIEW

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

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

Welcoming Parents

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

- **Enrollment Process:** The enrollment process can be complicated; however, the Parent Coordinator and/or bilingual staff in the main office should assist parents with completing applications, requesting documentation and answering questions they may have.
- **Reclassification Consultation:** Reclassification is a key achievement for EL students, it is important that parents understand the reclassification process and are consulted throughout an EL student's journey towards this important milestone.
- **Parent Orientation:** All new incoming parents attend a school orientation at the beginning of the school year. Parent orientation is the first step toward student success. It is important that EL parents and/or guardians are urged to attend. During orientation, parents learn about the school's academic and extracurricular programs, EL program, promotion/graduation requirements, college counseling, bell schedule, academic calendar and school resources. Bilingual staff should be available to provide translation services and support EL families.
- **EL Parent Welcome Packet:** All new EL parents can receive an ELD Parent Welcome Packet, which contains information (English/Spanish) on the ELD parent options, EL school contact information and community resources that assist families with learning English, translation and other helpful resources. The Home Office provides resources that schools can use to create their packet.

- **Parent Workshops:** The school can provide opportunities for parents to participate in a variety of workshops, such as Health and Nutrition, A-G requirements and Navigating the Cal-State/UC systems. Schools provide English/Spanish translations.
- **School Website:** School website is a resource of information for parents. In addition to school news, websites will publish EL (team or designee) contact information, translated parent handbooks and translated Board of Directors (BoD) agendas and minutes.
- **Phone Calls Home:** School employs the use of an automated calling system as well as direct outreach to contact parents with information regarding student attendance, upcoming events, etc.
- **Flyers:** Bilingual flyers (English/Spanish) can be sent home with important information, such as school events, parent conferences, parent workshops, field trips, etc.
- **Progress Reports:** Schools mail parents their student’s academic progress reports every five weeks.
- **Progress Monitoring:** Consistent communication to parents regarding their student’s EL /RFEP progress towards academic success.
- **EL Parent Letters:** School mails home translated letters (English/Spanish) to inform parents of EL assessment, EL Annual Notification and placement, and RFEP monitoring.

Partners in Decision-Making

English Learner Parent Advisory Committees (EL-PAC): The major function of the EL-PAC committee is to advise and make recommendations to the Executive Administrator and School Advisory Committee (SAC) on the implementation and evaluation of the school’s services for ELs. The following chart provides a timeline of recommended actions for the EL-PAC:

Date	Action/Activity	Goal/Commitment
October	School Board meeting & EL Master Plan	The Board of Directors will be informed of the authorizer requirements for formation of an advisory committee separate from the District-approved petitions that allowed for the needs of the EL student group to be addressed through the School Advisory Committee. Specific guidance will be communicated to the board regarding the formation of the council and the requirements. The Board approves the EL Master Plan, which details how to strategically address the recommendations of parents around the educational program for ELs.
October	School Advisory Committee (SAC) & English Learner Advisory Committee (EL-PAC)	Flyers, phone calling system, school newsletters and the school website will be used to promote parent involvement in the SAC/EL-PAC This advisory committee will conduct the activities outlined in state guidance.
November	SAC/ EL-PAC #1	The following topics must be covered: <ul style="list-style-type: none"> • Language Census

Date	Action/Activity	Goal/Commitment
		<ul style="list-style-type: none"> ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● i-Ready ● School attendance policy/plan and data ● Parent involvement opportunities and data <p>*Delegation of Authority by the EL-PAC, reclassification data and EL program services at school site. LCAP Overview.</p>
December/ January	SAC/ EL-PAC #2	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● EL achievement data (Interims) ● California Dashboard ● i-Ready Data ● Student Attendance & Chronic Absenteeism ● Parent involvement /education opportunities ● EL Graduation/Promotion progress ● LCAP update ● Reclassification criteria ● ELPAC Summative Assessment overview
March/April	SAC/ EL-PAC #3	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● Spring Reclassification ● EL Graduation/Promotion progress ● LCAP review and feedback ● Student attendance data
May/June	SAC/ EL-PAC #4	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● Student attendance data ● EL achievement data (Interims) ● LCAP for next school year ● EL Graduation/Promotion progress ● Student attendance data

Process for Parent Request for Language Acquisition Program

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

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

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

When the threshold is met (20 requests at grade level or 30 at the site), the sixty-day requirement to respond to request time begins.

Communication: Within ten (10) days (these 10 days are part of the 60-day requirement) of reaching the threshold, the school site, in partnership with the LSC, will notify the parents of students attending the school, the school's teachers, administrators, English Learner Parent Committee and the School Advisory Council in writing, of the parents' requests for a language acquisition program.

Cost and Resource Analysis: The site administrator and the Chief Operations Officer (COO) will then carry out the following process and conduct a cost and resource analysis.

A. COO works with the site principal and community stakeholders to determine the fiscal commitment necessary to implement a high-quality language program. Costs and resources to be considered include but are not limited to:

1. Certificated teachers with appropriate authorizations
2. Space
3. Curriculum and instructional resources
4. Pertinent Professional Development for the proposed program
5. Infrastructure
6. Time for implementation
7. Parent and community engagement

3. Determination: Upon completion of the cost and resources analysis, the site administrator in consultation with the Chief Accountability Officer (CAO) will determine whether it is possible to implement the requested language acquisition program.

A. Within 60 calendar days of reaching the threshold described above, the school will provide notice in writing to the parents of the students attending the school, the school's teachers and administrators of its determination.

- Determination to implement language acquisition program at the school: should the school be able to implement the program, the school will publish a reasonable timeline of actions necessary to implement the language acquisition program. As part of the implementation, the school leadership confers with school personnel including administration, and teachers with the authorizations required to provide or oversee programs and services for ELs, regarding the design and content of the language acquisition program.

- Determination not to implement language acquisition program at the school: in the case where it is determined that it is not possible to implement a language acquisition program requested by the parents, the school shall provide in written form an explanation of the reasons that the program cannot be provided and may offer an alternative option that can be implemented at the school. Citations: EC Sections 305 and 310; 5CCR Section 11311 and 11312

CHAPTER 7: PROGRAM EVALUATION

PROGRAM EVALUATION OVERVIEW

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

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

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

A system of program evaluation can provide a rich source of information for teaching and guiding ELs' learning, assist in gauging the effectiveness of practices and procedures that support ELs, contribute to student achievement, and satisfy reporting requirements, especially those related to student success.

EL Program Needs Assessment

An Annual EL Needs Assessment will be conducted by the Charter School under the streamlined responsibilities to the School Advisory Council (SAC)/EL-PAC. The recommendations should be shared with the Executive Administrator and in collaboration, next steps will be identified based on the recommendations. These next steps will be shared with SAC/EL-PAC.