



Middle School

ENGLISH LEARNER PLAN (EL)

BCCS' mission is to prepare students for academic success in high school, as well as post-secondary education, prepare students to be responsible and active participants in their community, enable students to become life-long learners.

School Year 2017-2018

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Introduction

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

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

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

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

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

All Bert Corona Charter School (BCCS) personnel, teachers, staff, and administrators are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such

modifications meet the standards set by our governing board and are consistent with state and federal law. All responsible personnel of BCCS are to fully implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

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

English Learners Vision Statement

We believe in the potential of our students.

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

We believe and acknowledge that English Learner (EL) students have a rich language and

cultural background that provides a strong foundation for learning.

We hold that knowledge is not language-based.

We acknowledge that academic proficiency in the English Language is necessary for

educational and professional success.

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

Components of the Vision

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

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

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

GOALS FOR ENGLISH LEARNERS PROGRAM

Bert Corona Charter School (BCCS) will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading and Block and the Rosetta Stone Program. Further receiving support with the use of Duolingo.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. BCCS receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO’s	Measureable Goals
Progress in learning English <ul style="list-style-type: none"> • Increase one proficiency level • Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. 	<ul style="list-style-type: none"> • Administer the CELDT to ascertain the level of proficiency. • Conduct analysis of EL’s using ELSSA. • Identify factors that contribute to meeting or not meeting AMAO’s. • Use BCCS’ English Learner Plan of Action- Visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.

<p>Academic targets in English-language arts and mathematics AYP-</p> <ul style="list-style-type: none"> • Participation Rate • Percentage Proficient or Above 	<p>Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>
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d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC provides leadership for our EL students.

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

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

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

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

Essential Elements for English Learner Programs

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

Learning Environment

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

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

Curriculum

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

- Based on and aligned to California Department of Education State and BCCS' standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy

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

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

Instructional Resource

Success for All (SFA)

BACKGROUND

1. Where are Success for All Foundation programs used? Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48

states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

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

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

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

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

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

9. Why does Success for All use homogeneous grouping across grades? The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping,

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

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

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

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

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

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

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

For a summary of research on the special education aspects of Success for All, please see the following article (available on this website under Research/Results).

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

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

Family and Community Engagement

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

These programs help English Learner families establish home environments which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school

communication. Secondly, they recruit and organize family/community to support parents in their BCCS policy as well as the decision making process.

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

Staffing and Professional Development

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

Record Keeping

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

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

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 BCCS has properly identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at BCCS.

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

Assessment of English Language Proficiency

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

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

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

The California English Language Development Test (CELDT), the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the CELDT are designated initially as fluent English Proficient and placed in the appropriate language program. This assessment instrument is now transitioning into the English Language Proficiency Assessment for California (ELPAC).

BCCS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the

same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

California Department of Education CELDT to ELPAC Transition Plan

Assessment Type	2015–16	2016–17	2017–18	2018–19
ELPAC Pilot Testing	December 2015 ¹	N/A	N/A	N/A
Field Test Administration (No scores reported)	N/A	ELPAC ² Summative (Spring 2017)	ELPAC ³ Initial (Fall 2017)	N/A
Operational Administrations (scores reported)	CELDT ¹	CELDT ²	CELDT ³ Initial only ELPAC ⁴ Summative (Spring 2018)	ELPAC ⁵ Initial (July 1, 2018) ELPAC ⁶ Operational (Initial and Summative)

Cde. ca.gov ELPAC 2017

¹ In 2015–16, the CELDT will be administered as usual. Pilot testing for the ELPAC will occur in December 2015. The purpose of the pilot is to ensure that new task types planned for the ELPAC elicit useful information about language proficiency, as described in the 2012 California English Language Development Standards.

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.

BCCS implements the LAUSD's English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

BCCS identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure

their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
 2. What language does this student most frequently use at home?
 3. What language do you use most frequently to speak to this student?
 4. Which language is most often used by the adults at home?
- (see page 6 of the LAUSD's EL Master Plan)

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (1) based on sound educational theory;
- (2) adequately supported with trained teachers and appropriate materials and resources; and
- (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

BCCS provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Bert Corona High School will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

BCCS implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.

2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, **BCCS** will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>

<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), **BCCS** shall submit a certification to the California Department of Education that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan which encompasses the following:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Common Core State Standards Test Smarter Balanced in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions

- a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) and ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
 3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

BCCS addresses student’s linguistic diversity with a positive, additive orientation. **BCCS** affirms, welcomes and responds to our students’ diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

BCCS will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. **BCCS** teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

Reclassification

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

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

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

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. The Every Student Succeed Act requires a development of a *Local Education Plan*. Bert Corona High School Charter School is following and adhering to the California State Standards and as outlined in **LAUSD's EL Master Plan** for English Learners. Further an assessment of the student's primary language literacy level as well as math skill will be used to determine the student's English level, and used as a basis for English Language Development.

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

Primary Language Proficiency Assessment

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

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. BCCS uses the Idea Proficiency Test (IPT) in Spanish a state approved assessment, for this purpose. The IPT is administered by a trained fluent speaker of the student's primary language. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

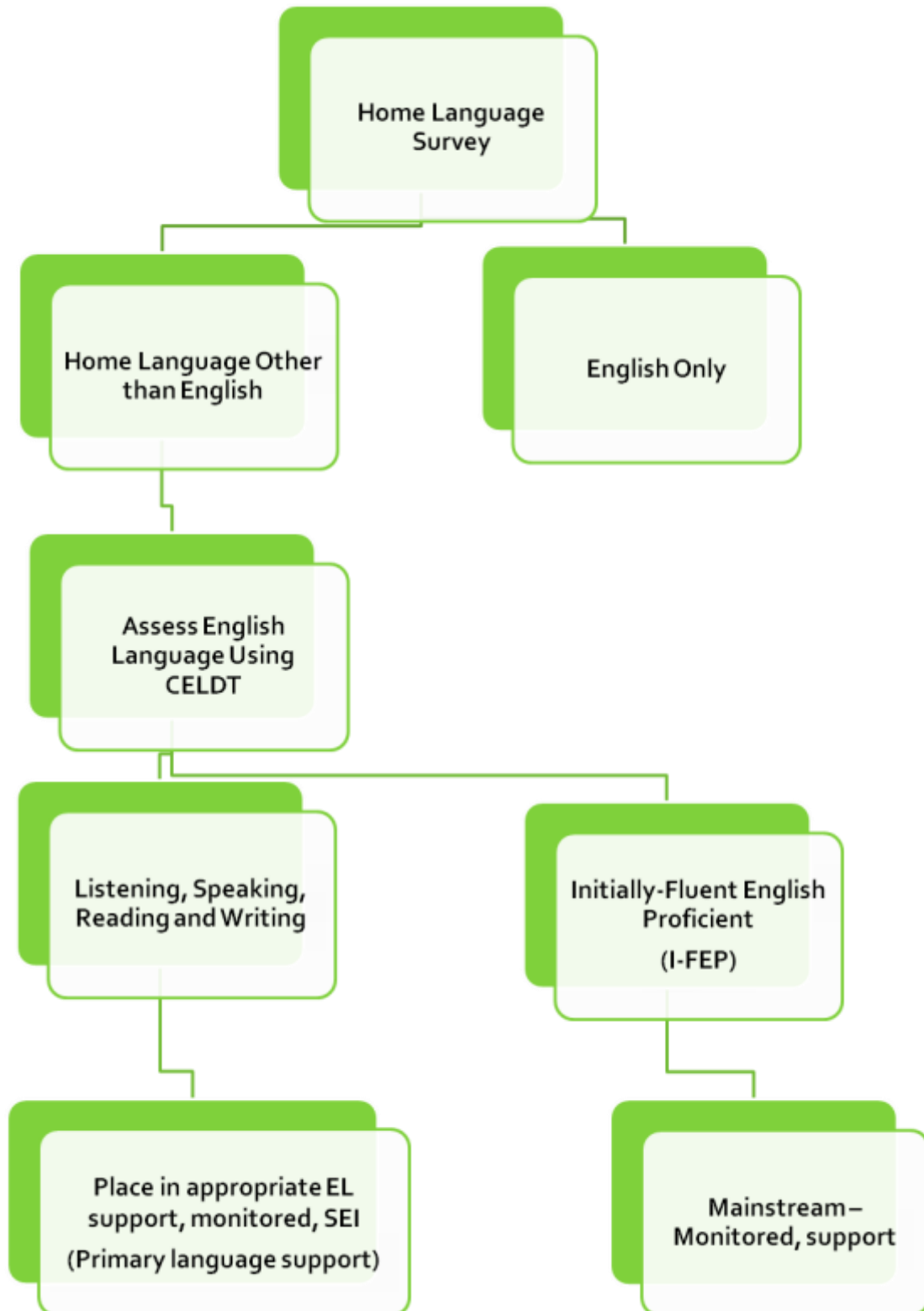
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

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

Maintenance of Records

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

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



The instruction for BCCS' English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of an English Language Development component and access to the core curriculum including the following:

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

Parental Involvement

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

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

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 BCCS is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. BCCS provides additional and appropriate educational services to English learners in grades 6 through 8 in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the BCCS's average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

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

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

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

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

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

Elements of Program Options

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

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

English Learners Program Settings* -

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

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

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

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

Key Features of SDAIE

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

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

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

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

Structured English Immersion (SEI)

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

BCCS makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs.

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

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.

- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the BCCS adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD, Hughes or in-training. In grades 6 through 8 students are grouped according to their level of English proficiency, for 45 minutes as determined by the CELDT and other local ELD assessments students are provided ELD instruction per day at CELDT levels 1 and 2, and at CELDT Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT level 3. A math and reading laboratory will be provided in Home room to support student advisement, and supplemental support.

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

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

English Language Mainstream Program

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

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using BCCS's-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 9-11, students are provided 1 period of ELD instruction per day at CELDT Levels 1 and 2, and at CELDT Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is "overwhelmingly" in English using SDAIE methodology.

Local Educational Plan (LEA) Component Performance Goal 2

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

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

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

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

Required Activities

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 4. Describe the programs and activities to be developed, implemented, and administered under the sub grant;
 5. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;
 6. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 7. Describe how the LEA will promote parental and community participation in LEP programs.

1. a b BCCS will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:
 - ⤴ Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios.
 - ⤴ Use of Success for All to assist LEP students.
 - ⤴ Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
 - ⤴ Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.

c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. BCCS receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO's

- Progress in Learning English
- ⤴ Increase One Proficiency Level
 - ⤴ Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.
 - ⤴ English Proficient levels are expected to maintain that level.

Progress in the percentage of students who become proficient in English.

Academic targets in English-language arts and mathematics AYP.

- Participation Rate
- Percentage Proficient or Above

- d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.

Measurable Goals

- ⤴ Administer the CELDT/ELPAC to ascertain the level of proficiency.
- ⤴ Conduct analysis of EL's using ELSSA.
- ⤴ Identify factors that contribute to meeting or not meeting AMAO's.
- ⤴ Use BCCS English Learner Plan of Action-Visited yearly and/or on an ongoing basis.
- ⤴ Work with teachers, parents and staff to provide services.

Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.

Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

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

- F 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
8. Describe the programs and activities to be developed, implemented, and administered under the sub grant;
 9. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;
 10. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 11. Describe how the LEA will promote parental and community participation in LEP programs.
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).
 The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
 - Academic achievement in the core academic subjects

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

1. Ongoing measurement of each LEP (English Learner/EL) student's progress toward English language proficiency, through the use of ELD portfolios.
 2. Use of CA Common Core ELD materials to assist EL students.
 3. . Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
 4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
 5. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.
-
1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

Required
Activities

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
 - a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
 - d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

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

1. The Principal and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards.
2. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No No	If yes, describe:
Description of how the LEA is meeting or plans to meet this requirement.			
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: BCCS will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.

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

Yes or No
Yes

If yes, describe:

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

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

Yes or No
Yes

If yes, describe:

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

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

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

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

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

Required Activity

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

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

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

Required Activity

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

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

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

LEA Parent Notification Failure to Make Progress

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

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

Expanded Program (Grades 6-8)

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

Year	Criteria	CELDT Score	Smarter Balanced English Language Arts	Grade English Language Arts	Teacher Recommendation

ENGLISH LEARNERS (EL's)

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

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

Reclassification

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

5. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
6. Assessment of English Proficiency
7. Teacher evaluation of student academic performance
8. Parent opinion and consultation

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

Goals for ELs are :

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

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of BCCS's Charter School and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2017 through June 30, 2018

Implementation Target Date: September 1, 2017

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

Stage 2: Follow-up and Monitor Progress

Time Frame: September 2016 through June 30, 2018

Implementation target date: September 1, 2016

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

Stage 3: Implement Structured English Immersion Service Option

Time Frame: September 2016 through June 30, 2018

Implementation target date: September 1, 2017

- Staff development for implementing Structured English immersion (SEI) Service Option for content course subjects.
- Hire teachers specifically for SEI classes.
- Implement SEI setting for content course subjects
- Monitor and follow-up on annual California English Language Development Test (CELDT/ELPAC), Smarter Balance English Learners results
- Staff development for teachers to incorporate math ELD program
- Implement other features of ELD program for specifically in the area of mathematics

Table 1.3

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

Success Indicators

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

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

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

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

In addition, BCCS will work during the 2017-2018 school year toward achieving the following success indicators:

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

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

BCCS teachers also participate in BTSA professional development, or the like provided via staff development or university training .

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ Data
Source _____

CEL.DT/ELPAC. Proficiency Level English Language Date:

Early Advance Advance Development Standards Initials: _____

Teacher Observation SOLOM Date: _____
19 points or higher
Total Points: _____ Initials: _____

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

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

Parent Notification Telephone Date: _____ Conference Date: _____

Letter Sent: _____
Follow-Up Dates 30 _____

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

Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved Reclassification Denied *(See inside folder for rationale)

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____

Teacher: _____

Assessment Requirement Data
Source

C.E.L.D. T. Proficiency Level English Language Date:

Early Advance Advance Development Standards Initials: _____

Teacher Observation SOLOM Date:

19 points or higher

Total Points: _____ Initials:

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

Report Card Grades "3" or better
English/Language Arts: _____

Parent Notification Telephone Date: _____ Conference
Date: _____

Letter Sent: _____

Follow-Up Dates 30 _____

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

Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved Reclassification Denied *(See inside folder for rationale)

Reclassification Form for English Learners

Student Name: _____ Birthday: _____

Date of ELAC Meeting: _____ Grade: _____

Student Performance:

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

Reclassification Committee Recommendation: Yes No

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

Action Taken:

_____ Student meets the district’s reclassification criteria.

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

Comments:

Principal’s Signature: _____

Committee’s Signature: _____

Teacher’s Signature: _____

Parent’s Signature: _____ Date: _____