

Health Sciences High and Middle College

A CALIFORNIA DISTINGUISHED SCHOOL

San Diego's Best Charter School



English Learner Master Plan

TABLE OF CONTENTS

Introduction.....	3
I. Student Identification, Assessment and Program Placement.....	5
II. Instructional Program Options.....	8
III. Monitoring of Student Progress and Reclassification	10
IV. English Language Development	12
V. Staffing and Professional Learning	14
VI. Parent and Community Involvement	16
VII. Program Evaluation and Accountability.....	17
VIII. Funding.....	18





INTRODUCTION

This plan explains Health Sciences High and Middle College's vision and mission for educating our emergent bilingual and multilingual students. HSHMC is a safe place for our diverse student body to receive a quality education and ensure our students reach English proficiency. We approach this work with an understanding that multilingualism comes with vast opportunities, and that language carries stories, identities, and social and cultural experiences. We apply the current research supported instruction to prepare our students with the linguistic, academic, technological, and social competencies needed to flourish in the world.

HSHMC MISSION STATEMENT

We created HSHMC as a place where young people could learn about health and healthcare, while receiving a world-class education in a safe and supportive environment. HSHMC is a home away from home, an open door, and a place of rigor and academia—where students earn a diploma that matters. We do what it takes, we do no harm, we set no limits on our potential to learn and grow. Here, we are all family— and we LOVE what we do!

GUIDING PRINCIPLES



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

Health Sciences High and Middle College is responsive to different strengths, needs, and identities of our English learners and support their socio-emotional health and development. Programs are designed to 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. 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.

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

Our leaders and educators are knowledgeable of and responsive to the strengths and needs of English learners and their communities and utilize valid assessment and data that inform instruction and continuous improvement. Each level of the school system provides resources and tiered supports to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

[4. Alignment and Articulation Across Systems](#)

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments. This results from appropriate identification of strengths and needs, and continues 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.



I. STUDENT IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

This section explains Health Sciences High and Middle College policies and procedures for initial identification, assessment, and student placement.

Home Language Survey

Health Sciences High and Middle College identifies the language(s) spoken in the home of each student through a Home Language Survey. The survey assists in identifying whether an initial assessment is necessary to determine a student's proficiency in English. This information is vital for the staff to match each student with the resources, services, and programs needed to support their success.

Home Language Survey Questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

If the answers to questions 1, 2, 3 and 4 on the HLS are "English", the student is classified as English Only (EO). If questions 1, 2 or 3 on the HLS is answered with a language other than English, the student is tested for English proficiency (5 CCR § 11510(k), 11511(a)).

Initial English Language Proficiency Assessments for California (ELPAC)

The Initial ELPAC (English Language Proficiency Assessments for California) is administered to students at the onset of their academic experience in California. When a student enters a California school for the first time, and the Home Language Survey indicates they have a primary language other than English, the Initial English Language Proficiency Assessments for California is administered within the first 30 days of the student's enrollment. This initial assessment is only administered once in a student's California school system experience. The results from this assessment determine if a student is considered an English learner (EL) or initial fluent English proficient (IFEP). The results are maintained in Health Sciences High and Middle College student cumulative records (CUM) and are reported to the Test Operations Management Systems (TOMS).

Overall Score Levels

Level 1: Beginning to Develop

– May know some English words and phrases

Level 2: Somewhat Developed

– Can often use English to communicate simple ideas

Level 3: Moderately Developed

– Can usually use English to learn new concepts in school.

Level 4: Well Developed

– Can consistently use English to learn new concepts in school



Summative English Language Proficiency Assessments for California (ELPAC)

Designated English learners take the Summative ELPAC each Spring until the school's reclassification criteria has been met. The ELPAC assessment is aligned with California's English Language Development Standards. Four domains are assessed: Listening, Speaking, Reading, and Writing. The Summative ELPAC Student Score Report provides an overall score of Level 1, Level 2, Level 3, or Level 4. The Score Report provides scores for Oral Language (speaking and listening domains) and Written Language (reading and writing domains.) The results are stored in Health Sciences High and Middle College student cumulative records (CUM) and sent to families to share language development progress.

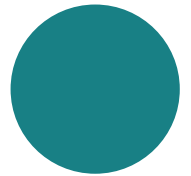
English Proficiency Statuses for the Initial ELPAC

- EL—English learners
- IFEP—initial fluent English proficient
- RFEP—Reclassified Fluent English Proficient



IEP for Alternative Assessment

Students with an Individualized Education Program (IEP) who are identified as an English learner also take the ELPAC. Student IEPs may indicate that they can take the ELPAC with designated universal tools, supports and/or accommodations and some students are also eligible for domain exemptions. 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. Student IEP documents are maintained in the Special Education Container.



II. INSTRUCTIONAL PROGRAM OPTIONS

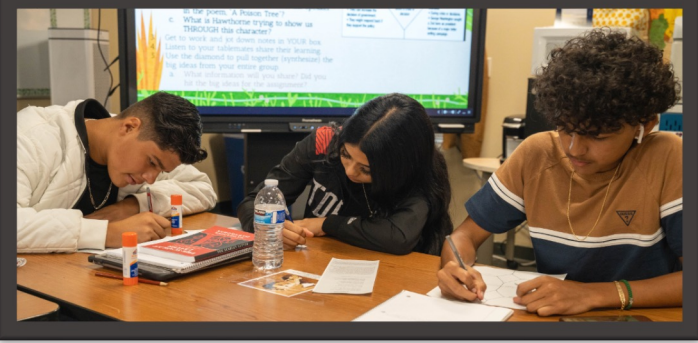
The current Health Sciences High and Middle College curriculum is UC and CSU approved and has several formalized career pathways, including pathways with industry-recognized certificates. These pathways allow all students to make additional connections between academic content and the world of work. When needed, linguistic accommodations are provided through designated and integrated development supports.



Placement and Supports

The Health Sciences High and Middle College curriculum is based on the California Common Core State Standards. English learners at HSHMC receive quality instruction and designated and integrated ELD supports to develop language proficiency and access to the core school programs.





Integrated ELD

The educators at HSHMC work diligently to build the cultural capital that propels student learning. Educators received professional development and training that enables them to identify the needs and instructional strategies necessary to support learners. At HSHMC, educators use California's English Language Development standards to bridge to English proficiency. They organize experiences so English learners actively use academic language with their peers through discussion protocols. Educators also develop students' language proficiency through collaborative summarizing and accountable collaborative conversations using strategies such as 5-Word Summarizing, Text Rendering, Discussion Roundtable protocol, and Reciprocal Teaching. English learners are supported to develop academic language in all subject areas in order to access the core academic programs.

Primary language support is provided in the classroom through stacked directions and content in English and primary languages. Educators also provide regular opportunities for students to engage with texts in their primary language.

Sentence frames are provided as a scaffold to support students' abilities to connect ideas, present information, persuade others, support opinions, and engage in developing academic and social language functions.

Designated ELD

Designated ELD is focused instruction based on the state-adopted ELD standards. These standards are designed to assist English learners in developing critical language skills in the areas of listening, speaking, reading, and writing. At HSHMC, designated ELD instruction occurs twice daily. This designated time focuses on the knowledge and skills needed to support and engage English learners with California's English Language Development Standards and the Common Core State Standards. The specialized English Language Learning team collaborates to implement teaching strategies and interventions that support students through effective instructional strategies. Classes focus on supporting vocabulary development, substantiating opinions with text evidence, and collaborating with peers to construct meaning.



III. MONITORING STUDENT PROGRESS AND RECLASSIFICATION

This section provides information about our designated EL specialists who monitor our English Learners' academic and linguistic progress and offers information about our Health Sciences High and Middle College reclassification processes and procedures.

EL Team

HSHMC has a a EL team comprised of dedicated ELD specialists to assist in content classes by supporting teachers with their curriculum and working with students during classroom instruction. These designated ELD specialists collect and analyze data regularly to monitor student growth. The team meets weekly on to systematically monitor the progress of English learners and provide targeted interventions. The ELD specialists also use progress monitoring to adjust the instruction and supports provided in designated ELD.

The EL Team provides oversight and guidance for 1) monitoring and reviewing the language and academic development of English learners; 2) reviewing EL instructional program progress and intervention; and 3) monitoring progress of Reclassified Fluent English Proficient (RFEP) students. These specialists also send monthly reports on student progress to administration.

ELD efforts at HSHMC have impacted the school's redesignation rate. In fact, the redesignation rate of 15.3% from the 2020/2021 school year was higher than the redesignation rate of all neighboring schools, the district, and state of California.





Data Sources

All English learners have an Achieve3000 account, where their reading comprehension data are assessed at the beginning of each school year, and are adjusted monthly. Data are monitored by classroom teachers, ELD specialists, educational specialists, and administration to determine appropriate literacy supports for each student. In addition to Achieve3000, the staff utilizes tools such as i-Ready, Readworks, CommonLit, Literably, and CORE Phonics to measure and track students' progress. English teachers also use the application StudySync, which provides targeted curriculum for each English learner based on their proficiency level.

Reclassification

Reclassified students at HSHMC are continually monitored by the EL team for up to four years following reclassification. Students are monitored to ensure that:

- They have not been prematurely exited;
 - Any academic deficit they incurred as a result of learning English has been remedied;
 - They are meaningfully participating in the standard instructional program comparable to their English-only peers.
- California Department of Education

Reclassification Criteria

This reclassification policy has been HSHMC Board approved. Students are reclassified by meeting all four of the following requirements:

Criterion 1: Assessment of English Language Proficiency – ELPAC with an Overall Performance Level (PL) 4.

Criterion 2: Teacher Evaluations

Criterion 3: Parent Consultation

Criterion 4: Basic Skills Relative to English Proficient Students – (e.g., Lexile or Smarter Balanced English language arts scores)

Reclassification for students with disabilities

Students with an Individualized Education Plans (IEP) who are also designated as English learners receive support from a collaborative effort shared by all faculty. The IEP team decides the reclassification of this group of students.

(RFEP) Reclassified to Fluent English Proficient



IV. ENGLISH LANGUAGE DEVELOPMENT

In accordance with our Local Control and Accountability Plan (LCAP), HSHMC is committed to increasing the language proficiency levels and redesignation rates of our English learners.

One way we accomplished this goal is through designated staff members dedicated to targeted ELD instruction. These ELD specialists provide a multitude of supports, including push-in support for content classrooms, providing an after school ELD class four days a week, conferencing with students to set individual goals, and providing teachers with ELD strategies aligned with the needs of their English Learners.



SDAIE Strategies

HSHMC celebrates the beauty of linguistic diversity and perpetuates the understanding that classroom instruction must accommodate multilingual learners. HSHMC creates learning experiences that elevate the confidence, competence, and character of our students and staff. Specially Designed Academic Instruction in English (SDAIE) strategies are used to support student learning. SDAIE strategies focus on curriculum and teaching content to students. SDAIE strategies include:

- Sharing CLOZE activities
- Providing Concept Maps
- Supporting writing with a Claim-Evidence Reasoning framework
- Partnering strategically for student-to-student discussion
- Encouraging Think-Write-Pair-Share activities
- Providing “Think Time” before a student is asked to respond, and after a student has given an initial answer
- Building background knowledge
- Activating prior knowledge through KWL charts and anticipatory guides
- Using multimodal texts
- Sharing language frames
- Modeling and Thinking-Aloud
- Providing Anchor Charts
- Inviting Universal Response opportunities to check for understanding



V. STAFFING AND PROFESSIONAL LEARNING

This section explains certification requirements and staffing procedures for providing instruction to English Learners. It also addresses professional learning provided by Health Sciences High and Middle College, including Collective Efficacy Cycles.

Certification

All HSHMC credentialed staff have completed CLAD requirements, or have had those requirements embedded into their credentials. In addition to ensuring compliance with state and local hiring laws and mandatory clearances such as fingerprinting and TB tests, candidates are selected who are highly qualified in their content area.

At HSHMC, teachers:

- implement curriculum and instruction.
- provide counseling and mentorship assistance for specific students.
- monitor student achievement and regularly report to parents.
- participate in extracurricular activities for the students.
- engage in a personal professional development plan.
- perform other duties as assigned.

Teacher Qualifications:

- hold a valid California Teaching Credential demonstrating subject matter expertise
- hold or earn a master's degree in an education related field
- display effective communication skills
- exhibit knowledge of research-based practices

Teachers new to the profession participate in an induction program. These teachers are mentored during their first two years (and beyond) as part of our collegial coaching program. Designated teacher leaders coach their peers and lead both department and content Professional Learning Communities (PLCs). In the 2021/2022 school year, 12 staff members held doctorate degrees and 34 had master's degrees. The number of staff members with CTE degrees also increased to 16.

Education Level of Credential Staff	2021/2022 School Year
Doctorate	12
Master's	34
Bachelor	7
CTE	16
Total Staff	52

Professional Learning

Throughout the year, teachers at HSHMC receive quality professional learning to develop their pedagogical knowledge and engage in discourse and reflection. As a result, teachers share their practice and calibrate student learning expectations, so all students receive the same level of quality instruction.

Additionally, HSHMC teachers and support staff receive weekly ongoing professional development to strengthen schoolwide literacy strategies such as close reading, language frames, and instructional scaffolding. Content departments also meet weekly for peer review of learning intentions, language learning intentions, and to set success criteria for the following week's learning. Professional development focused on the availability and use of specific instructional and assistive technology for teachers and students also occurs.

All materials and resources from professional learning are digitally accessible to teachers and staff for continual reference and use throughout the year on our staff Canvas page.

Collective Efficacy Cycles

HSHMC teachers and staff engage in Collective Efficacy Cycles and thus are empowered to learn and observe from and with each other. Collective Efficacy cycles promote positive professional relationships among the learning community members and foster a culture of reflective practice. The goal is to improve the learning outcomes for English learners and all students. During each Collective Efficacy Cycle teachers and staff meet three days a week to engage in a cycle of inquiry around collaboratively improving pedagogical and content knowledge. The successes of the groups are shared and celebrated through a World Café at the end of each cycle. Collective efficacy cycles promote positive professional relationships among the learning community members and fosters a culture of reflective practice.



VI. PARENT AND COMMUNITY INVOLVEMENT

This section discusses the importance of parent and community engagement in support of English learners. At Health Sciences High and Middle College, the faculty and administration are committed to improving parent outreach in order to increase the capacity of parent involvement.

Parents have requested various forms of outreach so they can remain knowledgeable about their child's education. These include:

- Text
- Remind app
- Email
- Phone
- U.S. mail

Families have also requested outreach in multiple languages in addition to Spanish and English. Based on this feedback we have expanded how we communicate with families. For example, the school website has accessible information for parents and weekly auto-dialer calls are sent out with reminders of upcoming events and important information. Our website can also be translated to Spanish, Somali, or Arabic.

Individualized communication with each family and student occurs at the start of the school year when staff are assigned mentees, so families are connected to at least one specific staff member as a point of contact and support throughout the school year.

English Learner Advisory Committee

The English Learner Advisory Committee (ELAC) consists of community members, administrators, teachers, and parents. This committee meets quarterly to provide valuable input and guidance for school decisions and funding for English learner services.



VIII. PROGRAM EVALUATION AND ACCOUNTABILITY

This section explains Health Sciences High and Middle College's program evaluation and accountability for English learner programs.

The ELD team meets weekly with guidance from the principal, the associate principal, and multiple other faculty who work collaboratively to monitor and discuss the support needs of the English learners. The team regularly assesses student needs and the quality of the services, programs, and interventions provided. Attendance records, graduations rates, reclassification rates, student performance on competencies, and Summative ELPAC scores are used in the annual evaluation of the team's effectiveness.



VII. FUNDING

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The following is from HSHMC's Local Control and Accountability Plan under Action #6 for English learner support:

- Provide targeted, research based instructional support strategies, professional development, and interventions focused on on meeting the unique needs of English learners
- Continue to provide high quality Designated and Integrated ELD
- Provide supplemental, research proven, instructional support and intervention strategies to meet the unique needs of English learner
- Title I, Title III
- Total Funds: \$110,000

