OPTIONS FOR YOUTH
PUBLIC CHARTER SCHOOLS

ENGLISH LANGUAGE DEVELOPMENT MASTER PLAN

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

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Mission Statement

Options for Youth Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their academic and career goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all educational partners are successful.

OFY-Acton Principal Team

Wendy Gillespie, Principal
Bryan Gillespie, Principal
Jodi Moreno, Principal

Message from the Team

"Every member of the Options for Youth community is committed to helping each student succeed in school and in life. We wholeheartedly believe that student success comes from valuing every student and providing individualized support while they work towards their academic and career goals. Options for Youth values its diverse student population, and this master plan will help us to ensure that students with varying language backgrounds and needs receive the attention, tools, and support they need to be successful."

OFY Acton

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Acknowledgements

We would like to thank and acknowledge the dedicated efforts and collaboration of teachers, site and charter administrators, and support staff. Their expertise and ideas resulted in a robust and comprehensive plan to ensure English learners receive high quality English language and academic instruction throughout their entire school career at OFY-Acton. We especially want to express our gratitude to these dedicated individuals for their time, insight, and assistance in the development of the English Language Development Master Plan.

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About Options for Youth

At Options for Youth (OFY), our effectiveness stems from a focus on building close relationships with our students and creating a safe learning environment that allows them to thrive. The following are hallmarks of our program:

Bilingual Scholars: Our bilingual students have access to EL Specialists, who are specifically trained to support our English Learner students and a designated ELD curriculum.

Student Commitment: Students attend our schools by choice – they want to be with us. All students sign a contract stating their commitment to earning a high school diploma by voluntarily adhering to our enrollment requirements that include meeting conditions related to attendance, work completion, assessment, and graduation requirements.

Workforce Preparedness: A vital component of OFY-Acton is preparing students to obtain the knowledge, skills, and abilities to enter the workforce upon graduation. OFY-Acton has an exclusive partnership with organizations that are federally funded through the Workforce Innovation and Opportunity Act (WIOA). These partnerships allow OFY-Acton students to gain exposure to career readiness through the integration of work experience, vocational training, and certification programs.

Guided Personalized Instruction: Our students receive personalized attention from qualified teachers who care about them and their success. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth and emphasize growth-mindset interventions (Paunesku et al., 2015) which focus on the process of learning and not the end result as the reward. This process gives our students a sense of purpose and re-energizes their desire to learn, resulting in accomplishing meaningful academic and personal goals.

Subject Matter Focused: In many cases, students focus on just one or two subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Small Group Instruction: Students can take advantage of tutorials and small group instruction with a highly qualified credentialed teacher when a direct instruction format is most appropriate.

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Flexible & Self-Paced: Students work independently and at a pace tailored to each individual's ability and learning level, as teachers keep them on track to graduate in an appropriate time period.

Open Enrollment: In our year-round program, students can enroll at any time and have access to their teachers and school 240 days a year.

Continuous Learning: Our schools are open 12 months a year. This means more time spent learning with minimal interruptions. This allows students an opportunity to have greater access to qualified teachers, more time to catch up on credits or work at an accelerated pace, and a safe space for them throughout the year.

Accountability: Our students are monitored and assessed on a regular basis to ensure progress in meeting the required Common Core State of Standards. All students are required to participate in all state-mandated testing.

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English Language Development Master Plan

According to the California Department of Education (2021), in the 2019-2020 school calendar year, approximately 1.148 million English Learners (ELs) studied in California public schools. Of the English Learner data collected in California, 93% of the languages spoken in California were, in descending order: Spanish, Vietnamese, Mandarin, Arabic, Cantonese, Tagalog, Russian, Korean, Punjabi, and Farsi. ELs are students who are unable to communicate fluently or learn effectively in English. These students may come from non-English-speaking homes and backgrounds and typically require specialized or modified instruction in both their English language and in their academic courses. Additionally, there is a subgroup of students whose native language is English, but who may need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

Options for Youth (OFY) strives to provide quality and equitable opportunities for academic achievement, workforce preparedness, career preparation, and planning through an Academic Learning Plan (ALP) to all of its students who exhibit less than reasonable fluency in academic English literacy. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL at OFY. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFY requires mutual accountability of teaching staff and leadership to provide ongoing assistance in helping each school develop and implement practices that are consistent with the most current ELDMP and to monitor its implementation.

The OFY Master Plan for ELs and SELs has been developed in accordance with current research and state and federal law for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English

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- To provide ongoing professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL programs are evaluated annually for efficacy
- To ensure WIOA elements meet the needs of and are accessible to our EL and SEL students and families.

OFY has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee them equal access to quality instruction. Additionally, our instructional efforts are structured with the intent of providing appropriate English Language Development (ELD) to move students toward proficiency in academic English while providing them scaffolded access to the core curriculum. The developed supports are aligned with the needs identified through the annual Comprehensive Needs Assessment process and corresponding School Plan for Student Achievement (SPSA) goals.

We recognize that our students' race, ethnicity, linguistic background, or socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English academic literacy. Therefore, building on these foundations of knowledge is something we support, respect, and wish to build upon. The OFY-Acton ELD Road Map ensures that the English Learners fully and meaningfully access and participate in a twenty-first century education to reach English language proficiency and mastery of grade-level standards.

In addition to helping our ELs and SELs acquire academic literacy, we are preparing them to navigate their college and career path, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information

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- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all of our students for the 21st Century. Therefore, we have interpreted and incorporated these survival skills into the curriculum as exemplified in the following table so that all of our students can be prepared for their academic lives and the careers of the future.

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21st Century Skills

Learning and Innovation Skills

- Critical Thinking
  - Reasoning, systems thinking, making judgments and decisions, solving problems
- Communication and Collaboration
  - Articulating ideas, listening, collaborating productively
- Creativity and Innovation
  - Creative thinking, learning from mistakes, implementing innovations

Digital Literacy Skills

- Information Literacy
  - Accessing, using, managing, and evaluating information; Understanding ethical issues about using this information
- Media Literacy
  - Analyzing media's messages, purposes, and potential to influence beliefs and behaviors; creating media products
- Information and Communication Technology Literacy
  - Using technology as a tool to research, organize, evaluate, and communicate

Workforce and Career Skills

- Flexibility
  - Adapting to changing roles and responsibilities; Handling of praise/criticism
- Initiative
  - Managing goals and time; Working independently
- Social and Cross-cultural skills
  - Interacting effectively in diverse teams; Developing an inclusive and equitable mindset
- Productivity
  - Managing projects, tasks, and time; Collaborating effectively
- Leadership
  - Guiding and inspiring others; Maintaining integrity
- Soft-Skills Preparation
  - Being responsible, Developing communication skills, Problem-solving, Stress management, Conflict resolution, and Organization
- Adaptable Job Skills Training
  - Exposure to current in-demand jobs through internship opportunities and career fairs

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Introduction

The mission of Options For Youth - Acton (OFY-Acton) is to create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality. OFY-Acton helps students develop supportive relationships to better manage work, life, and family responsibilities. Our vision is to re-engage students who are out of school or at risk of dropping out and empower them to become lifelong learners who contribute to their community and are productive members of society.

Most importantly, OFY-Acton believes a vital component of preparing students for college and career readiness is meeting the whole student's needs. Therefore, social-emotional learning through experiential activities and community service is embedded into the educational model. Research has shown that social-emotional learning develops students' life skills, which produces positive lifetime outcomes.

A critical component of OFY-Acton is in preparing students to obtain the knowledge, skills, and abilities to become gainfully employed upon graduation. The Charter School implements an exclusive partnership with workforce providers who are federally funded under WIOA. The implementation of this partnership provides OFY-Acton students with the opportunity to gain valuable career readiness, internship experience, and the opportunity to be certified in specific trades. Additionally, Vocational Training and Certification Services are provided by the partnership.

Our year-round academic program offers our at-promise youth a blended learning program that includes independent study, small group instruction, and online courses as an alternative to a traditional classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in our program. OFY-Acton combines personalized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum and Exclusive Workforce Innovation and Opportunity Act (WIOA) partnerships, to ensure that all students, regardless of their school experiences in the past, increase their options upon graduation for either post-secondary learning or entering the professional market. Students are enrolled in courses leading toward a high school diploma or re-entry at grade level in a comprehensive or alternative school program.

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We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education …. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In order to ensure that our ELs and SELs' linguistic and academic needs are met, we integrate and give them full access to the entire curriculum in a way that makes instruction comprehensible and meaningful.

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Guiding Philosophy

Teachers and students are "reflective practitioners". Teachers continuously examine and reflect upon their teaching practice, applying strategies in ways that meet the unique needs of their student populations. Students actively engage and participate in the curriculum and begin to actively plan and assess their own learning.

Student Learning Outcomes

It is the belief of the Options for Youth Public Charter Schools that all students are unique individuals who:

- Can learn.
- Are capable of self-improvement.
- Are capable of quality work.
- Are worthy of a positive dream for their future and can develop positive life plans.
- Will flourish in a positive school environment with instruction personalized to their needs.

Upon graduation, OFY-A students are expected to be goal-oriented individuals who have a plan to attain their dreams. To that end, the program seeks to teach students how to:

1. Take responsibility for their own life.

Students will show they have taken responsibility for their lives by:

- Identifying their dreams and post-secondary goals.
- Setting deadlines and keeping them.
- Completing schoolwork to the best of their ability, in a timely manner.
- Advocating for themselves.
- Taking risks to achieve goals.
- Using obstacles or setbacks as springboards for success.
- Understanding the impact of personal choices.
- Working with staff to create a plan for post-secondary goals.
- Carrying out the plan to achieve post-secondary goals.

Staff will measure progress by:

Analyzing student progress data which measures student's ability to keep academic deadlines, tracking the completion of character education and/or Pathways Program courses, tracking completion of college/career prep courses, and regular check-ins with students.

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2. Think Critically.

Students will exhibit thinking critically by:

- Effectively accessing digital resources.
- Collecting , organizing , and drawing meaning from data.
- Critically analyzing written material.
- Making meaningful arguments to support a position.
- Explaining reasoning in problem-solving.
- Using the scientific method to validate or disprove a hypothesis.

Staff will measure progress by:

Internal benchmark assessments, A-G Completion rate, mandated state test, core course completion rates, college entrance exams, course assessment data

3. Make Meaningful Interpersonal Connections.

Students will show they have made meaningful interpersonal connections by:

- Regularly communicating with teachers about academic progress and/or personal goals.
- Regularly communicating with parents/guardians about academic progress and/or personal goals.
- Participating in extra-curricular and/or co-curricular activities.
- Volunteering in the community.
- Showing awareness of the benefits of serving in the community.

Staff will measure progress by:

Examining survey results, obtaining anecdotal information from students/parents/teachers, tracking completion of character education and/or Pathways Program courses, and maintaining the graduation requirement of community service.

Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all educational partners including but not limited to instructional leaders, instructional coaches, and tutoring staff):

- Afford opportunities for students to engage in metalinguistic and metacognitive processes and help students to discover how language works in complex texts.
- Scaffold student ability to engage in sophisticated interactions with text to “develop conceptual, academic, and linguistic skills” and to engage in deliberative discourse.
- Help students use language as a tool for reasoning and understanding.

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Guiding Theoretical Principles for Educating English Learners

One of the main goals of our program is to help our students achieve English language proficiency for our students as defined in the California Content Standards for all students by ensuring mastery of reading, writing, speaking, and listening, research, critical thinking, and global awareness in all content areas and promote multilingualism/multiculturalism and the reclassification of English Language Learners (EL). In order to do that our school follows a set of guiding principles found in the EL Roadmap. On July 12, 2017, the California State Board of Education adopted the English Learner Roadmap as a policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes. Options for Youth supports the larger California vision that our English learners fully and meaningfully access and participate in a twenty-first-century education resulting in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

Options for Youth Acton guiding principles:

1. **Assets-oriented Schools:** Options for Youth Schools are responsive to different EL strengths, needs, and identities and support students' social-emotional health and development. Educators value and build strong family, community, and school partnerships.

2. **Inclusive Climate:** Our schools highlight and celebrate diversity and achievement by fostering positive attitudes around diverse and complex cultural and linguistic identities. Options for Youth programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.

3. **High-Quality Instruction**: EL students engage in intellectually and developmentally appropriate learning experiences that foster high levels of English proficiency. Options for Youth School offers designated ELD classes as well as Integrated small instruction classes for English, Math, Science, and Social Studies. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. EL Students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English.

4. **Frameworks that Support Effectiveness:** Our school has leaders and educators who are knowledgeable about and responsive to the strengths and needs of English learners

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and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Options for Youth school provides resources and support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

5. **Alignment and Articulation Within and Across Systems:** English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first-century world.

The following implementation strategies help guide the development of the Options for Youth Acton's English Learner Master Plan to provide parents, teachers, and educators guidance for English learner programs designed to remediate any academic gaps while attaining English proficiency.

Academic English Proficiency

- EL students receive Designated English Language Development instruction to accelerate English proficiency.
- EL students are enrolled in Small Group Instruction classes to ensure that they become proficient in all four language domains: speaking, reading, writing, and listening.

Academic Preparedness

- EL students receive instruction built upon rigorous academic state common core standards and expectations.
- Opportunities to participate in advanced language programs like AP classes.
- EL Students receive Integrated English Language Development in order to access state content standards.

Monitor Academic Progress

- Provide academic monitoring twice a year by engaging parents and students to attend the Academic Learning Plan meetings.
- Monitor Reclassified Fluent English Proficient (RFEP) students for four years.

Biliteracy

- Promote biliteracy through programs such AP Spanish classes, Pathway Seal of Biliteracy Award, Newcomer programs, and primary language support.

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English Learner Parent Engagement

- Parents, students, and educators work together to contribute to the academic achievement of all English language learners.
- Promote parent engagement on school and District English Learner Advisory Committees (DELAC).
- Increase parent participation at the Family Fun Night events.
- Parent-Student Conferences offered three times a year.
- Academic Learning Plan Achievement Chats.

The above prepare our students for the demands of mainstream classrooms and are effective for ELs' deep content learning.
The Sheltered Instruction Observation Protocol (SIOP) Model is one that facilitates content comprehensibility for our EL population and which is conducive to the application of the above research findings. Therefore, the SIOP Model is one of the models applied in our instructional programs. OFY-Acton teachers participate in SIOP professional development annually. Our aim for all of our students is to reach high-quality intellectual accomplishment that enables them to construct new knowledge. In constructing this knowledge, they are able to express their own ideas with a value that goes beyond school and is relevant, applicable, and real to their own world and their lives beyond school.

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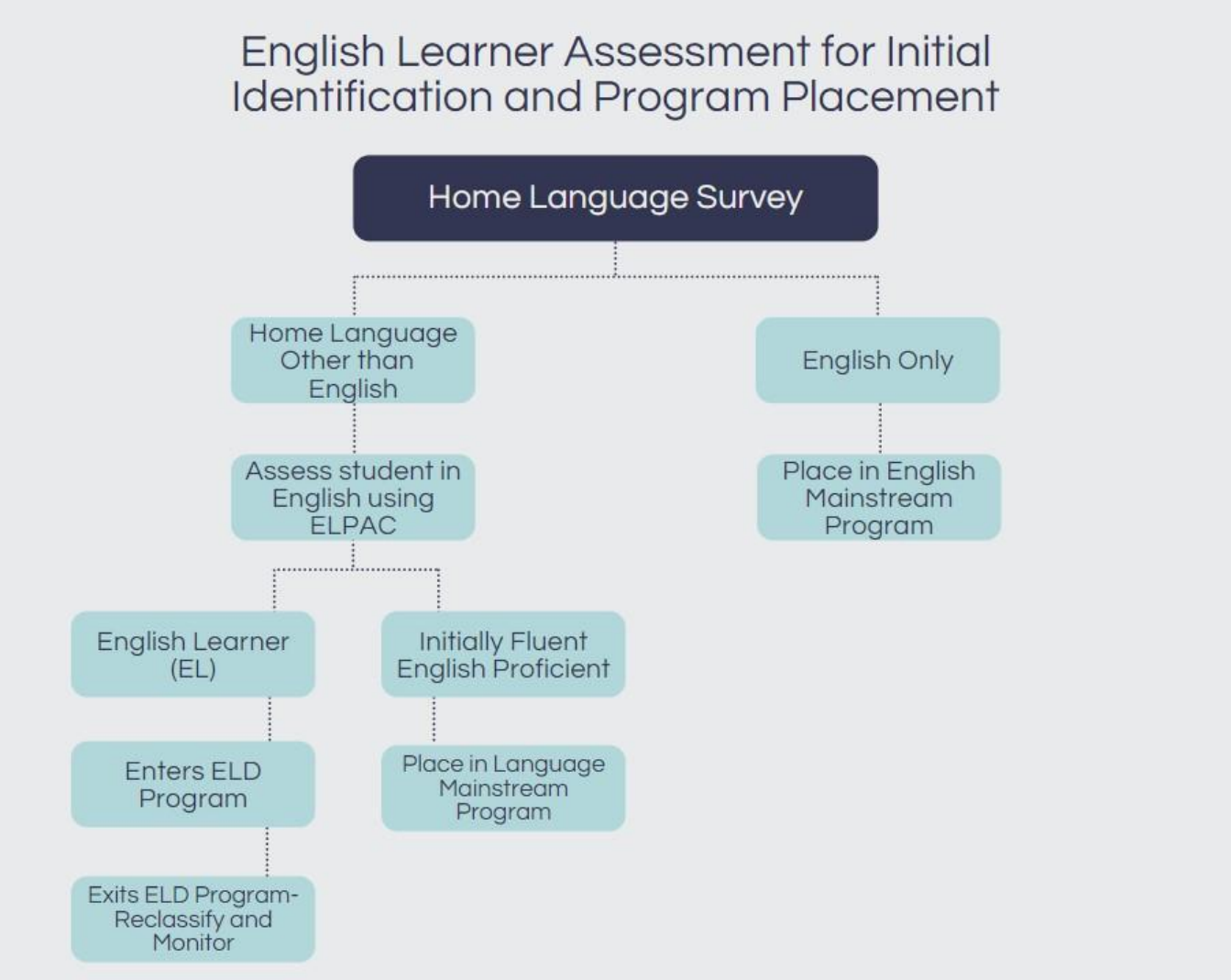
The Enrollment Process



Home Language Survey

- As part of the enrollment process (Appendix A), the student's parent and/or legal guardian or the student themselves, if over 18, completes the Home Language Survey-HLS(Appendix A). An explanation of the purpose and use of the Home Language Survey is communicated verbally by the Center Coordinator or other staff member in the parent/guardians' preferred language if a staff member speaking the parent/guardian's preferred language is available. This document is used to determine the primary language and is kept on file for each student. If a parent or student over 18 indicates a

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language other than English on the HLS, then the student is referred to the English Language Development (ELD) Department staff.

- Information from the Home Language Survey is entered into the student information system and verified by the ELD Department. In addition, previous language assessment records- English Language Proficiency Assessments for California ELPAC - are entered into the student information system.
- If a student is enrolling for the first time in a California public school, for the first time in a U.S. school, or if previous ELPAC results are unavailable, the ELPAC is administered. The ELD Regional Coach administers the ELPAC to any students requiring initial identification.

Initial Language Assessment

Students are administered the ELPAC by an ELPAC-trained ELD Admin, within 30 calendar days from the date of enrollment. Once the test is completed, the local scoring process will occur as follows:

- Listening and Reading domains for all grades will be scored automatically in the test delivery system.
- The Speaking domain for all grades will be locally scored at the moment, and then the test examiner will enter the student responses and scores into the Data Entry Interface (DEI).
- The Writing domain student responses for grades three through twelve will be scored locally in the Teacher Hand Scoring System (THSS).

The results are used to determine initial language proficiency. Parents of students will receive a copy of the student score report that determines their language proficiency status.

The calculated ELAS results of either EL or initial fluent English proficient (IFEP) will be sent from TOMS to the California Longitudinal Pupil Achievement Data System (CALPADS) through a nightly file transfer. LEAs (Skyrocket ELD Admin) will need to run the Student English Language Acquisition extract from CALPADS to upload the ELAS into their student information system.

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Designations:

Level	Description
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can learn English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (*2012 English Language Development Standards*).
Intermediate English Learner 370-449	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *English Language Development Standards.*
Novice English Learner 150-369	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English levels. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *English Language Development Standards.*

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- If a student's overall ELPAC results are scored as minimally to moderately developed (score of 1-500), the student is identified as an EL. See Appendix B for Performance Level Descriptors.
- If a student's overall ELPAC results are scored as well-developed (score of 501- 950), the student is identified as initial fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

- Parents/guardians are notified of their child's language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss ELD program placement, support options for their child, and the process for exiting the program through the reclassification process. See Appendix C.
- After the initial ELPAC results have determined a language proficiency, parents/guardians are notified and given the opportunity to request a classification review for any students tested on or after July 1, 2018.
- The classification review and any corrections must be completed before the ELPAC summative assessment is administered.
- Parents/guardians are notified that ELD services waivers to opt-out/in must be filed with the school site and renewed annually. They are also advised that this does not exempt students from state-mandated assessments.

Annual assessments continue until the student is redesignated as fluent English proficient (RFEP).

Student Assessment and Placement

STAR Renaissance (STAR Ren), Computer Adaptive Test (CAT) assessments in Reading and Math, are administered to students up to three times per school year at OFY. The goal is to ensure ELs are provided with tools and resources to experience success with Common Core-based independent study coursework and small group instruction (SGI) courses. The process includes the identification of proficiency levels in reading, writing, and math. Placement in applicable interventions, with a goal of students attaining designated level of proficiency, is automatically given to students based on their STAR Renaissance performance levels.

Assessment Process:

- The ELSP team administers the STAR Ren assessment in English and math to ensure students are well-informed as to the purpose of the assessment as well as the performance expectations. The STAR Ren tests are multiple-choice tests.

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- Upon completion of all assessments, performance indicators are generated automatically based on standards and strands in which students did not meet designated proficiency levels.
- STAR Ren exams are calibrated to begin at the student's grade level, and then progress in increasing difficulty depending on the student's answer to each question. No two STAR Ren tests are identical; therefore, making it student-centered.

The following is the scoring rubric and the suggested intervention steps from the Reading STAR Ren test:

Reading			
Group	Scaled Score	Available RTI Interventions	Expectations to look for in Reading
At/Above Benchmark	8: At/Above 1250 9: At/Above 1292 10: At/Above 1315 11: At/Above 1322 12: At/Above 1333	• Enrollment in the Exact Path Class or equivalent • Expository reading and writing class	• Clearly identifies purpose and sequence of ideas. • Chooses evidence along with supporting details. • Identifies errors in grammar, punctuation, mechanics, and spelling. • Chooses precise language. • Chooses effective transitional devices throughout. • Understands varied simple and complex sentences.
On Watch	8: 858-1249 9: 919-1291 10: 958-1314 11: 993-1321 12: 1080-1332	• Enrollment in the Exact Path Class or equivalent • Achieve 3000 Class • Students are able to be enrolled in an SGI class	• Identification of purpose and sequence • Ability to pair evidence with supporting details • Understanding of varying sentence structure • Knowledge of word choice • Ability to correct errors in mechanical conventions
Intervention	8: 590-857 9: 662-918 10: 675-957 11: 716-992 12: 762-1079	• Enrollment in the Exact Path Class or equivalent • Achieve 3000 Class	• Limited identification of purpose and sequence • Limited ability to pair evidence with supporting details • Limited understanding of varying sentence structure

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		• Additional tutoring • One-on-one intervention. • Students have priority to enroll in an SGI class	• Limited knowledge of word choice • Limited ability to correct errors in mechanical conventions
Urgent Intervention	8: Below 590 9: Below 662 10: Below 675 11: Below 716 12: Below 762	• Enrollment in the Exact Path Class or equivalent • Achieve 3000 Class • Additional tutoring • One-on-one intervention. • Students have priority to enroll in an SGI class	• Unable to determine the purpose • Unable to pair evidence with supporting details • Cannot determine an organizational pattern • Unable to correct errors in grammar, punctuation, mechanics, and spelling. • Unable to determine the sequence of ideas

STAR Ren can be used at various times in a student's academic plan for the following:

1. To remediate.
    a. To develop EL and LTEL Academic Learning Plans (ALP).
    b. To help transition to the grade-level subject matter.
    c. To measure preparedness for CAASPP
2. To provide an ongoing assessment.
3. To track students' progress to increase performance.

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Placement:

Based on assessment results, EL students are provided ELD program placement and individually tailored language support that ensures equitable access to all programs offered at OFY. OFY uses a Structured English Immersion (SEI) model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including Independent Study Integration, English Language Support Professionals (ELSPs), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. All components are considered in the development of each EL students' academic learning plan. The development of the plan includes the student, parent(s), teachers, ELSPs, and any other support staff so that all educational partners have the opportunity to provide input into developing a well-rounded comprehensive approach to meeting both linguistic and academic needs. The ALP outlines the actions implemented to ensure the student has equitable access in each core subject area, designated ELD instruction block, and any other additional services recommended to create a solid foundation of linguistic support and to metrics against which to measure and monitor progress.

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OFY's Educational Structure and Assessment Programs

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Educational Structure

OFY's educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program which includes instructional strategies supported by instructors in Independent Study (IS), SGI, tutors, and EL Support Professionals (ELSPs). Student participation and level of support are determined by ELPAC and STAR Ren assessment and again in the reclassification process.

ELSPs assist in the development of the independent study, SGI curriculum, ELD lesson development, and integration of instructional strategies designed to support our unique EL population. This support includes the use of inclusive strategies in speaking, listening, reading, and writing (see Appendix D for a list of some of the various strategies used at OFY) embedded in all components of the blended model. These subject area professionals use expertise in second language acquisition (SLA) to improve communications with all educational partners, ensure the proper administration of ELPAC, implement ELD standards performance data-driven instruction, and provide professional development to educators to increase the effectiveness of instruction, staff/student engagement, and compliance with state EL requirements and ELD standards.

In accordance with the ELD standards, OFY offers a variety of instructional resources/strategies that support the development and acquisition of English language skills and access to core content so that ELs can succeed across all areas of study.

Programs include:

- Independent Study Integration
    - Student Activity Workbooks with inclusive strategies
- Classroom Instruction
    - SGI uses SIOP strategies, SLA techniques, and the ELD standards in the following content areas:
        - English Language Arts
        - Mathematics
        - Science
        - Art

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    - Social Science
- Digital curriculum with inclusive embedded strategies
- Blended Learning with inclusive embedded strategies, ELD standards, and SLA techniques
- STAR Renaissance
- Designated ELD instruction using ELD standards and SLA techniques

Independent Study Integration

Instruction facilitated through the independent study model focuses on student development of the following skills:

- Initiative and independence
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

These skills are in alignment with the goals of ELA/ Literacy and ELD Instruction as stated by the California Department of Education ELA/ELD Framework Support Network, Chapter 2, p. 1:

- Develop in the areas of readiness for College, Career, and Civic Life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st Century

OFY students are involved in the planning and implementation of their educational program. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors and tutors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students' unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess processes, and build on prior knowledge to improve understanding. Independent study requires students to work at least 4-6 hours per day at home and attend at least two appointments weekly with their independent study teacher. While working at home, students engage independently with ELD strategies as prescribed by the instructor, based on the academic learning plan. Reading and writing are the primary focus of the independent practice while speaking and listening are emphasized with student/teacher as well as peer interactions while at the resource center.

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Our core course curriculum is written using the cross-curricular Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) principles (see Appendix F), providing ELs multiple opportunities to employ critical thinking skills, challenge foundational skills, and progress towards advanced language classification.

Student Activity Workbooks (SAWs)

Students' self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the developments of the workbooks, curriculum developers ensure that inclusive strategies are accessible to reach students on all levels (see Appendix D for a list of targeted Inclusive Strategies). In many of our SAW courses, students are utilizing course websites, which are developed by the curriculum developers. In order to complete some assignments in the SAWs, students have to read articles, watch videos, and explore some websites to learn the content within the course and complete assignments within the SAW. Along with course websites, students may have access to online textbooks to complete some of the SAW courses.

All SAWs:

- Focus on college and career readiness and learning for life.
- Reflect an understanding of 21st Century Skills, as adopted by California and other states.
- Encourage higher-order thinking skills and depth of knowledge.
- Include scaffolding of foundational skills to close learning gaps.
- Require Internet use for research, skill practice, and exploration.
- Incorporate in-depth vocabulary study.
- Allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback.
- Teach narrative, analytical, and expository writing techniques.

Addressing the shifts as stated by the CDE and CCSS, Inquiry-Based teaching and learning have been introduced into SAWs as well. The advantages of Inquiry-Based learning include versatility, motivation, authenticity, creativity, and rigor (Bruce, 2011).

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem-solving, and critical thinking activities. This **versatile** process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. The application of this method initially occurs individually and expands to cooperative groups. IBL increases student **motivation** through ownership of information. Additionally, student-generated questions encourage active participation in learning and in-depth reflection on current and previously acquired knowledge. The time and freedom in this method allow the **creative** process to

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flourish as students' curiosity is ignited with their increased contact and discovery of new information. **Rigor** is an additional component of IBL that supports higher-level thinking, problem-solving, self-correcting and challenges students at their learning level.

5 Phases of Inquiry-Based Learning

Through IBL the changes to a traditional teaching and learning structure are significant. The focus is on mastery of the standards and skills, not rote memorization. The teacher is regarded as the facilitator of knowledge and not the sage of knowledge. Students are responsible for culling and gathering resources as opposed to being textbook-driven. Students are active participants in their learning and the learning is process and product-driven, not goal-oriented or assessment-driven, giving ELs and all of our students an opportunity to incorporate their own background knowledge, interests, and voice into their learning.

Instructional Strategies/Practices

In addition to the Independent Study Integration program iLit and SAWs, OFY provides an opportunity for direct instruction. It is important to note that the practices of simultaneous translation and removing ELs from the classroom for a separate "translation" of the instructional lesson during direct instruction are not supported by research evidence and serve

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to marginalize ELs. These practices are *not permitted* at OFY. The focus of our instructional strategies and practices is on inclusion of our ELs and SELs.

Designated Instruction

OFY-Acton offers designated instruction using Pearson Publishing's iLit ELD curriculum, which has been California State Board approved, aligned with the California ELA /ELD Standards framework, and is designed to address varied language proficiencies. The course materials were evaluated and received the highest rating under the Every Student Succeeds Act (ESSA) effectiveness criteria, which measures how statistically significant publisher submitted instructional materials are in having positive effects on student outcomes.

OFY- Acton provides designated ELD to ELs during a dedicated time in the regular school day. Teachers use the CA ELD standards for each grade level to develop English language skills needed for content learning. Students are provided personalized instruction based on their language proficiency level, in addition to being grouped by grade level for small group ELD instruction.

Since each EL student has an individulaized academic learning plan, ELD instruction schedules are tailored to fit the identified linguistic needs. Based on elements like, ELPAC proficiency levels and STAR Renaissance reading performance scores, a student's schedule can range from receiving the minimum of twice a week ELD instruction all the way to five days a week.

The iLit ELD program is a component of Tier 1 instruction designed for English learners, including newcomers. The designated ELD curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature. The curriculum is composed of standards-aligned materials that include universal access features and integrated SIOP techniques that address the needs of English learners. However, it is not designed to meet the needs of native English speakers or students who have been reclassified in order to provide equitable and effective programs for English learners.

iLit courses are aligned to both ELA and ELD standards which allow students to earn English core credit based on their proficiency levels. Course placement and credit guidelines are determined by results from ELPAC. If results indicate a student is a newcomer, then the student is enrolled in a newcomer iLit course and the instructional program begins at their current level of proficiency. For ELD Level 3 students, local assessments, class work, instructional staff input, and parent feedback are also used for determining credit assignment.

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A maximum of 1 ELD course can be used to satisfy the UC/CSU English "b" requirement. Students who are not pursuing the College Preparatory pathway, or and have already completed almost all graduation requirements may receive credit for English as a Second Language (ESL) and English Language Development (ELD) courses not to exceed 3 years. The student is then required to complete 1 year of core, content-area English to fulfill all 4 years of the English graduation requirement.

*ELD Level	Course Name	Grades	Credits	Credits Towards Graduation		UC/CSU "a – g" Requirements
				English	Elective	
Level 1	ELD Newcomer	8-12	10		10	
Level 2 Grades 8-12 Students may take the ELD Course for English credit in lieu of their grade level core English course	ELD 8-12	8-12	10	10		b (9-12)
Expanding Level 3 Grades 8-12 students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	ELD 8-12	8-12	10	10		b (9-12)
Bridging Level 3-Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD Course for elective credit	ELD 8-12	8-12	10		10	g (9-12)
	ELA Core 8-12	8-12	10	10		b
Level 4-Concurrent Course Assignment	ELD 8-12	8-12	10		10	g (9-12)

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Students at Level 4 take their grade level core English course and the ELD Course for elective credit	ELA Core 8-12	8-12	10	10		b

In addition to iLit and CORE instruction students are also provided supplemental and intervention options. These include courses like Achieve3000, Literacy Advancement, Literacy Empowerment, Writing Skills, and Exact Path. Interventions focus on skill development across domains that are areas of concern and are impacting a student's ability to fully engage with course content materials.

For students who also receive special education services, the special education staff and the ELSPs carefully monitor students' progress and evaluate students' response to the program within the first 30 days. This is done through curriculum based assessments, STAR Renaissance scores, academic work performance evaluation, and student and parent feedback. On or before 30 days of enrollment, an IEP is held to discuss student progress and response to the program. The previous IEP is reviewed, including any current ELD goals, and the ELSP/IEP team decides to either adopt it or develop and implement a new IEP with more appropriate supports and updated ELD goals and linguistically appropriate assessments. Students receive individualized, intensive instruction and interventions from their special education teacher in addition to support and instruction provided by their English language specialist. The special education teacher works collaboratively and closely with the English language specialist to ensure instructional and assessment methods are aligned so students are supported in reaching goals and making academic progress. If, at any time, the student begins to struggle with their academic performance, social-emotional health, or behaviors, an IEP Progress Review is held to further examine the difficulties and develop a revised plan of support and/or services to improve student outcomes and progress toward IEP goals.

Small-Group Instruction (SGI)

The small group instruction (SGI) program works as both mastery and percentage-based environments with a strong focus on students being the leaders of their learning. To this end, a large focus of the SGI program is on both formative and summative assessments. Students in the Math and English SGI program are formatively assessed on a regular basis and summatively assessed once or more per unit. Formative assessments include many of the normal implements of formative assessment, including exit slips, discussions (both teacher to student and student to student), quizzes, and various aspects of regular student work. Formative assessment also takes place from a student perspective. One of the hallmarks of the SGI program is that students are continually made aware of their own learning through the

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tracking of learning targets, which are directly linked to CCSS. Hattie's (2009) research suggests that the greatest influence on student learning is when students are able to self-report their own learning, their own grades. The SGI program strives to engender this belief through student trackers that ask students to report their current level of learning and to identify their gaps in learning so that teacher and student can develop an appropriate intervention to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The small group instructors will often look toward the voice of the student, their specific feedback, to help them formatively assess and drive their instruction.

Many SGI teachers use digital technology, such as Google Classroom, to organize content and deliver instruction to students. Students are added to their SGI Google Classrooms to access course work, complete and turn in assignments, take quizzes and communicate with their teachers about course grades and progress. Students in SGI classes are further able to hone their 21st century skills via collaborative learning platforms such as Google docs, Google Sheets and Google Slides.

EL students are able to participate in SGI classes while being supported with their language literacy needs. One model being used in SGI classes is the SIOP Model (Echeverría, Vogt, & Short, 2013). The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL's background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL's thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

The above principles are interwoven into the SGI program to be inclusive of our EL and SEL student population.

The SGI program seeks to be driven by data by continually using standards mastery to close gaps in student learning. This process involves all educational partners including parents, students, teachers, and school leaders. A standards-based gradebook and other student

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mastery trackers are the foundation of this process. Formative applications of data range from standards-based checks for comprehension, to re-teaching days, to using benchmark data for studying for the finals, to evaluation of programs. Again, this process is especially helpful to create interventions necessary for ELs and SELs. Possible interventions include, but are not limited to:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support classes
- Achieve 3000
- Exact Path

After completion of initial assessments, students are assigned to an EL support team to provide further evaluation, support, and interventions if necessary.
The EL Support Team may consist of the following members:

- Independent Study Teacher
- Small Group Instructor
- Resource Specialist Program Teacher or SES
- Tutor
- Student Advisor/Counselor
- Assistant Principal
- Principal
- The English Learner Support Professional (ELSP) team:
    - ELD Manager
    - ELD Curriculum Specialist
    - School-level EL Coaches
    - Regional EL Coaches
    - EL Specialists

Digital Curriculum Platforms

Along with SAWs, students also have the option of completing courses via digital curriculum platforms. Each online platform offers effective solutions for ELs who may perhaps find

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academic coursework challenging as they work on developing their English proficiency. Extensive scaffolding is embedded to increase comprehension as well as to allow for differentiation of instruction based on students' learning needs while teaching to the same content standards as all other courses.

Adaptive scaffolds that can be found in online curriculum are as follows:

- Construction of accessible texts
    - Depth and coherence makes the texts more accessible as well as supports ELL students' reading. The online text is focused on central issues and ideas while leaving out information that does not pertain to the key ideas being presented.
        - Controlled syntax
        - Chunked text
        - Short page length with limited scrolling
    - Vocabulary control exposes ELL students to new vocabulary numerous times to learn the vocabulary. In addition, comprehensible reading texts are designed with the usage of high-frequency and monosyllabic words that can be easily decoded to determine academic vocabulary meaning.
        - Controlled vocabulary
- Online features that support access to content
    - Text-to-speech voice overs allow students to listen to text when text is too difficult to read independently.
    - Vocabulary rollovers provide definitions, examples, and pronunciations of unfamiliar vocabulary words which supports academic language proficiency. Students can roll the cursor over the unfamiliar word that they need defined without losing their place in the text.
    - Links and connections are hypertext links and connections between pages and ideas. Connections allow students to jump back to information previously presented. Links help build connections between ideas.
    - Graphic organizers support reading comprehension and content area learning to provide a visual representation to help students organize learning in their minds.
    - Presentation of information through multiple modes is used to support concept and vocabulary building, as well as to provide a richer, deeper explanation of the ideas. Examples are:
        - Text
        - Sounds
        - Visual images
        - Video
        - Voiceovers
        - Media

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        - Interactive self-assessments with immediate feedback
    - Engaging content to motivate students to take part in a particular task or activity
        - Contents shown are related to their own lives
          Real-world connect to their concerns and interest

Strategic scaffolds support and teach students how to acquire and when to use strategies with the materials as they engage in their own learning. They learn to use these strategies in the immediate context and in future learning situations. Strategic scaffolds include active reading strategies and vocabulary instructions used to increase students' comprehension and learning.

Scaffolds that can be found in online curriculum are as follows:

- Active Reading Strategies
    - Accessing prior knowledge
    - Making and revising predictions
    - Using text features and visual cues
    - Making inferences
    - Asking questions
    - Making mental images
    - Monitoring (and fixing up)
    - Summarizing
- Vocabulary Strategies
    - Academic Vocabulary
    - Compound words and phrases
    - Words in context
    - Morphemes

Reclassification Policy

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in California Education Code § 60810 and aligned with the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- English proficiency on the ELPAC: Current State Board of Education requirements set the
  standards to an overall score of 4.
- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (Grades 6-12)

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- A study by the school's ELSPs to compare the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age. This comparison demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This analysis may include:
    - Evaluation of student's listening and speaking, reading and writing skills using a proficiency rubric
    - Authentic student work samples, especially writing samples
    - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process at OFY

Redesignated Fluent English Proficient (RFEP) is the term used when school districts determine ELs have acquired sufficient proficiency in English to perform successfully in core academic subjects without ELD support. However, despite transitioning without specific ELD support, ELs must be monitored for a minimum of four years, as required by state and federal guidelines, to provide additional assistance if needed.

State law requires that ELs participate annually in the administration of the ELPAC to assess progress toward acquiring English proficiency in the language domains of listening, speaking, reading, and writing.

When ELs have demonstrated they are able to participate effectively with English speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They will retain this classification for the remainder of their educational career. The ELD Department maintains a multi-step checklist (see Appendix G) to validate the eligibility of a student's reclassification to RFEP. The steps are the following:

- Step 1 – Test Scores – The EL Coordinator from the ELD department sends out a list of eligible students. Students must receive: (a) an overall ELPAC score 4 and (b) STAR Renaissance reading proficiency score of Basic or higher appropriate to students' grade level
- Step 2 – Gather and review documents. Complete the RFEP Form with the language assessment team's notes.
- Step 3 – Send parent first notification letter with notification of student eligibility and request for performance evaluation meeting.

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- Step 4 – Complete the scheduled parent meeting as a result of the first letter. During the meeting, review the RFEP process, notes of the meeting are documented, and all educational partner input is noted for overall reclassification evaluation.
- Step 5 – All documentation is submitted to the ELD Manager.
- Step 6 – Final review and decision.
- Step 7– Send parents a second notification letter of their child's final eligibility status. Return parent authorization once complete.
- Step 8 – Store original documents in student file.

Additionally, the EL Support Team meets to review the following:

- ELPAC annual assessment results
- STAR Renaissance Reading test scores
- The performance of a student in terms of written and oral English language fluency according to the provided rubrics from students' coursework based upon observable student interaction with instructional staff, peers, and support staff.

In the evaluation process, parents/guardians are notified in their preferred language of the RFEP procedure and updated of their child's progress (see Appendix H). They are asked to complete approval sections of the letters and are invited to set up a meeting if they choose. The school's open door policy provides flexible opportunities for parents/guardians to meet with members of the EL Support Team. Assistance is provided to parents/guardians if needed in making further decisions about student's academic support and additional support needed at home.

The EL support team is responsible for the assessment and support of ELs. This includes collaboration with the assessment team to ensure a timely administration and evaluation of ELPAC and the effective use of assessment data to develop Personalized Learning Plans to move students effectively and efficiently towards proficiency in academic English and toward high school graduation.

If a student does not meet the criterion for reclassification, the school's EL support team must meet to analyze other student data to help the student reach and maintain grade level academic proficiency and create an action plan on how to make necessary improvements.

The academic progress of RFEP students must be monitored for a minimum of four years in accordance with State and federal laws that require LEAs to monitor students who have exited EL status (20 *U.S.C.* Section 6841(a)(4)(5); Title 5 *California Code of Regulations* (5*CCR*) Section 11304). (see Appendix I). If an RFEP student's performance indicates that interventions are

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needed, they are provided in a timely manner to ensure that the student reaches grade level proficiency and achieves academic success. The EL support team will need to meet to decide on next steps. In order to stay on top of these necessary support systems, the RFEP students will be monitored at the end of each reporting period.

Reclassifying ELs with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, the Individual Education Plan (IEP) team is consulted when reclassifying an EL student with disabilities. The IEP is a federally mandated individualized document developed by a team including school staff and parents/guardians to specifically design and address a student's unique educational needs. It includes information about the student's present levels of performance (including strengths and weaknesses), annual goals, and the services and supports that are to be provided in order to meet the goals. In order for a student to reclassify, IEP teams will have an IEP meeting to verify that in addition to meeting the criteria for EL reclassification, students with EL goals in their IEPs have mastered those EL goals and objectives before the students are reclassified.

Criteria 1: English Language Proficiency Assessment

- Use the most recent Alternate ELPAC Summative Assessment as the primary evidence.
- Specify which domain qualified for the alternate ELPAC usage: Listening, Speaking, Reading, Writing.

Criteria 2 : Basic Skills Assessment

- Use performance on STAR Renaissance Reading, measured by grade level performance expectations, as the primary local measure with a time limit extended to 6 minutes per question.
- For students with low-incidence disabilities or significant cognitive disabilities that does not allow participation in a valid administration of STAR Ren, the IEP/ELD team can use results from another valid and reliable assessment that can compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of basic skills for reclassification
- Scores must be from a recent assessment within the last school year, and scores must be within the average range. These assessments should only be administered by trained personnel.
- Specify which alternate assessment was was used as well as scoring results:
    1. Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
    2. Kaufman Test of Educational Achievement, Third Edition (KTEA-III)
    3. Brigance Comprehensive Inventory of Basic Skills (CIBS II)
    4. Measures of Academic Performance (MAP)

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5. Other assessments that provide a valid and reliable score, such as:

The Language Reading Scale (LRS), Progress Assessment in Reading (PAR), Gates-MacGinitie Reading Test (GMRT), Gray Oral Reading Test (GORT), Test of Silent Contextual Reading Fluency (TOSCRF)

Criteria 3: Academic Performance Evaluation

- Use grades from the most recent school year or semester, based on enrollment date, as the primary measure. A grade of C or better in a grade level English course can be used to fulfill this criterion.
- The IEP/ELD team reviews the extent to which the student is mastering the content as evidenced by the IEP and language goals, and grade-level expectations, progress on curriculum-based measures and/or formative assessments, and/or student work samples, and compare the student's progress to native English-speaking peers with similar disabilities in the same grade level
- The team determines if the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities.

Criteria 4: Parent Consultation

- The parent/guardian must be given multiple opportunities to participate in the IEP/ELD team meeting where the student's progress toward the criteria for reclassification is discussed
- Opportunities for parent consultation to participate are documented
- Obtain parent/guardian opinion throughout the discussion
- If the IEP/ELD team and parent/guardian determine that the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities and no longer needs ELD services, the student will be recommended for reclassification and reclassification forms, along with the protocol sheet, will be submitted to the ELD Manager of Compliance for final evaluation, as well as the Special Education Department.

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ELD Support Structure and Professional Development

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Duties and responsibilities of English Language Support Professionals (ELSPs):

The principal is responsible for monitoring and reviewing the ELD program for effectiveness and compliance with all state and federal regulations. This includes the vetting and adoption of rigorous, standards-aligned and accessible curriculum that meets the academic, linguistic, and socio-emotional needs of EL students. Outside of curriculum and instruction, the principal also audits the effectiveness and coordination of the assessment and accountability staff as related to the functioning of the ELD program.

The EL Coach is responsible for coordinating the implementation of the ELD program elements outlined in the ELD Master Plan across each learning center. Some of these responsibilities include:

- Providing guidance on the modification of ELD curriculum

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- Assisting with the development of school wide plans (e.g: WASC, LCAP, CSI)
- Coordinating and administering the ELPAC Summative and Initial Assessments
- Facilitating PLCs and professional development workshops
- Monitoring the progress of English Learner and Reclassified students

The teachers are responsible for ensuring students receive differentiated and scaffolded integrated instruction using SIOP techniques across all content classes. This includes the coordinated development of an academic learning plan and communication with the parents as to the progress and effectiveness of the elements described in the academic learning plan.

The EL Specialist is responsible for the daily instruction and monitoring of EL students. This includes:

- Providing personalized designated instruction
- Developing language goals
- Recommending language supports and interventions
- Assessing growth in language skills
- Administering the ELPAC Summative Assessment
- Monitoring and communicating student progress using Academic Learning Plans and Achievement Chats

English Tutors are responsible for providing intensive intervention to build literacy skills and core content ELA standards mastery.

Overall, each English Language Support Professional (ELSP) supports and implements the ELD program to ensure that ELs meet proficiency goals, as well as ensuring that charter and subgroup academic goals are met.

EL Recruiting and Hiring Practices

OFY actively strives to meet the needs of ELs by recruiting, hiring, and training highly qualified staff that have specialized knowledge required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC) (see Appendix J). OFY requires teachers to possess the appropriate authorization to instruct ELs in order to be eligible to receive an offer of employment or to continue in an existing ELD assignment. An EL authorization allows the teacher to provide either designated or integrated ELD instruction to ELs.

Professional Development

Our goal is to provide individualized support for each English learner with a combination of

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effective instruction, assessment, and progress monitoring from the English learner support professional team and instructional staff. The staff participate in ongoing professional development with content focused on inclusion and cultural awareness, the use of research-based instructional practices, assessment of English learners, use of data to drive instruction, implementation of curriculum, and family engagement. The professional development opportunities are designed to build, refine,and expand teachers' language acquisition knowledge and techniques.

Staff is supported by ELSPs whose responsibility is to develop and implement ELD instruction that incorporates strategies beneficial to the EL population. In addition, the ELSPs facilitate and participate in ELD focused professional development opportunities throughout the school year.

The focus of our professional developments consists of the following:

- Current sound and proven theory and practice of second language acquisition (SLA)
- Active teacher learning and collaboration
- Alignment of standards and objectives
- Data driven instructional design
- Ongoing Professional Learning Communities (PLCs)

Professional development opportunities include, but not limited to:

- Equity Summit
- SIOP Training
- Re-engagement through DELAC
- ELD performance indicator data dives
- Cultural inclusion and relationship building

In our PDs, teachers participate in sessions that focus on meeting the needs of our unique student population, including our EL students. The goal of these sessions is to develop an ongoing and growing Professional Learning Community that focuses on up-to-date research and pedagogy for ELs to receive equitable and accessible support and opportunities to achieve and reach their goals. Both blended/hybrid professional development opportunities are made available using Google Meet or Zoom to prepare our team for being a needs-responsive school.

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Parent Communication and Participation

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The active involvement of parents/guardians in their child's educational experience and success is highly valued and pursued at OFY-Acton. Therefore, parents/guardians are involved in every possible step of their child's educational pathway. The parents'/guardians' involvement starts as soon as students are enrolled. Both student and parent attend the orientation where they learn about our program and our expectations for all our students.

English Learner students, parents, teachers, and relevant educational partners participate in the development of an Academic Learning Plan twice each year. The academic learning plan takes into account all educational partners' feedback to set personalized academic goals to accommodate the needs of each student. Parents have the opportunity to provide teachers with feedback regarding student progress during twice a year parent-teacher conferences.

Additionally, OFY-Acton has organized a District English Language Learner Advisory Committee (DELAC) consisting of parents/guardians and staff, who meet quarterly. The committee's goal is to provide guidance and advice to the Principal and the school staff with regard to the needs of students who are learning English as a second language. OFY-Acton also maintains a School Site Council (SSC), who meet monthly. The purpose of the SSC is to provide an open forum for discussing educational issues and the opportunity for interaction by parents, teachers and administrators.

OFY-Acton teachers communicate academic progress, student needs, and school-wide events with parents and guardians on a regular basis using mail, email, Google Voice, Remind, text messaging, School Messenger, and/or in-person conferencing. These communication methods are used to regularly update students and parents/guardians in both English and Spanish. In addition, parents are encouraged to regularly review OFY-Acton school websites that include a translation function for updated current events, resources, and community opportunities for students and families. OFY-Acton encourages students and parents to join and follow the charter's social media pages as an additional method to access information about upcoming school-wide events like: field trips, sports, awards, and graduation schedules. OFY-Acton provides translation services on an as-needed basis for charter school communication with non-English speaking parents of enrolled students.

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Throughout the year, parents are invited to attend and participate in events like:

- Open House
- Financial Aid and College Information Nights
- Awards Ceremonies
- Senior Signing
- Senior Social
- WIOA Partner Employment Opportunities
- WIOA Partner Career Trainings

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Monitoring, Evaluation, and Accountability

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As stated earlier, the purpose of the OFY Master Plan for ELs and SELs is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools.
- To ensure that our instructional program meets the needs of our EL and SEL population.
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English.
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child.
- To define how our EL programs are evaluated annually for efficacy.

As such, OFY will monitor its Master Plan regularly and revise as needed in regards to changes in state or federal regulations. The evaluation of the ELD program will look at the effectiveness of the following items:

- Implementation of the ELDMP across the organization
- Steady EL proficiency, development, and academic growth of ELs and SELs
- Stronger parent/guardian participation and engagement in students' academic development
- Increase of ELD Professional Learning Community

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EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the organization resulting in high intellectual quality of instruction and meaningful access	• Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs and SELs? • To what extent do teachers of ELs and SELs have the qualifications and capacities to address their ELs' and SELs' linguistic and academic needs? • Are all ELs and SELs provided instruction in ELD? • Is ELD instruction that is provided to ELs and SELs of high quality? • Are all EL students provided appropriately differentiated instruction (inclusive strategies) in all academic content areas? • Are differentiated instructional practices that are provided to ELs and SELs of high-quality? • Are ELs and SELs integrated into the instructional models used?	• ELD and Inclusive strategies observation tools • Instructional standards rubrics • EL Authorization/Credential roster and teacher assignment data • EL course assignments and performance data • Other as identified
Alignment & articulation within and across systems resulting in steady EL proficiency, development, and academic growth of ELs and SELs.	• Are increasing percentages of ELs and SELs progressing in ELD a minimum of one level per year? • Are increasing percentages of ELs attaining English language proficiency? • Are ELs and SELs progressing on benchmark assessments of ELD? • Are increasing percentages of ELs participating in post-secondary institutions regarding dual enrollment courses, CTE courses, WIOA partner programs, and credit for the State Seal of Biliteracy?	• ELPAC Results • Standards-based gradebook and other student mastery performance data • Reclassification eligibility rate • Dual enrollment, CTE, WIOA partner, and Seal of Biliteracy participation rate data

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Parent/guardian/ family participation and engagement in students' development that reflect an assets-oriented & needs-responsive school environment	• What types of orientation and training opportunities are parents/guardians offered and how often? • What measures are used to ensure that parents/guardians of ELs and SELs are knowledgeable about EL and SEL students' program placement, career goals, and academic progress? • To what extent are parents/guardians participating in and consistently supporting students' language, career, and academic development?	• Rate of parent orientation/training sessions offered and attended regarding ELD program, advanced academic, and career opportunities. • EL parent involvement in EL-focused events and school-wide activities. • Attendance and participation in parent/teacher conferences and workshops. • EL parent school-wide indicator feedback survey response rates • Feedback survey results
Increase capacity of ELD Professional Learning Community to maintain system conditions that support effectiveness	• Are sufficient ELD professional development opportunities offered throughout the school year? • Are ELD professional learning opportunities offered of high quality? • Is there an increase of teachers taking part in and continuing in PLCs? • Are professional learning community elements being implemented and embedded in school programs?	• Attendance rates for PDs and PLCs. • PD and PLC feedback survey data • Observation tools results and academic learning plan progress data • EL student progress data

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Accountability for Implementation of Instruction

In order for our ELD Master Plan to be effective in assisting our EL and SEL population, the following school staff holds themselves accountable for the following duties and responsibilities:

Site Administrators

- Supervise instruction for content and pedagogy to ensure the delivery of ELD standards and best practices.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Conduct regular walkthroughs to ensure that ELD and support are being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Ensure appropriate interventions are implemented for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD.
- Conduct ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data.
- Ensure that ELSP meetings occur for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
- Ensure that interventions are designed and delivered consistent with ELDMP.
- Provide a welcoming environment for parents/guardians of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional and career program options and placement, EL progress monitoring and other pertinent information related to ELs.

Teachers

- Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.
- Provide instruction using SIOP methodologies to support English language development.
- Attend multiple professional development and Professional Learning Community sessions.
- Monitor student progress toward expected benchmark achievement.

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- Refer to the ELSPs for intervention and assistance when students are not making adequate progress; participate in ELSPs academic learning plan development, and implement ELSPs recommendations.
- Maintain contact with students' parents/guardians and keep them informed of their child's progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
- Participate in maintaining records and in communicating with parents/guardians.

ELSPs

- Provide professional development to educational partners. This may include but is not limited to:
    - Identification and placement of ELs.
    - Effective instruction and intervention services for ELs.
    - Effective ELD core methodologies.
    - Use of ELD assessments.
    - Reclassification criteria process and procedures.
    - College and career opportunities and/or placement options
- Collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned and address the needs of ELs.
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTELs.
- Convene and participate in meetings for students not making adequate progress.

Indirect services include, but are not limited to the following:

- Maintain EL program documentation as required by state and federal mandates.
- Assist administrators with the enrollment process for ELs.
- Assist with identifying the initial ELD/EL level of newly enrolled ELs.
- Coordinate the administration of assessments used to determine EL placement.
- Support with parent/student registration and orientations.
- Review EL placement audits with site administrator and/or counselor to correct inconsistencies.

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EL Specialists

- Ensure appropriate placement of ELs
- Review EL placement to ensure proper course assignments and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward reclassification.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward meeting graduation, college admission requirements, and career path requirements.
- Provide language support recommendations to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.

Principal

- Evaluate goals relative to implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
- Report progress to OFY-Acton Board members and the public.

Appendix K is a Checklist used to quickly identify and hold ourselves accountable for the key EL components of our ELD Master Plan.

Funding

The funding formula for California schools provides local control over how funds are expended, and schools receive additional funding for English learners, foster youth, and low-income students. Consistent with education code, state, and federal directives, OFY-Acton utilizes its general, supplemental and/or concentration, and any additional federal and state funds to provide each English learner with the materials and resources necessary to develop, both English language and academic proficiency. The use of general funds providing services and programs for English learners, including English language development and access to the core curriculum are not contingent on the receipt of state or federal aid funds. Supplemental and/or concentration funds are used to supplement learning opportunities for English learners and do not supplant existing resources.

The detailed use of LCFF and Title funds are reflected in OFY-Acton's schoolwide plans, like the Local Control Accountability Plan and School Plan for Student Achievement, in order to maximize the impact of the funds on student success, including the success of our ELs. Examples of delineated use of funds are:

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General Funds	Supplemental Funds
Instructional Materials • Core and ELD curriculum • Intervention programs Staff • Credentialed Teachers • ELD Specialists and Coaches Parent Advisory Groups • District English Learners Committee • School Site Council	Instructional Materials • Supplementary Staff • Paraprofessionals • Tutors • Specialized Training and PD Family Engagement • Translation/interpretation services • Education Partner Liaisons

OFY-Acton determines how funds are allocated for English learners through:

- Determining program needs based on an ELD program performance review (i.e. paraprofessionals, instructional materials, staff development and training, etc.)
- Reviewing decisions related to program needs and expenditures annually in schoolwide plans
- Evaluating feedback from staff, students, parent advisory committees, and other education partners as to the effectiveness of funded elements as well as any identified gaps
- Confirming supplemental services do not supplant the core instructional program

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Glossary of Abbreviations

ALP – Academic Learning Plan
CALPADS – California Longitudinal Pupil Achievement Data System
CAT – Computer Adaptive Test
CC – Center Coordinator
CCSS – Common Core State Standards
CDE – California Department of Education
ELPAC – English Language Proficiency Assessment of California
CCTC – California Commission on Teacher Credentialing
CPC – Career Pathways Coordinator
ELs/ELLs – English Language Learners
ELA – English Language Arts
ELD – English Language Development
ELPAC – English Language Proficiency Assessment
ELDMP – English Language Development Master Plan
ELSP – English Language Support Professional
ESSA – Every Student Succeeds Act
IBL – Inquiry-Based Learning
I-FEP – Identified as Fluent English Proficient
IS Teacher – Independent Study Teacher
LTELs – Long-Term English Language Learners
OFY – Options for Youth
PD – Professional Development
PLCs – Professional Learning Communities
RFEP - Redesignated Fluent English Proficient
SBE – State Board of Education
SAW – Student Activity Workbooks
SEL - Standard English Learners
SGI – Small Group Instruction
SIOP – Sheltered Instruction Observation Protocol
SLA – Second Language Acquisition
TOC – Temporary on call
WASC – Western Association of Schools and Colleges

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Appendix A

Student Demographic Questionnaire

As part of the state's accountability system, the California Department of Education requires the collection of specific demographic information which is for statistical purposes only. The privacy of this information is protected under federal law which prohibits distribution to third parties (i.e. - Immigration, the I.R.S., etc.).

Student Name: _____

Language Survey

Home Language Survey

Is any language other than English spoken at home?
○ Yes
○ No

First Language

Dropdown

Which language did the student first begin to speak?

Home Language

Dropdown

Which language is most often spoken at home?

Has the student taken the California English Language Development Test (CELDT) or ELPAC?
○ No
○ Yes

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EL Enrollment Process

Center Coordinator

1. When gathering information and communicating with prospective students and families, check for previous ELPAC Scores or any indication of ELD services on transcripts, demographic reports, or any other school paperwork. Review digital registration and Home Language Survey. If questions indicate a language other than English, proceed with gathering additional evidence to determine a language status.

2. If no ELPAC scores are available, send a ELPAC score request to the ELD department to initiate the previous records research process.

3. Notate the date records were requested or received.

4. Once orientation is scheduled, send an email to the student's teacher and ELSPs with the following information:
    a. Student name
    b. ELD-related records: Information from family, Academic records, and ELPAC scores

5. During orientation, provide an overview of the ELD program, services offered, and explanation of how those services are provided.

6. If possible, introduce the student and family to ELSP team members.

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Appendix B

Domain Performance Level Descriptors, Grades 6-12 IA ELPAC

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve (*2012 *English Language Development Standards).*
Intermediate English Learner	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *English Language Development Standards*
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *English Language Development Standards.*

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Grades 9-12 IA ELPAC Score Ranges

The Initial English Language Proficiency Assessments for California (ELPAC) assess students in four domains: Listening, Speaking, Reading, and Writing. Students will receive an Overall score that falls into one of three levels, as shown in the table below. The scale score ranges for the Initial ELPAC are the same for all grade levels.

Initial ELPAC Overall Scale Score Ranges

Level 1 Novice	Level 2 Intermediate	Level 3 Initially Fluent English Proficient (IFEP)
150–369	370–449	450–600

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Speaking and Listening domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

In kindergarten, the weighting of the Initial ELPAC Overall score is 90 percent Oral Language and 10 percent Written Language.

In first grade, the weighting of the Initial ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades two through twelve, the weighting of the Initial ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Any future changes to the scale score ranges will require the approval of the State Board of Education. For additional information, visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

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SA ELPAC Domain Performance Level Descriptors, Grades 6-12

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

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SA ELPAC Domain Performance Overall Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

Summative ELPAC Overall Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
Kindergarten (K)	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

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Appendix C

California Department of Education • December 2021

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, Options For Youth will give the Summative ELPAC either in person, remotely, or through a combination of in-person and remote. You will be contacted by a school EL staff member regarding your students testing location, day and time.

If your child is remote testing, they will connect with a school staff member on the computer. Once your child enters the test session, please follow these guidelines during this test so your child can show what they can do on their own:

- Follow all instructions given by the school staff member.
- Do not talk about the questions on the test or any materials for the test with anyone before, during, or after the test.
- Do not record the test or take pictures of the test questions or of your child taking the test.
- Your child will be monitored through a web camera and microphone so the test examiner can provide support while taking the test. The test will not be recorded.
- Your child's voice will be recorded during the Speaking portion of the test only to double check the scores. Recordings will not be saved or made public.

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For more information on remote administration, visit elpac.org/resources/parent-resources/.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact _____ (Teacher Name) at _____ (School Phone Number).

Sincerely,

OFY Acton Assessment Team

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California Department of Education • December 2021

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

Estimado padre/madre o tutor:

Como estudiante de inglés, su hijo(a) tomará las Evaluaciones Sumativas de Dominio del Idioma Inglés para California (ELPAC) esta primavera. El ELPAC Sumativo mide el progreso de su hijo(a) en la comprensión auditiva, la expresión oral, la lectura y la escritura en inglés. Se grabará la voz de su hijo(a) durante la parte oral de la prueba. Estas grabaciones se pueden utilizar para verificar los resultados de la prueba y no se guardarán ni se harán públicas. Esta prueba permitirá que el/la maestro(a) de su hijo/a le informe sobre los aspectos en los que su hijo/a puede necesitar apoyo adicional.

Su hijo(a) tomará el ELPAC Sumativo cada primavera hasta que tenga fluidez en inglés y ya no necesite apoyo para entender y estudiar el idioma. El calendario de las pruebas se indica a continuación:

Este año, Options For Youth realizará las Evaluaciones Sumativas en persona, de forma remota**,** mediante una combinación de pruebas presenciales y remotas.

Su hijo(a) realizará la prueba en casa. Se conectará con un miembro del personal de la escuela a través de la computadora. Una vez que haya ayudado a su hijo(a) a iniciar la sesión de la prueba, le pedimos que siga las siguientes pautas durante la prueba para que su hijo(a) pueda demostrar lo que puede hacer por sí:

- Siga todas las instrucciones impartidas por el miembro del personal de la escuela.
- No hable de las preguntas de la prueba o de cualquier material para la prueba con nadie antes, durante o después de la misma.
- No grabe el examen ni tome fotos de las preguntas de la prueba o de su hijo(a) mientras la realiza.
- Su hijo(a) será supervisado(a) a través de una cámara web y un micrófono para que el examinador pueda brindarle apoyo mientras realiza la prueba. La prueba no se grabará.
- La voz de su hijo(a) se grabará durante la parte de la prueba de expresión oral solo para comprobar las puntuaciones. Las grabaciones no se guardarán ni se

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harán públicas. Para obtener más información sobre la administración remota, visite elpac.org/resources/parent-resources/.

Si su hijo(a) no puede utilizar la cámara, el micrófono, el altavoz o los auriculares de la computadora durante la administración remota, puede ponerse en contacto un miembro del personal EL de la escuela y encontraremos la manera de satisfacer las necesidades de su hijo(a). Si no desea que su hijo(a) sea evaluado(a) de forma remota, comuníquese con su escuela para programar las pruebas en persona.

Usted es una parte importante de la educación de su hijo(a). Para asegurarse de que su hijo(a) se sienta cómodo(a) haciendo estas pruebas, usted puede hacer lo siguiente:

- Explíquele a su hijo(a) que la prueba es una herramienta para ayudarlo(a) a aprender y que no debe estar ansioso(a) ni asustado(a).
- Recuérdale a su hijo(a) que usted y su maestro(a) quieren que se esfuerce al máximo.
- Vea una prueba de práctica con su hijo(a) en elpac.org/resources/online-practice-and-training-test/ para que se familiarice con la plataforma y la preparación de las pruebas.
- Hable con el/la maestro(a) de su hijo(a) sobre sus habilidades de escucha, habla, lectura y escritura para ayudarlo con su aprendizaje.

Recibirá los resultados de su hijo(a) al comienzo del próximo año escolar o antes. Los resultados identificarán los aspectos en los que su hijo(a) se desempeña bien o necesita más ayuda, para que usted pueda apoyar mejor su aprendizaje en casa y los/las maestros(as) puedan apoyar mejor su aprendizaje en el aula.

Para obtener más información sobre estas pruebas, vaya a la página web de ELPAC Starting Smarter en elpac.startingsmarter.org/, o revise las Guías para la comprensión de los padres en cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

Si tiene alguna pregunta acerca de si su hijo toma el ELPAC sumativo, comuníquese con _____ (Nombre del maestro) al _____ (Número de teléfono de la escuela).

Atentamente,

OFY Acton Assessment Team

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Appendix D

Sample inclusive instructional practices used in integrated and designated classes:

Anticipatory KWL Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise

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your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, and evaluation.

Cooperative Dialogue -

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

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Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart.

Other examples of graphic organizers are listed below:

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms, stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria. Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin and share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

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Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that has an impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first _____ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did _____? How does _____ relate to your life or experiences? Compare _____ to _____. What if _____? Predict _____) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss,

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and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to the home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses, reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members of Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the student responds, the other teams may agree

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with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

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Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There The answer is located directly in the reading

Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quick Drawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been

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presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide-

1. Headings Read -Around- Students take turns reading the headings of the reading
2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.
3. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

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Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. Inclusive Strategies GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 index card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others,

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students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, C interviews D, Step 2: B interviews A, D interviews C, Step 3:A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members then exchanged with other groups.

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Appendix E

Activity 3: Writing – Alternate Ending

Worth 10 pts.

Just about every DVD or Blu-ray comes equipped with a special features menu. In that menu one can usually find deleted scenes and sometimes an alternate ending. Many times after watching these scenes, a movie viewer may be able to hypothesize as to why the author left out or chose to go with specific scenes.

DIRECTIONS: **Change** how Gillian decided to use the $1,000 or include a decision from Mr. Tolman and Mr. Sharp. Pretend you are the writer/director of "One Thousand Dollars" and your job is to write an alternate/different ending. The checklist below explains the requirements of your alternate ending.

Your ending must:

- ☐ include dialogue
- ☐ be 1-2 pages

Be original in your writing. It should be written by you and only you.

Alternate Ending Rubric

Standard	1	3	5	Score
Voice & Originality	Writer's voice is difficult to distinguish from original author; distracting to the reader	Writer's voice is inconsistent and writing demonstrates traces of originality and creativity	Writer's voice is strong and successfully demonstrates originality and creativity	
Plot	The climax, falling action or resolution has not been altered	The climax, falling action or resolution of the story is altered but is choppy or awkward	The climax, falling action, or resolution of the story is successfully altered and blends well with the plot	
			Score	/ 10

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Activity 19: Research Project (5 points)

DIRECTIONS: Look back over the literary and informational selections that you have read in this unit (Literary: "One Thousand Dollars" p. 308-313; "Everest" from *Touch the Top of the World* p. 449-458; "A Toast to the Oldest Inhabitant: The Weather of New England" p. 520-524; "One Million Volumes" p. 500-506; Informational: Course Catalog p. 581, 582; website p. 697, 698; Volunteer Application p. 1009-1010). You were encouraged to use the reading strategies while you were reading.

Your Task: **Identify** a question that came to your mind while reading that you wanted to know more about. Many times a reader has a small amount of knowledge about a subject they are about to read and as they continue reading they gain more knowledge and/or develop questions for further research.

Maybe you'd like to know more about Mt. Everest or Mt. Everest expeditions, or libraries and the materials that can be accessed, or the weather in a particular country or region, etc. Complete the graphic organizer below that will help you explore your question.

In the "L" category, you will record your findings from your research. You can start your research by typing your question into the search field of *Google.com* or *Yahoo.com*. *Note: Write the website name or link down so that you can have easy access to something you see that you want to incorporate in the summary.*

Scavenger Hunt Begins
You will be directed to pages and pages of search results with information about your topic. It can feel like a scavenger hunt at times, but you must remember what you have already learned about reliable sources. You want to stay away from blogs and sites like ***answers.com*** that just gives opinions without citing how they know what they know. *Keep in mind: Reliable website will have a writer/author, a publication year, and sometimes an affiliation or organization name.*

K	W	W	L
What do you know about your topic?	What do you want to know about your topic?	Where do you think you will find the information for your topic?	What did you learn about your topic?

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DIRECTIONS: In one 4-5 sentence paragraph, **summarize** your question, the text that sparked your question, and hypothesize or brainstorm possible explanations to your question.

Activity 20: Multimedia Project (10 points)

Share your knowledge

A Multimedia project is one that merges text, still photos, music, video and/or animation. PowerPoint is a great program to incorporate these components.

DIRECTIONS: **Create** a short multimedia project of the information you learned about your topic from the KWWL chart.

In your PowerPoint you can include:

- a video, i.e. an interview
- pictures
- text
- music

The PowerPoint should be 10-12 slides. Use the following boxes to plan your PowerPoint. After you plan your PowerPoint, open up PowerPoint on your computer and create your PowerPoint. Save it on your flash drive using the title "Unit 3 Multimedia." You will need to send this PowerPoint to your teacher digitally from your flash drive and print a copy for review.

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Multimedia PowerPoint Rubric

Standard	Below the Standard 1	Approaching the Standard 3	Meets the Standard 5	Exceeds the Standard 7	Score
Writing #6 PowerPoint reflects p	Assignment is incomplete and/ or reflects basic knowledge of PowerPoint and Internet to conduct Research; direct teaching needed	Assignment lacks knowledge of some of the features of PowerPoint and the internet that can enhance the presentation; intervention needed	Assignment reflects proficient use of PowerPoint and the Internet to conduct research	Assignment reflects impressive use of PowerPoint and the Internet to conduct research	
Writing #7 Introduces counterclaims	Assignment lacks appropriate research that will help to answer the original research question ; direct teaching needed	Assignment is missing some research that will help to answer the original research question ; student is approaching understanding of subject; intervention needed	Assignment answers the original research question and reflects understanding of subject	Assignment masterfully answers the original research question and reflects an advanced understanding of subject	
* **Teacher Note: Points over 10 are considered extra credit.**				**Score**	**/ 10**

Writing Standards for Production and Distribution of Writing

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products ,taking advantage of technology's capacity to link to other information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Activity 23: Planning a Persuasive Essay

DIRECTIONS: **Use** the Essay Graphic Organizer below to organize your thoughts then **type** your rough draft. Remember to use 12 pt. Times New Roman. Your essay should equal 2-3 pages in length. ***This essay is worth 35 points.***

Introduction/Beginning

Body

Conclusion

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Rubric for Persuasive Essay (for teacher)

worth 35 points

Score Breakdown:

1 = skill is not evident in the work (distracts the reader from understanding the purpose and/or events, takes away from enjoyment of the work)
3 = skill is present, but needs revision (skill is not consistent or could be stronger to add to the purpose/ organization/ enjoyment of the work)
5 = skill is present and very effective (adds to the enjoyment/purpose/understanding of the work)

CRITERIA	RATING SCALE
How well did you plan your essay? Did you take advantage of the graphic organizers? Does your planning match your writing?	1 3 5
Support/Elaboration: How effective are your descriptions of people, places and events?	1 3 5
Did you choose a perspective and is it consistent in the essay?	1 3 5
Are your arguments clear and did you support them with details?	1 3 5
Did you use rhetorical devices?	1 3 5
Voice: Can your voice and style be detected?	1 3 5
Conventions: Did you use a variety of sentence types: simple, complex, complex compound?	1 3 5
Comments:	
Areas of strength/Areas that need improvement	
Total Score	**/35**

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Appendix F

8 Cross-Curricular Common Core Principles	How the Curriculum Department Uses the Principles in New Courses
Build strong content knowledge	Content is delivered through engaging learning experiences, using instructional strategies such as: graphic organizers, sequential instruction, big ideas, scaffolding, modeling, vocabulary study, independent research, and note-taking.
Comprehend as well as critique	Students learn to: cite textual evidence to support analysis of primary and secondary sources; determine the central ideas in a text and provide a clear and accurate summary; analyze a series of events and determine their cause; and relate the events to theories, research, or historical knowledge.
Value and engage in argument from evidence	The curriculum emphasizes rigorous thinking and analysis, not answer-hunting. Students are given numerous opportunities to present their own theories to answer open-ended questions. However, students must support their ideas and arguments with evidence from the texts or from their own research.
Reason abstractly and quantitatively	Students are asked to both interpret and produce abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.
Construct viable arguments and critique reasoning of others	Students learn to evaluate an author's or a speaker's point of view, reasoning, and use of evidence and rhetoric, including positive persuasive techniques and logical fallacies. They must present information, findings, and supporting evidence in oral and written forms. Writing conferences allow teachers to give feedback so that students can learn to strengthen their arguments and critiques.

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Construct explanations and design solutions	The curriculum encourages students to develop original analyses and to create unique responses to what they are learning. Logic and problem-solving skills are cultivated through engaging, realistic performance tasks and relevant, challenging, research opportunities. Activities, questions, and projects are designed to tap into higher-order thinking skills (Bloom's Taxonomy) and depth of knowledge (Webb's DOK).
Obtain, evaluate, and communicate information	Students learn to present information, findings, and supporting evidence such that listeners can follow their line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. Students make strategic use of digital media and visual displays of data to express information and enhance understanding. They adapt speech or writing to a variety of contexts and communicative tasks.
Use technology and digital media strategically and capably	The curriculum emphasizes: accessing, using, managing, and evaluating information; understanding ethical issues and avoiding plagiarism; analyzing media's messages, purposes, and potential to influence beliefs and behaviors; and using technology as a tool to research, organize, evaluate, and communicate effectively.

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Appendix G

Options For Youth
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Reclassification Checklist

Student Name: _____

Student SSID ID #: _____ **DOB:** _____

Reclassification Submission Packet (RSP) – Cover Page

Center/Charter _____

ELD Coach _____

Date _____

STEP 1 - Test Score Eligible

- ELD coaches will identify eligible students based on passing ELPAC scores
- Verify Star Ren Scaled Score
- Make sure parent 1st notification letter goes out

STEP 2 - Gather & Review Documents

- ELD coaches will work with the test site coordinator to get the first notification letter to parents and signed.
- If the first notification letter is not signed, then the 2nd notification letter needs to be sent to the parent and signed.
- English Learner Reclassification Form must be completely filled out.
- Schedule team meeting: ELD Coach/ Parent/ Teacher/ SGI/ student/EL Specialist
- Star Ren Score (snip into tab) and ELPAC score sheet (snip into tab)

STEP 3 - Sending documents to ELD Compliance

- Email completed pdf workbook to Skyrocket ELD-Compliance Manager.
  Follow Up:
  - You will be notified if the student is eligible or ineligible within 5 days
  - We may request additional information which will extend eligibility

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    - Beyond the five days.

Friendly reminder when storing documents

- Keep ORIGINAL copies of documents on file in the ELD TAB: English Learner Reclassification Form Tabs (form, notification, notes, final letter)
- STAR Renaissance Scores (diagnostic report)
- ELPAC Score Report

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Appendix H

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

Options For Youth
Public Charter Schools
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First Notification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for the current school year, and the results are attached. Based on your child's performance on this test, **(student name)** may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion and consultation as the parents or guardians about his/her proficiency in English, and your child's performance on Star Renaissance Reading Assessment.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child. Congratulations!

Sincerely,

_____ _____

Principal / ELD ADMIN Designee Date

Please fill out the bottom portion of this letter and return it to the center your child attends.

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Detach Here

Scheduled Appointment Date: _____ Time:_____

☐ Yes I will attend. ☐ Please reschedule to: Date:_____ Time: _____

_____ _____
Parent Signature Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

Options For Youth
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Primera Notificación

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como *English learners*). En California esta prueba se llama la Prueba para Medir el Desarrollo del Inglés en California (conocida, por sus siglas en inglés, como la prueba ELPAC). Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba ELPAC correspondiente al presente año escolar, y los resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés

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(conocido en inglés como *reclassified fluent English proficient* o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba ELPAC, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés y el rendimiento de su hijo/a en la Prueba de los Estándares Académicos de California en Lengua y Literatura en Inglés (conocida en inglés como *California English–Language Arts Standards Test)* y aplicada como parte del Programa de Exámenes y Reportes Estandarizados (conocido, por sus siglas en inglés, como el Programa STAR).

Le invitamos a asistir a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a. ¡Felicidades!

Atentamente,

_____ _____

Superintendente/Director Fecha

******Por favor llene la parte inferior de esta carta y devuélvalo al centro que su hijo/a asiste.******

Detach Here

Fecha de Cita: _____ Hora: _____

☐ Si voy a asistir. ☐ Por favor repogramar a: Fecha: _____ Hora: _____

_____ _____

Firma de Padres o Tutor Fecha

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Options For Youth
Public Charter Schools
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Final Determination Letter

Dear Parents or Guardians:

This letter is to inform you that your child has taken the California English Language Development Test (ELPAC) during the Summative Assessment Testing Window. Based upon your child's performance on this test, your child was evaluated to be reclassified as a Redesignated Fluent English Proficient (RFEP) student. In addition to the ELPAC results, criteria used to make this decision included an evaluation of your child's academic performance by OFY's Language Assessment Team, your child's performance on the Star Renaissance Reading Assessment, and parents/guardians opinion and consultation. As a result of the evaluation, your child will be reclassified as RFEP on _____ by Options for Youth Public Charter Schools. This means your child is not required to test for ELPAC at our school or any other school for the remainder of their education. Congratulations!

Sincerely,

_____ _____

Principal/Principal Designee Date

_____ _____

Parent Signature Date

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Options For Youth
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Carta De Determinación Final

Estimados padres o tutores:

Esta carta es para informarle que su hijo ha tomado la Prueba de desarrollo del idioma inglés de California (ELPAC) durante la ventana de prueba de evaluación sumativa. Basado en los resultados de su hijo(a) en esta prueba, su hijo(a) fue evaluado para reclasificación como un estudiante Reclasificado en Inglés (RFEP). Además de los resultados del ELPAC, los criterios utilizados para tomar esta decisión incluyen una evaluación de desempeño de su hijo(a) por el Departamento de Evaluación de Idiomas de OFY, el rendimiento en la Prueba de Estándares de California de Inglés y Literatura (dada como parte del exámen de lectura Star Renaissance), y el desempeño en el examen de Egreso de Escuelas de California (CAHSEE). Como resultado de la evaluación, su hijo(a) ese legible de ser reclasificado como RFEP el _____ por Option for Youth Public Charter Schools. Esto significa que su hijo(a) no está obligado a probar ELPAC en nuestra escuela o cualquier otra escuela por el resto de su educación. ¡Felicidades!

Atentamente,

_____ _____

Director/a Fecha

_____ _____

Firma de los Padres Fecha

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Appendix I

Options For Youth
Public Charter Schools
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English Learner Reclassification Form 2021-2022

Student Information (Assessment)			
Student Name:		Teacher Name:	
Date of Birth:		School:	Options For Youth Public Charter Schools
Grade:		Charter:	
Parent/Guardian Name:		Center:	
Home Phone #:		Initial EL Identification Date:	
Home Address:		Primary Language:	
City/State/Zip:		State ID#:	
		StudentTrac ID#:	

Criterion #1 (Assessment)

Assessment of English Language Proficiency					**Comparison of Performance in Reading Skills**			
Overall level of 4 must be obtained for RFEP consideration.					Insert Star Ren Diagnostic report (snip into tab)			
ELPAC score sheet (snip into tab)					Date of Star Renaissance:			
Date of ELPAC Test:					Enter highest STAR REN Scaled Reading Score			
Overall Level	1	2	3	4				
Oral Language Level	1	2	3	4	Qualifying STAR REN Scaled Score Needed			
Written Language Level	1	2	3	4	Grade 7	585	Grade 10	844
					Grade 8	665	Grade 11	866
					Grade 9	773	Grade 12	917

Criterion #2 (Coach)

Language Analysis Team Evaluation-This can be documented in the Team Meeting notes tab.

School Administration Authorization

Redesignation to R-FEP is Recommended for this student: Yes No

Signatures

Parent Notification #1:	(Date Mailed)	Parent Notification #2:	(Date Mailed)
Teacher Signature:		Date:	
ELD Admin Designee:		Date:	
Parent Signature:		Date:	
ELD Manager Signature:		Date:	

**School districts must monitor pupil performance for four years after reclassification in accordance with existing California regulations and the Every Student Succeeds Act (ESSA) Act of 2015.*

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Appendix J

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction.

Different authorizations are available for distinct purposes and credential holders.

State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213
Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

SERVING ENGLISH LEARNERS

This leaflet(https://www.ctc.ca.gov/credentials/leaflets/serving-english-learners-(cl-622)) provides a summary of the documents issued by the Commission that authorize instruction to English learners. Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Table 1 lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

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Documents Currently Issued by the Commission that Authorize Instruction to English Learners Teaching Credentials with English Learner or Bilingual Authorization

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner Authorization (ELA) was also embedded in the coursework for the Education Specialist Credential. These individuals earn an ELA directly on their teaching credential.

Candidates enrolling in California teacher preparation programs since January 1, 2014 earn an ELA upon program completion that has been revised in scope. An individual issued a Multiple Subject, Single Subject, or Education Specialist Credential with the revised ELA may provide ELD to students within the subject(s) authorized by the credential and SDAIE instruction, but is not authorized to provide departmentalized ELD instruction. See Coded Correspondence 14-01 on the Commission's website for more details.

Educators who earn the revised ELA that only authorizes ELD within the content being taught may complete either a Commission-approved California Teachers of English Learners (CTEL) program or the CTEL exam to expand their authorization to include departmentalized ELD.

Individuals interested in obtaining a Bilingual Authorization in conjunction with their credential program should contact a college or university with a Commission-approved Bilingual Authorization program. Individuals prepared outside of California must meet the requirements for an ELA or Bilingual Authorization as outlined in the credential leaflets referenced below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the full ELA (authorizes departmentalized ELD) or Cross-cultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved CTEL program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual Authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved Bilingual Authorization program, or a combination of exams and coursework. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL-628B, and Coded Correspondence 10-07.

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Single Subject-World Language: English Language Development (ELD)

The World Language: ELD content area may be listed as a stand-alone authorization on a Single Subject Teaching Credential, intern credentials (university and district) by a program sponsor with an approved pedagogy course, Short-Term Staff Permits, Provisional Internship Permits, and Variable Term Waivers. The World Language: ELD content area authorizes departmentalized ELD instruction including reading, writing, listening, and speaking, and SDAIE for additional content areas added or any other basic credential held.

Bilingual Crosscultural Specialist Credentials

The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in ELD programs. Individuals prepared outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.

University Intern Credentials with English Learner or Bilingual Authorization

Individuals must contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with ELA for admission requirements. Those seeking a Bilingual Authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A link to a list of institutions with Commission-approved intern programs may be found on the University Intern Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization

The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an ELA or Bilingual Authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits

Emergency CLAD and Bilingual Authorization Permits are available only at the request of an employing agency. Individuals seeking employment based upon an emergency permit must contact a prospective employer for information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be

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reissued twice, authorizing a maximum of three years of service to complete requirements for the ELA/CLAD Certificate or Bilingual Authorization. For more information, see Emergency Permits-Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization Permits leaflet, CL533O-CLAD-BL.

Provisional Internship Permits/Short-Term Staff Permits

Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits and Short-Term Staff Permits with an ELA or Bilingual Authorization are only available at the request of an employing agency. Individuals seeking employment based upon these types of permits must contact a prospective employer. More information may be found Credential Leaflet CL-856 for the Provisional Internship Permit and Credential Leaflet CL-858 for the Short-Term Staff Permit.

Certificates of Completion of Staff Development

The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

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Table 1: Types of Instruction Authorized

Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners.

Document	ELD [1] Within Content Area	Departme-ntalized ELD [1]	SDAIE [1]	Bilingual Instruction [1]
Multiple Subject, Single Subject, or Education Specialist Credential with full ELA (or CLAD Emphasis) Authorization Codes: ELA [1] (or CLAD)	Yes	Yes	Yes	N/A
Multiple Subject, Single Subject, or Education Specialist Credential with revised ELA [2] Authorization Codes: ELAM, ELAS, or ELAE	Yes	N/A	Yes	N/A
Multiple Subject, Single Subject, or Education Specialist Credential with a Bilingual Authorization (or BCLAD Emphasis)	Yes	Yes	Yes	Yes

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Bilingual Crosscultural Specialist Credential	Yes	Yes	Yes	Yes
CLAD Certificate	Yes	Yes	Yes	N/A
Bilingual Authorization	Yes	Yes	Yes	Yes
Single Subject Teaching Credential in World Language: ELD content [3]	Yes	Yes	Yes	N/A
Language Development Specialist (LDS) Certificate [4]	Yes	Yes	Yes	N/A
BCLAD Certificate [4]	Yes	Yes	Yes	Yes
Bilingual Certificate of Competence (BCC) [4]	Yes	Yes	Yes	Yes
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL [4]	Yes	Yes	N/A	N/A

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General Teaching Credential [5]	Yes	Yes	N/A	N/A
University Intern Credential with revised ELA Authorization Codes: ELAM, ELAS, or ELAE	Yes	N/A	Yes	N/A
University Intern Credential with a Bilingual Authorization	Yes	Yes	Yes	Yes
District Intern Credential with revised ELA Authorization Code: ELA [3]	Yes	N/A	Yes	N/A
District Intern Credential with a Bilingual Authorization	Yes	Yes	Yes	Yes
Clear Designated Subjects Career Technical Education Credential [6]	N/A	N/A	Yes	N/A

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Emergency CLAD Permit	Yes	Yes	Yes	N/A
Emergency Bilingual Authorization Permit	Yes	Yes	Yes	Yes
Provisional Internship Permit/Short-Term Staff Permit with revised ELA	Yes	N/A	Yes	N/A
Provisional Internship Permit/Short-Term Staff Permit with Bilingual	Yes	Yes	Yes	Yes
Certificate of Completion of Staff Development [8]	Yes	N/A	Yes	N/A
Certificate of Completion of Staff Development (SB 1969) [8,9]	Yes	N/A	Yes	N/A

Note [1]:

- ELD: Instruction for English language development.
- SDAIE: Specially designed academic instruction delivered in English.
- Bilingual Instruction: Instruction for primary language development and content instruction delivered in the primary language.

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Note [2]: May complete CTEL program or exam to expand this authorization to include departmentalized ELD (earns ELA1 or CLAD certificate).

Note [3]: Separate EL authorization will not be added to a credential issued in this content area. See Coded Correspondence 14-01

Note [4]: No longer issued but holders of valid documents may continue to serve on these documents.

Note [5]: No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses specific skills or training in ELD teaching.

Note [6]: Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.

Note [7]: May be issued with the bilingual authorization when accompanied by proof of target language proficiency.

Note [8]: Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.

Note [9]: Never resulted in the Commission issuing a certificate. The Commission served as a repository of program completion information only.

Reference:
California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8. Updated: December 31, 2021

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Appendix K

Key EL Program Components	Key Implementation Questions - Do we have a system in place to ensure:	
	Yes/No	
Initial Identification and Assessment		A Home Language Survey is completed for all students?
		Initial ELPAC and L1 proficiency assessments are completed within guidelines?
		Parent Notification of assessments results and program selection are on file?
English Language Development		All ELs received ELD instruction appropriate for their level of English proficiency using standards-based ELD curriculum?
		Teachers monitor ongoing ELD progress?
		ELD instruction is organized according to state requirements?
		Progress data indicates ____% of all ELs at ELPAC levels are advancing 1 level annually?
		There is an Academic Learning Plan on file to help ELs accelerate their ELD progress? Note: ELD goals for EL students receiving Special Education services must also be delineated on the IEP.
Access to Core Curriculum		ALL ELs receive appropriate program services to ensure access to standards-based grade-level instruction?
		Achievement data indicates that ELs are learning grade-level academic content?
		There is an Academic Learning Plan in place to help ELs recoup any academic deficits?
Staffing		All teachers delivering designated ELD

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		instruction have the appropriate EL authorized credentials or are enrolled in courses leading to the appropriate authorization?
		All teachers delivering integrated instruction have the appropriate EL authorized credentials or are enrolled in courses leading to the appropriate authorization?
Parent Participation		There are parent/guardian informative EL-focused workshops offered throughout the year?
		Parents/guardians participate in and attend DELAC meetings.