

OPPORTUNITIES FOR LEARNING- CAPISTRANO PUBLIC CHARTER SCHOOL

ENGLISH LANGUAGE DEVELOPMENT MASTER PLAN



Opportunities For Learning
Public Charter Schools

Opportunities for Learning-Capistrano Mission Statement

Our schools 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.

Message from the Team

“Every member of the Opportunities for Learning 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. Opportunities for Learning-Capistrano (OFL-Capo) 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.”

OFL-Capo Team

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 OFL-Capo. 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 Opportunities for Learning-Capistrano

At Opportunities for Learning-Capistrano (OFL-Capo), 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:

Language Development Program: Our program provides integrated and designated direct instructional services and equitable support for students to achieve English language proficiency so they can fully access and participate in all school-wide academic programs, leading them to be college and career ready.

Student Commitment: Students attend our school by choice. All students sign a contract affirming 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.

College & Career: Students are offered education on college and career options, as well as provided ongoing opportunities and resources throughout the school year to better prepare for their post-secondary futures. This includes preparation for earning the State Seal of Biliteracy, job skill development workshops, certification and work experience offerings, networking opportunities, and post-secondary education preparation.

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 adopt a growth-mindset to focus on the process of learning and not the end result as the reward. This process gives 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 average two to four subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Small Group/ Cohort/ Direct 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.

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 learning space throughout the year.

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

Experiential Learning: Students discover, grow, and lead through meaningful and immersive experiences with opportunities like Pathways trips, college tours, field excursions, athletics, and student-led organizations.

Global California 2030: OFL-Capo's mission aligns with the mission of Global California 2030 to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

English Language Development Master Plan

According to the California Department of Education, in the 2024-2025 school year, approximately 1 million English Learners (ELs) studied in California public schools, which is 17.4% of California's 5.8 million students. Though there are over one hundred languages spoken in California, 93% speak one of these ten languages: Spanish, Vietnamese, Mandarin, Arabic, Cantonese, Russian, Farsi (Persian), Pashto, Punjabi, and Armenian. These students may come from non-English-speaking homes and typically require specialized instruction in simultaneously mastering both the English language and their academics. Additionally, there is a subgroup of students whose native language is English, but need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

OFL-Capo strives to provide quality and equitable opportunities for academic achievement, workforce preparedness, college and career preparation, and planning through an Academic Learning Plan (ALP) to all of its students who exhibit less than reasonable fluency in English. 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 student. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFL-Capo requires mutual accountability between the instructional staff and administrators to provide ongoing assistance in helping the school develop and implement practices that are consistent with the most current ELDMP and to monitor its implementation.

This Master Plan for ELs and SELs has been developed in accordance with current research as well as state and federal laws for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our school
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification, assessment, placement, and reclassification of students identified as English Language Learners through the state identification process.

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- To provide ongoing professional development and inclusion of highly-effective teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL program is evaluated annually for efficacy

OFL-Capo has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee they have equal access to quality instruction. The developed supports are aligned with the needs identified through the Comprehensive Needs Assessment. Additionally, instructional efforts are designed with the intention of providing the appropriate level of English Language Development (ELD) so that students move toward proficiency in academic English while also providing scaffolded instruction that allows full access to the core curriculum.

In conjunction with the California English Learner Roadmap policy, we affirm, welcome and respond to the diverse range of English Learner strengths, needs, and identities by providing our students with an assets-based education. Our program celebrates and builds upon the cultural and linguistic assets students bring to their education, in a safe and affirming school climate.

Our program is predicated on equitable access, and we celebrate students' race, ethnicity, and linguistic backgrounds. We value each student's cultural heritage and use their experience to help build foundational literacy skills.

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 have and use curiosity and imagination
- play
- passion
- purpose

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

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
 - Learning to leverage AI platforms as a tool for information seeking and communication

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 and workplace expectations

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Introduction

The school's mission to create an empowering educational choice attracts many students who are seeking an alternative to traditional high school. Students choose OFL-Capo as a student-centered educational option to earn their high school diploma and consciously engage in career exploration and college preparedness. Educational Philosophy: OFL-Capo provides students with a hybrid independent study/small group instructional model that focuses on individualized learning plans and targeted support to ensure equitable learning outcomes for all students.

OFL-Capo believes a vital component of preparing students for college and career readiness is meeting the needs of the whole student. Therefore, social-emotional learning through experiential activities, school site events, and community service is embedded into the educational model. Developing positive and healthy social-emotional habits and responses develops students' life skills, which produces positive lifetime outcomes.

Our year-round academic program offers our at-risk 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. OFL-Capo combines personalized learning plans from a relationship with a caring teacher with opportunities for self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure all students, regardless of their previous education experiences, can exercise multiple options for engaging post-secondary learning or entering the workforce. Students are enrolled in courses that provide a pathway to earning a high school diploma as well as a pathway to return to a comprehensive or alternative school program at grade level.

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

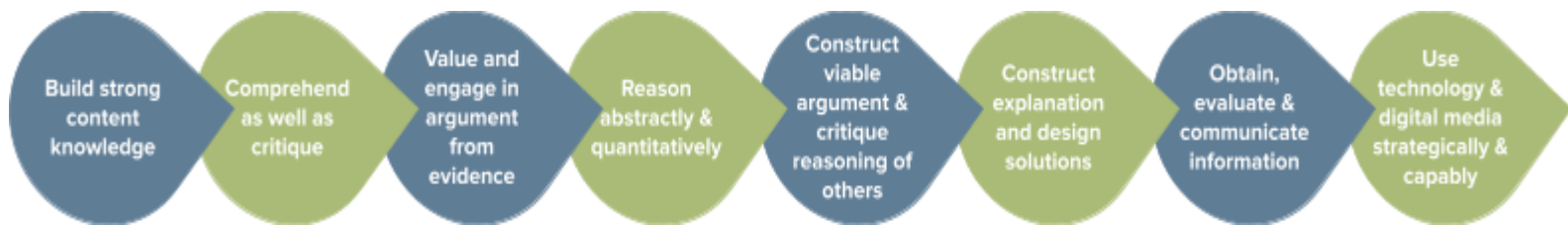
education We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In order to ensure that our ELs and SELs' linguistic and academic needs are met, we integrate highly-effective instructional practices and linguistic support so they have unrestricted access to the entire curriculum ensuring the content is comprehensible and meaningful to each student.

Guiding Philosophy

Teachers and students are “reflective practitioners.” Teachers continuously examine and reflect upon their teaching practices, 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.

Specific learning goals for all students in all content areas include:



Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all stakeholders 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.

Guiding Theoretical Principles for Educating English Learners

The main goal of our program is to help students build strong English language proficiency skills while assisting them in developing a solid foundation in academic literacy. To achieve this, we adhere to the following guiding principles: know and understand our learners' backgrounds, create conducive conditions for language learning, provide high quality instruction for language development, and collaborate with other educational partners to improve and build a community of learners. These principles align with the California State Board of Education's English Learner Roadmap, a policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes. OFL-Capo supports the larger California vision that our English learners can fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

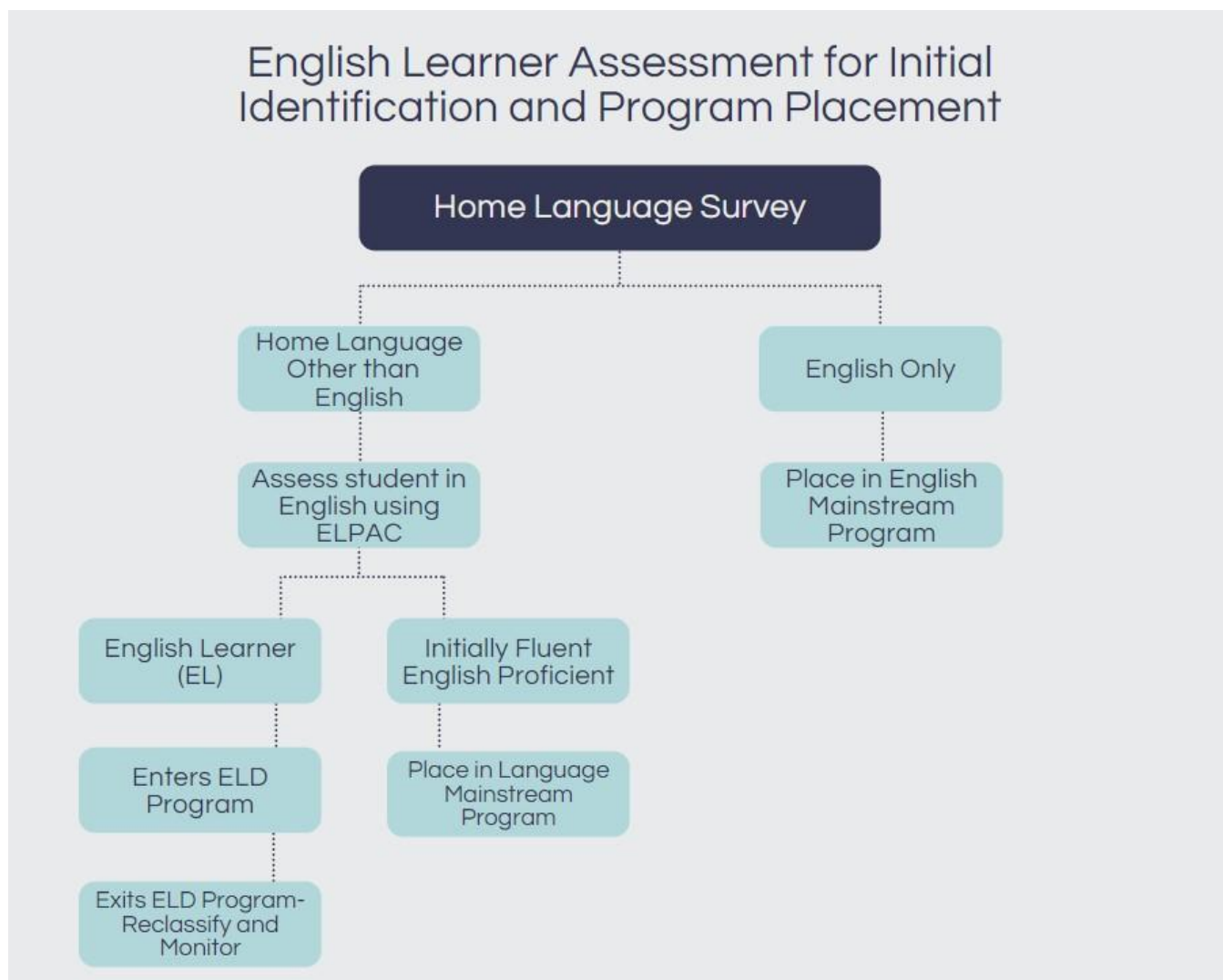
OFL-Capo Guiding Principles:

1. **Assets-oriented:** Students' native language and cultural background are valued as an asset and taken into consideration during instruction. Our school culture and educational environment is predicated on inclusion and equitability. All staff value the diversity of experience that the students bring into the classroom and use the experience to build background knowledge.
2. **Inclusive Language Learning Environment:** Our school highlights and celebrates diversity and achievement by fostering positive attitudes around diverse and complex cultural and linguistic identities. We build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates where students are encouraged to freely practice and engage with language in various modalities and share and discuss cultural practices.
3. **High-Quality Instruction:** EL students engage in intellectually and developmentally appropriate learning experiences that foster high levels of English proficiency. OFL-Capo offers small group designated ELD classes as well as Integrated small group instruction classes for core subjects like: English, Math, Science, and History. This instructional framework integrates language development, literacy, and content learning. EL Students have access to the full standards-based curriculum, all school-wide enrichment programs, and all the resources to develop proficiency in English.

4. **The Sheltered Instruction Observation Protocol (SIOP) Model:** This research-based instructional approach allows teachers to deliver content in a comprehensible format for EL students. Therefore, the SIOP Model is the model applied in our instructional programs. 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.
5. **Frameworks that Support Effectiveness:** Our school has leaders and educators who are knowledgeable about and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. A wide range of resources and support are provided to ensure strong programs in addition to building the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
6. **Alignment Across Systems:** Our school leaders and educators aim for English learners to experience a coherent, articulated, and aligned set of practices and pathways across all grade levels where distinguishing strengths and areas of growth continue 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.

These principles guided the development of the Opportunities for Learning-Capistrano English Learner Master Plan to provide parents, teachers, and educators guidance for establishing an English learner program that is designed to reduce and close academic gaps while attaining English proficiency.

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. OFL Capo does offer translation services with Language World for other languages if needed. 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 language other than English on the HLS, then the student is referred to an English Language Support Professional (ELSP).

- 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 Initial Assessment is administered. A trained and certified ELSP administers the ELPAC to students requiring initial identification.

Initial Language Assessment

A trained and certified ELSP administers the ELPAC within 30 calendar days from the date of enrollment. Once the assessment 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 will be locally scored, and then the test examiner will enter the student responses and scores into the Data Entry Interface (DEI).
- The Writing domain responses 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 outlining the results and the associated language proficiency status determination.

The calculated language proficiency status results of either EL or initial fluent English proficient (IFEP) will be sent from the Test Operations Management System (TOMS) to the California Longitudinal Pupil Achievement Data System (CALPADS) through a nightly file transfer. The information will then be transferred into the OFL-Capo student information system.

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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 English Language Development Standards)</i> .
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 <i>English Language Development Standards</i> .
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 <i>English Language Development Standards</i> .

- If a student's overall ELPAC results are scored as minimally to moderately developed (score of 1-500), the student is designated an English learner (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 designated as initial fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

- Parents/guardians are notified of both their child's language assessment results and the recommended instructional program. For students who are 18+, they are their own educational rights holders who can make decisions in lieu of a parent or guardian, and are treated as such. Parents are invited to meet to discuss program placement, all available support options, and, if applicable, the process and milestones their child will need to meet to exit the ELD program through the reclassification process. See [Appendix C](#).
- Parents/guardians are notified of the creation of an Academic Learning Plan and invited to a meeting with the student support team to review academic progress and language support needed based on the student's language level. Language goals for the student are also put in place.
- Parents/guardians are notified of the opportunity to request a classification review. The classification review and any language proficiency status corrections, if applicable, must be completed before the first ELPAC summative assessment is administered to the student.
- Parents/guardians are notified that ELD services waivers to opt-out/in are available and must be renewed each school year. They are also advised that ELD services waivers to opt-out do not exempt EL students from participating in state-mandated assessments, and that the ELPAC summative assessment is a state-mandated requirement.

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

Student Placement and Assessment

Placement:

Using the Structured English Immersion (SEI) model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program, ELD program placement and individually tailored language support strategies are added to each EL student's Academic Learning Plan (ALP) to ensure equitable access to all programs offered at

OFL-Capo. The ALP outlines the actions implemented to ensure the student has equitable access in each core subject area, designated ELD instruction blocks, and any other additional services recommended to create a solid foundation of linguistic support and to metrics against which to measure and monitor progress. 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 students' ALP which includes feedback from 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 helping the student meet both their linguistic and academic needs.

Newcomer Placement

- Students who have been identified as having fewer than three years of English Language Development services are part of the newcomer population of EL students. Students and staff rely on translation support in the student's L1 either through in-person or technological means to scaffold their English learning and provide access to course content. Math, physical education, and health courses are thoughtfully paired with a curriculum specific to newcomers to integrate these students into our independent study program while providing English language support.

EL Placement

- Students who have received four to five years of English Language Development services are encouraged to attend at least one direct instruction class to increase their exposure and use of academic language. In addition, these students have the opportunity to take a curriculum specifically designed to improve their language proficiency.

LTEL Placement

- Students who have received six years or more of English Language Development services are part of the Long-Term English Learner population of EL students. These students are encouraged to attend multiple direct instruction classes to increase their exposure to academic language, aiding in their progress toward reclassification. Curriculum for these students primarily focuses on improving their academic reading and writing skills to be college and career ready.

Student Enrolling from Out-of-Country

- For any student enrolling that were previously attending school outside of the United States, foreign transcripts will be translated and assessed to determine both academic credits and English language proficiency to determine placement within the appropriate educational program.

Assessment:

Renaissance, the Computer Adaptive Test (CAT) benchmarking system for assessing reading and math proficiency used at OFL-Capo, is administered to students three times per school year. No two Renaissance tests are identical; therefore, making it student-centered. The results are used to ensure ELs are continuously provided with the appropriate tools and resources to make linguistic and academic progress throughout the school year. The assessment results include the identification of current and projected levels related to mastery in reading and math. Based on the results, EL students may be placed into applicable intervention programs for more intensive instruction or may discontinue participating in previously assigned intervention programs after demonstrating they have reached grade level proficiency.

Assessment Process:

- The ELSP team administers the Renaissance multiple-choice assessments to ensure EL students are well-informed as to the purpose and performance expectations. EL students are granted extended time and other accommodations as needed on their Renaissance reading assessment.
- Upon completion, performance indicators are automatically generated and identify if a student is on track with or in need of additional assistance in mastering the academic standards and strands for their grade level. The results are reviewed with the student and instructional decisions to improve student performance and reduce gaps in achievement are implemented.

The following is the scoring rubric and associated intervention options related to the Renaissance assessment:

Reading			
Group	Scaled Score	Available RTI Interventions	Expectations to look for in Reading
At/Above Benchmark (Level 4)	7: At/Above 1076 8: At/Above 1099 9: At/Above 1118 10: At/Above 1128 11: At/Above 1134	• Enrollment in an Freckle or Exact Path class or equivalent	• Clearly identifies purpose and sequence of ideas. • Chooses evidence along with supporting details.

	12: At/Above 1146	- Enrollment in an expository reading and writing class or equivalent - Enrollment in an SGI/DI Class	- Identifies errors in grammar, punctuation, mechanics, and spelling. - Chooses precise language. - Chooses effective transitional devices throughout. - Understands varied simple and complex sentences.
On Watch (Level 3)	7: 1048-1075 8: 1069-1098 9: 1089-1117 10: 1100-1127 11: 1105-1133 12: 1116-1146	- Enrollment in an Exact Path class or equivalent - Enrollment in a reading intervention program - Enrollment in an SGI/DI 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 (Level 2)	7: 1004-1047 8: 1024-1068 9: 1044-1088 10: 1059-1099 11: 1059-1104 12: 1066-1115	- Enrollment in an Exact Path class or equivalent - Enrollment in a reading intervention program - Assigned tutoring - Priority enrollment in an SGI/DI class	- Limited identification of purpose and sequence - Limited ability to pair evidence with supporting details - Limited understanding of varying sentence structure - Limited knowledge of word choice - Limited ability to correct errors in mechanical conventions
Urgent Intervention (Level 1)	7: Below 1004 8: Below 1024 9: Below 1044 10: Below 1059 11: Below 1059 12: Below 1066	- Enrollment in an Exact Path class or equivalent - Enrollment in reading intervention program	- 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.

		• Assigned tutoring • Priority enrollment in an SGI/DI class • Assigned One-on-one academic intervention	• Unable to determine the sequence of ideas
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Renaissance can be used to inform instructional decisions at various times throughout the school year for the following:

1. Determining academic gaps
2. Assignment of intervention
3. Evaluating responsiveness to intervention
4. Developing or modifying EL students' Academic Learning Plans (ALP).
5. Measuring preparedness for the California Assessment of Student Performance and Progress (CAASPP)

Educational Structure and Assessment Programs

Educational Structure

The educational structure at OFL-Capo is designed to meet the diverse needs of English Learners (ELs) within a blended instruction model. This model integrates multiple instructional strategies, including Independent Study (IS), Small Group Instruction (SGI)/Direct Instruction (DI), online curriculum, tutoring, and the support of EL Support Professionals (ELSPs). The level of EL support is determined by students' performance on the English Language Proficiency Assessments for California (ELPAC) and Renaissance assessments, with additional adjustments made during achievement chats and reclassification meetings.

EL Support Professionals (ELSPs) play a critical role in ensuring ELs receive appropriate linguistic support. These specialists consult with instructional staff on the integration of scaffolding techniques into independent study coursework, SGI/DI curriculum, and designated ELD lessons to enhance language development. By embedding inclusive strategies in speaking, listening, reading, and writing (see [Appendix D](#) for specific strategies), ELSPs help ELs engage with academic content effectively. Additionally, they provide professional development to educators, support the proper administration of the ELPAC, analyze ELD standards-based performance data, and ensure compliance with state and federal regulations.

To support English language acquisition and ensure equitable access to academic content, OFL-Capo employs a range of instructional delivery models, resources, and strategies. These include:

ELD Support Elements

- Independent Study Integration:
 - Independent Study Units embedded with language support strategies
 - Digital curriculum with integrated linguistic scaffolds
- Classroom Instruction:
 - SGI/ DI uses SIOP strategies, SLA techniques, and the ELD standards in the following content areas:
 - English Language Arts
 - Mathematics
 - Science

- Social Science
- Art

- Blended Learning with inclusive embedded strategies, ELD standards, and SLA techniques
- Renaissance skill testing and intervention support
- Designated ELD instruction using ELD standards and SLA techniques"

Independent Study Integration

The independent study model at OFL-Capo helps students develop essential academic and life skills, including:

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

These skills align with the goals outlined in the California Department of Education's ELA/ELD Framework, which emphasizes:

- Readiness for college, career, and civic life
- The development of literate individuals
- Broad literacy across subjects
- Skills for success in the 21st century

EL students play an active role in shaping their education through personalized Academic Learning Plans (ALPs). In independent study, students complete four to six hours of coursework daily at home and attend scheduled instructional sessions with teachers at OFL-Capo. They work independently on assignments using Independent Study units and digital curriculum, with additional support from independent study teachers, small-group instructors, and tutors.

The one-on-one interaction between students and teachers is a key advantage of independent study. Through regular check-ins, students receive feedback, build communication skills, reflect on their progress, and strengthen their understanding of core subjects (see [Appendix E](#)). Reading and writing development is a primary focus during independent study, with embedded ELD strategies guiding skill-building activities.

Our curriculum follows Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) (see [Appendix F](#)), ensuring that EL students engage in critical thinking, reinforce foundational skills, and make steady progress toward language proficiency.

Independent Study Units

Instructional materials for English Learners (ELs) in independent study include a combination of Independent Study Units and a variety of supplemental resources selected to meet students' diverse academic and language development needs. Independent study units are available across all subjects and serve as a core component of the independent study curriculum. These units are designed to support EL students at all proficiency levels through integrated language support strategies (see Appendix D for a list of targeted strategies).

In addition to independent study units, teachers may incorporate other approved materials such as digital learning platforms, culturally responsive texts, language scaffolds, and graphic organizers. Instructional approaches may vary by region and site, depending on available tools and student needs.

Units are designed with the following goals in mind:

- Preparing students for college, career, and lifelong learning
- Incorporating 21st-century skills for real-world application
- Encouraging higher-order thinking and deep comprehension
- Scaffolding foundational skills to address learning gaps
- Requiring internet-based research for skill-building and exploration
- Strengthening academic vocabulary through in-depth study
- Promoting frequent teacher-student interactions for targeted feedback
- Developing narrative, analytical, and expository writing skills

Please refer to the California Department of Education website for more information on Common Core State Standards: <https://www.cde.ca.gov/re/cc/>

Addressing the shifts as stated by the CDE and CCSS, inquiry-based teaching and learning have been introduced into independent study units and other coursework material. 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 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 learning 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.

Digital Curriculum

At OFL-Capo, students have the option to complete courses through an interactive online platform. This model provides effective solutions for ELs who may face challenges in academic coursework while developing English proficiency. The platform embeds extensive scaffolding to enhance content comprehension and differentiates instruction based on individual learning needs—all while aligning with state content standards.

Adaptive Scaffolds in the Online Curriculum

Curriculum Design for Accessibility

- Content is structured for depth and coherence, focusing on key ideas while eliminating extraneous information.
 - Controlled syntax and chunked text improve readability.
 - Short pages with limited scrolling prevent cognitive overload.
 - Repetitive vocabulary exposure reinforces academic language acquisition and long-term retention.
- Texts incorporate high-frequency and monosyllabic words to support decoding and context comprehension.
- Embedded Accessibility Features
 - Text-to-speech voiceovers help students access difficult text through auditory support.
 - Vocabulary rollovers provide definitions, examples, and pronunciation for academic vocabulary without disrupting reading flow.
 - Hyperlinks and page connections allow students to revisit key concepts easily.
 - Graphic organizers visually structure information to -improve comprehension.
- Multimodal presentations enhance conceptual understanding through features like:
 - Text
 - Sound
 - Visual images
 - Video
 - Voiceovers
 - Interactive media
- Engaging, Interactive Learning
 - Self-assessments with feedback encourage active learning.

- Relevant, real-world content fosters student-centered problem-solving and critical thinking about community issues.

Strategic Scaffolds for Independent Learning

Students are taught how and when to apply learning strategies to support comprehension and knowledge retention. These scaffolds help students develop autonomy in their learning process and apply strategies in new contexts.

- Active Reading Strategies
 - Accessing prior knowledge
 - Making and revising predictions
 - Using text features and visual cues
 - Making inferences
 - Asking questions
 - Creating mental images
 - Summarizing
 - Note-taking
 - Reviewing the table of contents
 - Using guided notes
- Vocabulary Development Strategies
 - Academic vocabulary acquisition
 - Understanding compound words and phrases
 - Determining word meaning through context
 - Analyzing morphemes for word structure

Small-Group Instruction (SGI)/ Direct Instruction (DI)

The Small-Group Instruction (SGI) [Direct Instruction classes and cohorts] program is designed to foster student-driven learning, offering both mastery- and percentage-based structures. A key component of SGI/ DI is its use of formative and summative assessments, which help track student progress and guide instruction.

Assessment & Feedback

Students are assessed daily through formative methods such as exit slips, academic discussions, quizzes, and group work. Summative assessments occur at least once per unit, with five-unit courses per semester.

Student reflection is also encouraged within the SGI/ DI courses. Learners track their own progress using learning targets aligned with the Common Core State Standards (CCSS). Research by Hattie (2009) indicates that self-reported learning has a significant impact on student success. Instructors regularly seek student feedback to refine teaching strategies, reinforcing the idea that the best feedback flows from student to teacher (Hattie, 2007).

Technology Integration

SGI/ DI leverages Google Classroom and other digital platforms to organize coursework and allow students to submit assignments, take quizzes, and communicate with teachers. These tools not only enhance learning but also help students develop essential 21st-century skills, such as digital literacy and collaborative problem-solving.

EL Support & Scaffolding

English Learners (ELs) receive targeted linguistic and academic support through the Sheltered Instruction Observation Protocol (SIOP) Model (Echeverría, Vogt, & Short, 2013). This research-based framework equips teachers to deliver accessible and meaningful lessons while promoting both content and language development. Teachers apply the following SIOP principles during small-group instruction (SGI/ DI) and throughout independent study:

- Promoting oral language development through structured academic conversations
- Activating and building on students' background knowledge
- Providing explicit and contextualized vocabulary instruction
- Delivering comprehensible input through intentional scaffolding
- Designing engaging tasks that foster critical thinking
- Using ongoing formative assessments to guide instruction

Data-Driven Instruction & Interventions

Instruction in SGI/ DI is guided by performance data, enabling teachers to adjust methods and close learning gaps. Standards-based gradebooks and other tracking tools provide insight into student progress. Input from students, teachers, parents, counselors, and administrators further informs instructional decisions.

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To support EL students, SGI/DI teachers collaborate with the EL Support Team, which may include:

- Independent Study Teachers
- Small Group Instruction Teachers
- Special Education Specialists
- Tutors
- Post-Secondary Counselors
- School Administrators
- ELD Coaches & Specialists
- Intervention Strategies

SGI/ DI offers personalized interventions to address language and academic challenges. These may include:

- Student/teacher/parent conferences for progress discussions.
- Tutoring for additional academic support.
- Specialized reading, writing, or math instruction.
- One-on-one language development sessions.
- Primary language support to assist comprehension.
- Foundational literacy and numeracy courses.
- Digital learning tools like Exact Path to reinforce skills.

By providing ongoing assessment, targeted interventions, and digital tools, SGI/ DI empowers students to take ownership of their education while receiving the support they need to succeed.

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

OFL-Capo offers designated instruction using iLit ELL curriculum for linguistic newcomers and EL students. This curriculum 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. OFL-Capo also provides an Academic Language Development curriculum to our Long-Term English Learners (LTELs).

OFL-Capo provides designated ELD to ELs during a dedicated time in the regular school day. Teachers use the 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 purposeful student grouping for small group ELD instruction.

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

The iLit ELD instructional 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 using culturally relevant literature. The curriculum consists of standards-aligned materials that include universal access features and integrated SLOP techniques to meet the needs of the variety of types of English learners. However, it is not designed to meet the needs of native English speakers (SEL) or students who have been reclassified in order to provide equitable and effective programs for English learners.

iLit ELD courses allow students the option of earning English core credit, based on their proficiency level score on the ELPAC. EL students have a wide variety of needs to consider when making determinations for course placement and awarding of credit type.

For students pursuing a college preparatory pathway, a maximum of 2 semesters of iLit ELD courses can replace core English on a student's transcript to still satisfy the UC/CSU English "b" requirement for enrollment. Students who are not pursuing a college preparatory pathway or who qualify for one of the state's reduced graduation plan programs may receive credit for English Language Development (ELD) courses not to exceed 3 years. A student is required to complete a minimum of 2 semesters of core English to satisfy all English subject area graduation requirements. The following rubric serves as a guide for staff to make the most appropriate determination for each EL student at OFL-Capo:

*ELD Level	Course Name	Grades	Credits	Credits Towards Graduation		UC/CSU "a – g" Requirements
				English	Elective	
Level 1	ELD Newcomer	7-12	10		10	
Level 2 Grades 7-12 Students may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-12	7-12	10	10		b (9-12)
Expanding Level 3 Grades 7-12 students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-12	7-12	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 7-12	7-12	10		10	g (9-12)
	ELA Core 7-12	7-12	10	10		b
Level 4-Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	ELD 7-12	7-12	10		10	g (9-12)
	ELA Core 7-12	7-12	10	10		b

In addition to iLit and core English instruction, EL students are also provided supplemental and intervention options to intensively target skill gaps and accelerate learning. 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 EL students who receive special education services, the special education staff and the ELSPs both carefully monitor student progress and evaluate a student's response to the program within 30 days of IEP records received. To most accurately evaluate a student's response to the program, the teams gather progress information from a variety of sources including, but not limited to: curriculum-based assessments, Renaissance scores, academic work performance evaluation, and feedback from the IS teacher, student and parent. Within 30 days of IEP records received after enrollment, an IEP meeting is held to discuss student progress and response to the program. The previous IEP is approved, including ELD goals, and the ELSP/IEP teams decide to either adopt the previous IEP or develop a new IEP with more appropriate support and updated ELD goals.

Students receive Specialized Academic Instruction and interventions from a special education teacher as well as support and ELD instruction from an English language specialist. The special education teacher works in collaboration with the English language specialist to align instructional and assessment methods to ensure students receive wrap-around support in reaching their IEP/ ALP goals. If a student exhibits signs of negative progress in academic performance, social-emotional health, and/or behaviors, an IEP progress review meeting is held to further examine the difficulties and the team revises the IEP supports and services if appropriate to improve student outcomes.

Reclassification Protocol

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

- English proficiency on the ELPAC: Current State Board of Education requirements set the standard 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)
- 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 will demonstrate 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 will include:

- Evaluation of student's listening and speaking, reading and writing skills using a proficiency rubric

- o A variety of authentic student work samples, especially writing samples
 - o Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process

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. Once reclassified, ELs will still be offered support on an as needed basis and will be monitored for a minimum of four years, as required by state and federal guidelines, to know when additional assistance is needed.

The EL support team will be responsible for the assessment and support of ELs. This includes the timely administration of ELPAC and the effective use of assessment results to develop and update each student's set of language supports in their academic learning plans. This will ensure students receive appropriate language instruction at each developmental phase so they can consistently move towards proficiency in academic English and toward high school graduation.

All OFL-Capo EL students will participate annually in the administration of the ELPAC to assess their progress toward acquiring English language proficiency in the domains of listening, speaking, reading, and writing.

Once they 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 will be reclassified as RFEP. They will retain this classification for the remainder of their educational career. OFL-Capo will use and maintain a multi-step checklist (see [Appendix G](#)) to validate the eligibility of a student's reclassification to RFEP using the following steps:

- Step 1 – Test Scores – The ELD Coach will review a list of eligible students. Students must receive:
 - o (a) an overall ELPAC score 4 and
 - o (b) Renaissance STAR reading proficiency score of Basic or higher appropriate to students' grade level
- Step 2 – Gather and review documents. The ELD Coach/ ELD Admin will complete the RFEP Form and include the language assessment team's notes. The ELD team will conduct student observations utilizing the CDE's OPTTEL form ([Appendix L](#)) to determine level of English proficiency and academic language use within an educational environment.

- Step 3 – Parent first notification letters with notification of student eligibility and request for performance evaluation meeting will be sent home.
- Step 4 – The ELD Coach/ ELD Admin will facilitate the scheduled parent meeting as a result of the first letter. During the meeting, the team will review all the documents and notes with the parent(s). Notes of the meeting will be documented, and all educational partner input will be noted for the overall reclassification evaluation.
- Step 5 – A final review and decision will be made.
- Step 7– A second notification letter will be sent to home to parent(s) notifying them of their child’s eligibility status.
- Step 8 – All documentation will be archived and maintained as part of the student’s cumulative file.

Additionally, parents will be notified in their preferred language of the RFEP procedure and updated on their child’s progress (see [Appendix H](#)). They will be asked to complete approval sections of the notification letters and will be invited to participate in an eligibility review meeting if they choose. OFL-Capo will adopt an open door policy to provide flexible opportunities for parents to meet with members of the EL Support Team. Assistance will be provided to parents in making further decisions about their child’s academics and addressing any additional support needs at home.

If an EL student does not meet the criterion for reclassification, OFL-Capo’s EL support team will meet to engage in a deep analysis of the student’s academic results, attendance, learning needs, social emotional health, and support at home to create an action plan that will help the student reach and maintain grade level academic proficiency.

After reclassification, RFEP students’ academic performance will be monitored for a minimum of four years in accordance with state and federal statutes requiring schools to monitor the academic progress of students who have exited the ELD program (20 U.S.C. Section 6841(a)(4)(5); Title 5 *California Code of Regulations* (5CCR) Section 11304). (see [Appendix I](#)). If an RFEP student’s performance indicates that interventions are needed, they will be provided until the student reaches grade level proficiency on assessments and consistently demonstrates success in completing coursework independently. To maintain effective intervention methods and support levels, OFL-Capo will monitor each student’s progress at the end of each reporting period.

Reclassifying ELs with Disabilities

EL students with unique needs, or dually-identified students, may need specific considerations for how this criterion will be met as described in the student’s

individualized education plan (IEP) as a student can complete the ELPAC Summative Assessment or the Alternate ELPAC, based on eligibility.

IEP teams are responsible for ensuring that appropriate accommodations are provided during state assessments. They consider input from parents and ELSPs using a combination of results from the Individual Student Assessment Accessibility Profile Tool and the California Assessment Accessibility Resources Matrix as a guide to determine specific accommodations for the ELPAC and other standardized tests. The teams have a significant role in identifying when domain exemptions on the ELPAC are necessary and ensuring that the assessment process accurately reflects the student's abilities in alignment with their IEP goals.

Using the CDE's Guidelines for individualized education plan (IEP) teams regarding participation in the California Alternate Assessments and the Alternate English Language Proficiency Assessments for California and the Alternate Assessment Participation Decision-Making Tool for California, IEP teams will determine eligibility for the Alternate ELPAC. In such instances, the student's IEP team will confer to document and discuss how the student's unique needs affect their ability to obtain an Overall Proficiency Level 4 as outlined by the following four criteria.

Criteria 1: English Language Proficiency Assessment

The IEP and ELD team will use the most recent administration of the ELPAC Summative Assessment as the primary evidence that a student has met the criteria demonstrating English language proficiency. There are multiple pathways for dual-identified students to be reclassified as English proficient:

- Pathway 1: English learners with disabilities who are able to demonstrate English language proficiency in all four domains with an overall ELPAC score of 4 (listening, speaking, reading, writing) with or without accommodations.
- Pathway 2: English learners with significant cognitive impairments who are assessed using an [alternate ELPAC](#) with an overall score of 3. IEP and EL support teams will convene interest holders for a larger conversation to inform planning, placement, and personal goals for the short term and into the next school year. These convenings will include parents, whenever possible, and focus on strengths, growth areas, and opportunities for the student.

Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to EC Section 60810. The Alternate ELPAC will replace all locally determined

alternate assessments and provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

Criteria 2 : Basic Skills Assessment

The IEP and EL support team will use performance results from the Renaissance assessment program, measured by grade level performance expectations, as the primary measure for Criterion 2. The exam will be administered with the per question time limit and other accommodations as listed in the student's IEP. In regards to other basic skills assessments for students with low-incidence disabilities or significant cognitive disabilities that do not allow participation in a valid administration of the Renaissance assessment, the IEP and EL support team will use results from another valid and reliable assessment that compares 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 the basic skills for reclassification (see valid and reliable measures below). Assessment results must be from a recent assessment administered within the last school year, and the results must be within the average range as measured by the metrics outlined and approved by the board for reclassification. These assessments will only be administered by trained personnel.

Assessments options considered valid and reliable to measure basic skills for reclassification purposes for K-12 include the following:

1. Woodcock-Johnson Tests of Achievement, Fourth and Fifth Edition (WJ-IV & WJ-V)
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)
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

The IEP and EL support team will 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 and EL support team will review the extent to which the student is mastering the content as evidenced by the IEP and language goals, grade-level expectations, progress on curriculum-based

measures and/or formative assessments, and/or student work samples, as well as compare the student's progress to native English-speaking peers with similar disabilities in the same grade level

Evaluation based on:

- Classroom performance
- Progress toward IEP and Language Goals
- Formative Assessments

Criteria 4: Parent Consultation

The parent/guardian will be given multiple opportunities to participate in the IEP and EL support team meeting (preferably in person, but via phone or video conferencing when necessary) where the student's progress toward the criteria for reclassification will be discussed. The IEP and EL support team will obtain parent/guardian opinion throughout the discussion. If the IEP and EL support team and parent/guardian determine that the student demonstrates 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. All documentation and reclassification forms will be archived and become part of the student's file. If the IEP and EL support team and/or parent/guardian cannot reach agreement on reclassification, the student will continue participating in the ELD program and receive ELD services.

ELD Support Structure and Professional Development

EL Leadership Organizational Support Structure

PRINCIPAL

EL ADMINISTRATOR

TEACHER

EL SPECIALIST

SUPPORT STAFF



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

At OFL-Capo, the school leadership will be 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 school leadership will also audit the effectiveness and coordination of the assessment and accountability staff as related to the functioning of the ELD program.

The EL Support Team at OFL-Capo will be 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
- 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

Teachers will be responsible for ensuring students with language needs receive differentiated and scaffolded integrated instruction using SIOP techniques across all content classes. This will include 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. Teachers will also assist in monitoring the progress of RFEP students to identify if intervention is needed.

The EL Specialists/Teacher will be responsible for carrying out the English language instruction and monitoring of EL students at OFL-Capo. 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 plan information at achievement chats with students and parents.

English instructional staff will be responsible for providing intensive intervention to build literacy skills and core content ELA standards mastery.

Overall, each English Language Support Professional (ELSP) at OFL-Capo will support and implement the ELD program ensuring that EL students meet proficiency goals, as well as academic goals.

EL Recruiting and Hiring Practices

OFL-Capo will actively strive to meet the needs of ELs by recruiting, hiring, and training highly qualified staff with specialized knowledge required to teach ELs. This requirement will be 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](#)). OFL-Capo will require teachers to possess the appropriate authorization to instruct ELs in order to be eligible to receive an offer of employment. An EL authorization allows the teacher to provide either designated or integrated ELD instruction to ELs.

Professional Development

Our goal at OFL-Capo is to provide individualized support for each English learner with a combination of effective instruction, assessment, and progress monitoring from the English Learner Support Professional team and instructional staff. The staff will 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
- Family engagement

The professional development opportunities will be designed to build, refine, and expand teachers' language acquisition knowledge and techniques.

OFL-Capo instructional staff will be supported by ELSPs whose responsibility is to develop and implement ELD instruction that incorporate strategies beneficial to the EL population and language development. In addition, the ELSPs will facilitate and participate in ELD-focused professional development opportunities throughout the school year.

The focus will consist 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 will include, but are not limited to:

- SIOP Training
- Re-engagement through PAC
- ELD performance indicator data dives
- Cultural inclusion and relationship building exercises

Teachers will participate in sessions that focus on meeting the needs of the unique student population at OFL-Capo, including all EL students. The goal of these sessions will be to develop an ongoing and growing Professional Learning Community focused on using up-to-date research, student data, and pedagogy to ensure ELs receive equitable and accessible support and opportunities to achieve and reach their goals.

Parent Communication and Participation

The active involvement of parents/guardians in their child's educational experience and success will be highly valued and pursued at OFL-Capo. Therefore, parents/guardians will have the opportunity to be involved in every step of their child's educational pathway.

Parents'/guardians' involvement will start as soon as a student enrolls. Both student and parent will attend an orientation where they will learn about the educational structure and program at OFL-Capo, as well as the expectations for all students.

English learner students, parents, teachers, and relevant educational partners will participate in the development and review of the student's academic learning plan (ALP) throughout the school year. The academic learning plan and subsequent language support decisions contained therein will take into account all educational partners' feedback to set personalized academic goals to accommodate the needs of each student. Parents will have the opportunity to provide teachers and other educational partners with feedback regarding student progress during parent-teacher conferences each semester.

Until OFL-Capistrano meets the minimum enrollment required for establishing a DELAC, opportunities for EL parent participation will be offered through parent groups like English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), School Site Council (SSC). This committee will meet at least once each quarter to provide guidance and advice to the principal and school staff on the needs of students learning English as a second language. DELAC will address topics such as educational challenges, attendance, academic progress, and ways to improve communication and collaboration between families, teachers, and administrators. In accordance with state requirements, DELAC also contributes to the development of the district's master plan for English learner programs and services, ensuring it reflects the needs of each school. Responsibilities include identifying school-specific needs, setting program goals, ensuring compliance with teacher and aide requirements, reviewing reclassification procedures, and providing input on parent and guardian communications.

OFL-Capo teachers will communicate academic progress, student needs, and school-wide events with parents and guardians on a regular basis using mail, email, messaging platforms, and/or in-person conferencing. These communication methods will be used to regularly update students and parents/guardians in both English and home language of the families when possible. In addition, parents will be encouraged to regularly review the OFL-Capo

website, which includes a multi-language translation function, for updated current events, resources, and community opportunities for students and families. Students and parents will be encouraged 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. OFL-Capo will provide translation services on an as-needed basis for school communications with non-English speaking parents of enrolled students.

Throughout the year, parents will be invited to attend and participate in engagement events such as:

- Open House
- Parent Night
- Financial Aid and College Information Nights
- Awards Ceremonies
- Reclassification Celebrations
- Senior Social

Monitoring, Evaluation, and Accountability

The purpose of the OFL-Capo ELD Master Plan is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools.
- To ensure the instructional program meets the needs of the 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 the OFL-Capo ELD program will be evaluated for efficacy each year.

As such, OFL-Capo will monitor its ELD Master Plan (ELDMP) 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 charter
- English language proficiency, development, and academic growth among ELs and SELs
- Strength of parent/guardian participation and engagement in students' academic development
- Teacher engagement and growth in the ELD Professional Learning Community

EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the charter resulting in high intellectual quality of instruction and meaningful access	• Are ELD 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 have the qualifications and capacities to address their ELs' linguistic and academic needs? • Are all ELs provided instruction in ELD? • Is ELD instruction that is provided to ELs of high quality? • Are all EL students provided appropriately differentiated instruction (inclusive strategies) in all academic content areas?	• ELD and Inclusive strategies observation tools • Instructional standards rubrics • EL Authorization and Credential lists and teacher course assignments • 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 progressing in ELD at a minimum of one level per year? • Are increasing percentages of ELs attaining English language proficiency? • Are ELs and SELs progressing on benchmark assessments? • Are increasing percentages of ELs participating in post-secondary institutions regarding dual enrollment courses, CTE courses, and credit for the State Seal of Biliteracy?	• ELPAC results • Renaissance results • Standards-based gradebook and other student mastery performance data • Reclassification rate • Dual enrollment, CTE, and Seal of Biliteracy participation rate data
Parent/guardian/family participation and engagement in students' development that	• 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	• Rate of parent orientation/training sessions offered and attended regarding ELD program, advanced

reflect an assets-oriented & needs-responsive school environment	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?	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

Accountability for Implementation of Instruction

In order for the ELD Master Plan to be effective in assisting the EL and SEL population, the following school staff will hold 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 and observations to ensure ELD support is 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 assess student progress and plan for acceleration and/or intervention according to the gathered academic evidence.
- 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

- 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.
- Refer to the ELSPs for intervention guidance 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 based on the student's ALP.
- Participate in maintaining records and in communicating with parents/guardians.

EL Coaches

- 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 and SELs.
- Facilitate 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 a 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 EL proficiency 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.

EL Specialists

- Ensure appropriate placement and English language development instruction 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.
- Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.

Principal

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

[Appendix K](#) is a Checklist that will be used to quickly identify and hold the OFL-Capo staff accountable for the key EL components within the 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, OFL-Capo will use 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 proficiency and academic mastery. The use of general funds providing services and programs for English learners, including English language development and access to the core curriculum will not be contingent on the receipt of state or federal aid funds. Restricted/ supplemental and/or concentration funds will be used to supplement learning opportunities for English learners and will not supplant existing resources.

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

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 Advisory Committee ● Parent Advisory Committee/School Site Council	Instructional Materials ● Supplementary Staff ● Paraprofessionals ● Tutors ● Specialized Training and PD Family Engagement ● Translation/interpretation services ● Education Partner Liaisons

OFL-Capo will determine how funds will be 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

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
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
PD – Professional Development
PLCs – Professional Learning Communities
RFEP - Redesignated Fluent English Proficient
SBE – State Board of Education
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

Home Language

Dropdown

Which language did the student first begin to speak?

Which language is most often spoken at home?

Has the student taken the California English Language Development Test (CELDT) or ELPAC?

☐ No

☐ Yes

Protocol for Enrollment of EL Students

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.

Center Coordinator / AT 2

- Official transcripts and cumulative file will be requested, date notated
- If EL designation is present in any records in the cumulative file, then the date received will be notated.
- Schedule orientation and translator (as needed)
- Cross reference EL designation in CALPADS to immediately verify student status

ELSP Team Members

- ELSP team members generate a Language Proficiency Code report from StudentTrac on a weekly basis to determine potential new students who could be classified as English Learners.
- ELSP team members coordinate with teachers and SES team members to determine ELD appointment times for newly enrolled EL students.

Teachers

- Introduce the student and family to ELSP team members, who will then provide an overview of the ELD program, services offered, and explanation of how those services are provided.

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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve</i> (2012 <i>English Language Development Standards</i>).
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 <i>English Language Development Standards</i>
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 <i>English Language Development Standards</i> .

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/epl/>.

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.

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.

Appendix C

California Department of Education • December 2021

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



Opportunities For Learning
Public Charter Schools

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, Opportunities for Learning-San Juan will administer 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,

OFL-Capo Assessment Team

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



Opportunities For Learning
Public Charter Schools

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, Opportunities for Learning 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 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).
- Recuérdele 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,

OFL-Capo Assessment Team

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 prejudice. 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.

Chunking- Teachers break down complex information into smaller, more manageable parts or "chunks" to help students process, understand, and retain content more effectively. In independent study, this often looks like breaking the units into smaller chunks for the students.

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 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.

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.

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, 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 1 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 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.

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This fraction can then be changed to a percent by dividing the numerator by the denominator.

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. **Question**: Student identifies questions that the writer is going to answer during the reading. **Read**: Student reads to obtain answers to the questions and takes notes. **Summarize**: Student summarizes the information regarding each question posed. **Test**: 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 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.

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, 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.

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

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?

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.

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.

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

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		

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 <u>interpret</u> and <u>produce</u> 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.

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.

Appendix G



Opportunities For Learning Public Charter Schools

Reclassification Checklist

RFEP Date: _____

Student Name: _____

Student SSID #: _____ DOB: _____

Charter _____

Center _____

ELD Coach/Admin _____

STEP 1 - Test Score Eligible

- ☐ ELD coach will identify eligible students based on passing ELPAC scores
- ☐ Verify Renaissance Unified Scaled Score
- ☐ Send parent 1st notification letter

STEP 2 - Gather & Review Documents for Meeting

- ☐ ELD coach and test site coordinator coordinator to get the parent 1st notification letter signed.
- ☐ If the parent 1st notification letter is not signed, send parent 2nd notification letter to be signed
- ☐ Complete of sections of the English Learner Reclassification Form
- ☐ Schedule Observation using OPTTEL Form & Team Meeting
- ☐ Include Renaissance 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.
(download as fit to width in print settings)

Follow Up:

- Notification if the student is eligible or ineligible will be sent within 5 days
- Additional information may be requested which will extend eligibility beyond five days.

Friendly reminder when storing documents

- ☐ Keep **ORIGINAL copies** of documents in student's file:
 - ☐ English Learner Reclassification Form (form, notification, notes, final letter)
 - ☐ Renaissance Scores (diagnostic report)
 - ☐ ELPAC Score Report
 - ☐ OPTEL Form

Appendix H

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



Opportunities For Learning
Public Charter Schools

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.*****

..... 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



Opportunities For Learning
Public Charter Schools

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 (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



Opportunities For Learning Public Charter Schools

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, 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 Opportunities for Learning-Capistrano. 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



Opportunities For Learning Public Charter Schools

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 OFL-Capo, el rendimiento en la Prueba de Estándares de California de Inglés y Literatura (dada como parte del examen de lectura Star Renaissance). Como resultado de la evaluación, su hijo(a) ese legible de ser reclasificado como RFEP el _____ por Option for Youth San Juan. 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

Appendix I



Opportunities For Learning Public Charter Schools

English Learner Reclassification Form

Student Information (Assessment)									
Student Name:					Teacher Name:				
Date of Birth:					School:	Opportunities For Learning 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:					Parent Notification #2:				
		(Date Mailed)					(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) 2017.									

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-\(cl-622\)](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.

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.

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

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.

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

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

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

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

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 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 takes into consideration District recommendations?
		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 Master Plan program services to ensure access to standards-based grade-level instruction?
		Achievement data indicates that ELs are learning grade-level academic content?
		All sub skills areas for ELs with ELPAC levels level 3 or 4 overall levels are at least at oral and writing composite levels of 3 or 4?

		There is an Academic Learning Plan in place to help ELs recoup any academic deficits?
Staffing		All teachers delivering designated ELD 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?
		All classes have an appropriate student to teacher ratio?
Parent Participation		There are parent/guardian informative workshops offered throughout the year?
		Parent/guardian workshops focus on programs and services for ELs?
		Parents/guardians are given the opportunity to participate in parent committees (i.e. DELAC, PAC, etc...)?
		School fliers, bulletins, alerts, notifications and other communications are provided in parents/guardians preferred language?

Appendix L

Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code 313(f)(2)* for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.



Student Name: Grade Level: Date(s) Observed:
 IEP: Yes ☐ No ☐ 504 Plan: Yes ☐ No ☐ ELPAC Level:

A. Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

☐ Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with **substantial** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

☐ Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **moderate** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

☐ Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **light** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **often** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

☐ Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting(s) in which the student was observed (Choose all that apply):

- ☐ English Language Arts/Literacy
☐ English Language Development
☐ Mathematics
☐ Science
☐ History/Social Science

Other:

Interaction Type(s) (Choose all that apply):

- ☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

B. Description of Expressive Skills: Speaking and Writing
(Select one level from the choices below)**K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7**☐ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with **substantial** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student **rarely** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

☐ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With **moderate** teacher support, the student **sometimes** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student **sometimes** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

☐ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With **light** teacher support, the student **often** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student **often** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

☐ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student **consistently** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student **consistently** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

SEE PAGE 4 FOR GLOSSARY OF TERMS

Instructional Setting(s) in which the student was observed

(Choose all that apply):

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) (Choose all that apply):

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to enable English learner students to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see “California English Language Development Standards (CA ELD Standards)”

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English Learner (EL) – An English learner is a student who enrolls in a California school beginning in any grade level, transitional kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to *Education Code (EC)* Section 313.

Fluent English Proficient – See “Reclassified Fluent English Proficient”

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the four criteria specified in California *EC* Section 313(f). For more information on the four criteria for reclassification, please visit CDE's [Reclassification web page](#).