OPPORTUNITIES FOR LEARNING
PUBLIC CHARTER SCHOOLS
ENGLISH LANGUAGE DEVELOPMENT
MASTER PLAN
Mission Statement

Opportunities For Learning Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

Message from the Presidents

“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 toward their goals and dreams. Opportunities For Learning 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.”

John and Joan Hall
About Opportunities for Learning

At Opportunities For Learning (OFL), 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:

**Student Commitment:** Students attend our schools by choice – they want to be with us. All students sign a contract stating their commitment to earn a high school diploma by voluntarily adhering to our enrollment requirements: attendance, work production, test performance, and graduation.

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

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

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

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

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

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

**Accountability:** Our students are monitored and assessed on a regular basis to ensure progress in meeting required Common Core State Standards. All students are required to participate in all state-mandated testing.
English Language Development Master Plan

According to the California Department of Education (2015), in the 2013-2014 school calendar year, an approximate 1.413 million English Learners (ELs) studied in California public schools. Of the English Learner data collected in California, 95% of the languages spoken in California were, in descending order: Spanish, Vietnamese, Filipino, Cantonese, Mandarin, Arabic, Hmong, Korean, Punjabi, and Russian. ELs are students who are unable to communicate fluently or learn effectively in English. These students may come from non-English speaking homes and backgrounds, and typically require specialized or modified instruction in both their English language and in their academic courses. Additionally, there is a subgroup of students whose native language is English, but who may need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

Opportunities For Learning strives to provide quality and equitable opportunities for academic achievement to all of its students, including those who exhibit less than reasonable fluency in academic English literacy. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL at OFL. It is to be reviewed every three years for possible modifications.

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

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

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

OFL has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee them equal access to a quality instruction. Additionally, our instructional efforts are structured with the intent of providing appropriate English Language Development (ELD) to move students toward proficiency in academic English while providing them scaffolded access to core curriculum.
We recognize that our students’ race, ethnicity, linguistic background, or socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English academic literacy. Therefore, building on these founts of knowledge is something we support, respect, and wish to build upon.

In addition to helping our ELs and SELs acquire academic literacy, we are preparing them to navigate college and the job market, 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 through 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
- the ability to have and use curiosity and imagination
- play
- passion
- purpose

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

## Learning and Innovation Skills

- **Critical thinking and problem-solving**
  - 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

## Career and Life Skills

- **Flexibility and adaptability**
  - adapting to changing roles and responsibilities; dealing with praise/criticism
- **Initiative and self-direction**
  - managing goals and time; working independently; being self-directed
- **Social and cross-cultural skills**
  - interacting effectively in diverse teams; being open-minded
- **Productivity and accountability**
  - managing projects and time; multitasking; collaborating effectively
- **Leadership and responsibility**
  - guiding and inspiring others; demonstrating integrity; acting responsibly
Acknowledgements

We acknowledge the dedicated effort and collaboration of teachers, site and regional administrators, and support staff. We especially want to thank the dedicated individuals for their time and insight into the development of the ELDMP.

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Rosalyn Fleischer  Sally Park  Jackie Wilding

OFL Education Advisory Board members are esteemed retired superintendents of schools, business leaders, and leaders in the community. They meet regularly to offer input and counsel with respect to our continuing relationship in our mutual effort to address the needs of at-risk youth, setting them on the road to success.

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Human Resource Educator, Author
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Introduction

Committed to providing students with an alternative to one size-fits-all, traditional learning environments, in 1999 Joan and John Hall established Opportunities For Learning (OFL) Public Charter Schools. Each of OFL’s charter schools are spread across six regions:

- Opportunities For Learning William S. Hart was started in 1999
- Opportunities For Learning Baldwin Park opened in 2001
- Opportunities For Learning Capistrano opened in August 2002
- Opportunities For Learning Baldwin Park II opened in July 2007
- Opportunities For Learning Fresno opened in 2012
- Opportunities For Learning Duarte opened in 2013

Today, Opportunities For Learning has flexible alternative resource centers state-wide that are similar to school libraries or study halls and provide a safe, friendly atmosphere for learning. Students work one-on-one with assigned teachers or in small groups. Schools are fully accredited by the Western Association of Schools and Colleges (WASC).

From its inception, OFL’s mission has been to recover students who have dropped out of traditional schools or have fallen behind in credits and are at risk of failing. This highly successful program has established a track record of achievement in strengthening student performance. OFL student test scores and graduation rates consistently rank equal to, or above, those of comparable schools.

Opportunities For Learning staff believe that every child has a choice, a dream and can be a leader. We help students succeed by placing a premium on core values such as personal responsibility, academic performance, and accountability.

Our year-round academic program enables at-risk youth to earn a high school diploma by preparing them to return to their home schools, or by permitting them, through independent study, to complete their credits for graduation.

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

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

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

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

Specific learning goals for all in all content areas:

- 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.

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):

- Build strong content knowledge
- Comprehend as well as critique
- Value and engage in argument from evidence
- Reason abstractly & quantitatively
- Construct viable argument & critique reasoning of others
- Construct explanations & design solutions
- Obtain, evaluate & communicate information
- Use technology & digital media strategically & capably
Guiding Theoretical Principles for Educating English Learners

ELs are different from first language learners as it pertains to academic literacy. Therefore, the following research and pedagogical implications for teaching ELs are considered and interwoven into our curriculum.

One of the main goals of our program is to help our students achieve academic literacy. Research finds that academic literacy is multi-dimensional and should be taught by focusing on three dimensions: linguistic, cognitive, and sociocultural/psychological. The linguistic component focuses on the phonological, lexical, grammatical, sociolinguist, and discourse elements of English. There should also be emphasis on the cognitive dimension that focuses on knowledge, higher-order thinking (critical literacy), strategic component (formal/informal), cognitive and metalinguistic awareness (reading, writing, speaking, and listening strategies related to academic contexts), and finally the sociocultural/psychological dimension that focuses on norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits of the language (Scarcella, 2003). These dimensions are considered and incorporated into the curriculum for all students.

When teaching ELs, the following ways to facilitate deep learning of English academic literacy have been found. First, the use of the sociocultural approach promotes the use of cooperative learning, which has been shown to facilitate higher-level learning. By using this approach, English Learners reach higher academic goals with scaffolding (assistance) than without, and thereafter, students can then take that new knowledge into new roles. Gibbons (2009) lists the three characteristics of scaffolding:

- Scaffolding is temporary
- It enables the learner to know how to do something to allow them to accomplish similar tasks alone
- It is future-oriented

Therefore, our curriculum’s goal is to incorporate cooperative learning and to scaffold the material being learned more heavily in the beginning, and eventually remove the scaffolds as our students become more autonomous.

Gibbons (2009) further states that:

A high-challenge classroom with low levels of support creates frustration and anxiety, and may lead to learners giving up and ultimately opting out of school. Low challenge and low support is likely to lead to boredom, with similar resistance to school. Low challenge and high support allows learners to work in their “comfort zone,” but not a lot of learning will take place, and neither will learners develop autonomy and independence in their learning. (However,) the combination of high challenge and high support allows learners to be stretched to reach their potential and to successfully engage with new learning (p. 17).
Taking into consideration support and appropriate levels of challenge, our curriculum incorporates scaffolding of academic literacy at all levels (Menken, 2013). Within these scaffolds, explicit teaching of vocabulary is included in the writing process from the lowest levels of language proficiency (Reid, 2008) to the highest. High-level interpretative reading use and direct strategy instruction, modeling of use of writing strategies, and creating opportunities for students to practice and apply through coaching as well as getting necessary feedback are integrated into our curriculum as well (Olson, et al., 2012). These scaffolds are again more heavily used in the beginning, with a goal to eventually have our students become independent from them.

Among some effective pedagogical EL themes identified by Peercy (2011) found in our curriculum are the following:

- Teachers keep in mind what their students will be encountering in their higher grade levels pertaining to vocabulary and critical thinking, and pay attention to mainstream content.
- Teachers use well-written authentic text that includes rich vocabulary and sentence constructions that support their students’ second language acquisition (SLA), with scaffolded discussions on meaning and vocabulary.
- Teachers don’t see the students’ first language (L1) as a negative, but as a bridge to learning.
- Teachers teach explicit reading strategies (context clues, scanning, prediction, text-to-self, text-to-text, text-to-world, text types, inference, asking self-questions, visualizing, exposing to various kinds of text ➔ cause(effect, compare(contrast, problem/solution, descriptive, and fiction).
- Teachers are culturally responsive (sociocultural consciousness) whereby they consider both cognitive and socio-cultural factors on literacy acquisition, since vocabulary development may be restricted by students’ restricted exposure to the societal language, fewer cultural activities, and resources available (Chen, Geva, & Schwartz, 2012).

The above prepare our students for the demands of mainstream classrooms and are effective for ELs’ deep content learning.

The Sheltered Instruction Observation Protocol (SIOP) Model is one that facilitates content comprehensibility for our EL population and which is conducive to the application of the above research findings. Therefore, the SIOP Model is one of the models applied in our instructional programs.

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.
Organization of OFL’s Master Plan

This Master Plan is presented in five chapters. Chapter One begins with a brief overview of the enrollment process of OFL students and the pathway English Language Learners (ELLs) take after they complete the Home Language Survey. In this chapter, there is an introduction of the Initial Language Assessment that outlines the initial assessment, the EL designations, and the parent notification process of the results, as well as program placement of their child. Thereafter, the process of assessment and placement is outlined. In Chapter Two, this Master Plan further outlines OFL’s educational structure and assessment programs. The process of EL student identification and placement into their appropriate EL support program is discussed in this chapter. In addition, the reclassification policy of ELs is defined and the reclassification process at OFL is delineated. Special mention is made of the reclassification of ELs with disabilities, and because language learning is on a continuum, there is a brief discussion of our Long Term ELs and the process in place to help them successfully reclassify. Additionally, because we value our students’ culture and diversity, we discuss how we can further assist our Standard English Learners in their academic literacy needs. Chapter Three begins with our EL professionals, their credentials, and the EL development options we offer our instructional staff in conjunction with keeping them abreast of current policies of identification, placement, assessment, and reclassification of our ELs. Chapter Four encompasses our additional interaction with parents/guardians and our community. Lastly, Chapter Five reports our program monitoring, evaluation, accountability, and funding.
CHAPTER ONE: THE ENROLLMENT PROCESS

English Learner Assessment for Initial Identification and Program Placement

Home Language Survey

I. As part of the enrollment process (Appendix A), the student’s parent and/or legal guardian or the student, if over 18, completes the Home Language Survey (Appendix A). An explanation of purpose and use of the Home Language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardian’s preferred language, if a staff member speaking the parent/guardian-preferred language is available.

II. Information from the Home Language Survey is entered into the student information system by the Assessment Department.

III. The California English Language Development Test (CELDT) site coordinator administers language assessments to students requiring initial identification.

IV. Language assessment results are entered into the student information system.
Initial Language Assessment

Initial Assessment

Students are administered the CELDT by a trained OFL CELDT Coordinator within 90 calendar days from the date of enrollment. Once the test is completed, the answer document is submitted to the test vendor for scoring by the assessment department. If proficiency status is needed immediately for placement decisions, the assessment department can provide unofficial local scoring results. The answer document is still submitted to the test vendor for official results. Test scores are considered official only after the test vendor returns the results.

Designations

a. If a student’s overall CELDT results are scored at beginning, early intermediate, or intermediate, the student is identified as an EL. See Appendix B for Domain Performance Level Descriptors for Grades 6-12 listening, speaking, reading, and writing.

b. If a student’s overall CELDT results are scored at early advanced or advanced and no skill score for any domain (listening/speaking, reading, and writing) is lower than intermediate, the student is identified as fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

a. Parents/guardians are notified of their child’s language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss the reclassification process. See Appendix C.

b. Parents/guardians are given the opportunity, per 5 California Code of Regulations §11309(a), to apply for a waiver if they do not want their child to participate in sheltered English immersion instruction. See Appendix C.

c. Waivers must be filed in person at the school site and must be renewed annually.

Annual assessments continue until the student is re-designated as fluent English proficient.

Student Assessment and Placement

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

Assessment Process:
• The enrollment support team (Center Coordinators (CCs), Temporary on Call Coordinator (TOC CC), or teacher administers STAR Ren assessments in English and Math. The STAR Ren tests are multiple-choice tests.

• Writing assessments can be given during initial assessment. However, they may also be given at other times as long as they occur within the first month of enrollment.

• Upon completion of assessments, performance indicators are generated automatically based on standards and strands in which students did not meet designated proficiency levels.

• STAR REN exams are calibrated to begin at the student’s grade level, and then progress in increasing difficulty depending on the student’s answer to each question. No two STAR Ren tests are identical, therefore, making it student-centered.

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Score Range</th>
<th>OFL Mandatory Interventions</th>
<th>Suggested Interventions</th>
<th>Expectations to look for in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>7 585+</td>
<td>Student is able to be enrolled in an SGI class or Independent Study course.</td>
<td>Enrollment in an SGI class, possibly a candidate for AP English.</td>
<td>• Clearly identifies purpose and sequence of ideas.</td>
</tr>
<tr>
<td></td>
<td>8 665+</td>
<td></td>
<td></td>
<td>• Chooses evidence along with supporting details.</td>
</tr>
<tr>
<td></td>
<td>9 773+</td>
<td></td>
<td></td>
<td>• Identifies errors in grammar, punctuation, mechanics, and spelling.</td>
</tr>
<tr>
<td></td>
<td>10 844+</td>
<td></td>
<td></td>
<td>• Chooses precise language.</td>
</tr>
<tr>
<td></td>
<td>11 866+</td>
<td></td>
<td></td>
<td>• Chooses effective transitional devices throughout.</td>
</tr>
<tr>
<td></td>
<td>12 917+</td>
<td></td>
<td></td>
<td>• Understands varied simple and complex sentences.</td>
</tr>
<tr>
<td>Yellow</td>
<td>7 301-584</td>
<td>Student should be enrolled in an SGI class (especially if ≤400).</td>
<td>Additional tutoring, if available; center one-on-one intervention.</td>
<td>• Limited identification of purpose and sequence.</td>
</tr>
<tr>
<td></td>
<td>8 301-664</td>
<td></td>
<td></td>
<td>• Limited ability to pair evidence with supporting details.</td>
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<td></td>
<td>9 301-772</td>
<td></td>
<td></td>
<td>• Limited understanding of varying sentence structure.</td>
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<td></td>
<td>10 301-843</td>
<td></td>
<td></td>
<td>• Limited knowledge of word choice.</td>
</tr>
<tr>
<td></td>
<td>11 301-865</td>
<td></td>
<td></td>
<td>• Limited ability to correct errors in mechanical conventions.</td>
</tr>
<tr>
<td></td>
<td>12 301-916</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td>R: 300 and below</td>
<td>Student is immediately enrolled in a 30-day intervention course until satisfactory completion.</td>
<td>Additional tutoring, if available; center one-on-one intervention; EL support if appropriate.</td>
<td>• Unable to determine purpose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Unable to pair evidence with supporting details.</td>
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<td></td>
<td>• Cannot determine organizational pattern.</td>
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<td></td>
<td></td>
<td></td>
<td>• Unable to correct errors in grammar, punctuation, and spelling.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Unable to determine sequence of ideas.</td>
</tr>
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STAR Ren can be used at various times in a student’s academic plan for the following:

1) To remediate.
   a. To develop an initial Individualized Learning Plan (ILP).
b. To help transition to grade-level subject matter.
c. To prepare for SGI Course development.

2) To provide ongoing assessment.
3) To track student’s progress to increase performance.
CHAPTER TWO: OFL’S EDUCATIONAL STRUCTURE AND ASSESSMENT PROGRAMS

Educational Structure

OFL’s educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program, which includes instructional strategies supported by instructors in Independent Study (IS), SGI, as well as online, tutors, and EL Support Professionals (ELSPs). Student participation and level of support is determined by CELDT and STAR Ren assessment upon enrollment, and again in the reclassification stage. The blended model involves multiple components: IS, SGI classroom format, Online, and Hybrid instruction.

ELSPs assist in the development of independent study, SGI curriculum and instructional strategies designed to support our unique EL population. This support includes specially designed academic instruction in English (SDAIE) strategies, in speaking, listening, reading, and writing (see Appendix D for a list of some of the various SDAIE strategies used at OFL). These subject area professionals use expertise in second language acquisition (SLA) to improve communications with all stakeholders, ensure the proper administration of CELDT, use of data, and provide professional development to educators to increase effectiveness of instruction, staff/student engagement, and compliance with state EL requirements and ELD standards.

The definition of the ELD standards is the following:

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the knowledge, skills, abilities for achieving college and career readiness described in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development skills. **The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy.** Instead, they amplify the language knowledge skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English. (California Department of Education, 2014, p. 8)

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

- Independent Study Integration
  - Student Activity Workbooks
- Classroom Instruction
  - SGI
    - English Language Arts
    - Mathematics
    - Science
    - Art
    - Social Science
- Online Courses
- Hybrid Learning

**Independent Study Integration**

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

- Initiative and self-direction
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

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

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

OFL students are involved in the planning and implementation of their educational program. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students’ unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding. Independent study requires students to work at least 4-6 hours per day at home and attend appointments as determined by their instructors. While working at home, students engage independently with ELD strategies as prescribed by the instructor, based on the individualized learning plan. Reading and writing are the primary focus of the independent practice, while speaking and listening are emphasized with student/teacher as well as peer interactions while at the resource center.
Math and English curricula, currently using the cross-curricular Common Core State Standards (CCSS) principles (see Appendix F), provide ELs multiple opportunities to employ critical thinking skills, challenge foundational skills, and progress towards advanced language classification.

**Student Activity Workbooks (SAWs)**

Student’s self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the developments of the workbooks, curriculum developers ensure that EL/SDAIE strategies are accessible to reach students on all levels (see Appendix D for a list of targeted SDAIE strategies). All SAWs:

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

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

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem solving, and critical thinking activities. This versatile process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. 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 allows the creative process to flourish as student’s 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, and self-correcting, and challenges students at their learning level.
5 Phases of Inquiry-Based Learning

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

**Instructional Strategies/Practices**

In addition to the Independent Study Integration program and SAWs, OFL provides an opportunity for direct instruction. It is important to note that the practices of simultaneous translation and removing ELs from the classroom for a separate “translation” of the instructional lesson during direct instruction are not supported by research evidence and serve to marginalize ELs. These practices are not permitted at OFL. The focus of our instructional strategies and practices is on inclusion of our ELs and SELs.

**Small Group Instruction (SGI)**

The small group instruction (SGI) program works as a mastery-based environment (1-4 point scale), with a strong focus on students being the leaders of their learning. To this end, a large focus of the SGI program is on both formative and summative assessments. Students in the Math and English SGI program are formatively assessed on a regular basis, and summatively assessed once or more per unit. Formative assessments include many of the normal implements of formative assessment, including exit slips, discussions (both teacher to student and student to student), quizzes, and various aspects of regular student work. Formative assessment also takes place from a student perspective. One of the hallmarks of the SGI program is that students are continually made aware of their own learning through the tracking of learning targets, which are directly linked to CCSS. Hattie’s (2009) research suggests that the greatest influence on student learning is when students are able to self-report their own learning and their own grades. The
SGI program strives to engender this belief through student trackers that ask students to report their current level of learning and to identify their gaps in learning so that teacher and student can develop an appropriate intervention to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The small group instructors will often look toward the voice of the students, their specific feedback, to help them formatively assess and drive their instruction. Additionally, students are administered online interim assessments every few units to ascertain a whole class level of learning so the teacher can easily discover deficiency in the standards, therefore allowing them to better plan their future instructional sessions.

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

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

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

The SGI program seeks to be driven by data by continually using standards mastery to close gaps in student learning. This process involves all stakeholders, including parents, students, teachers, and school leaders. A standards-based gradebook and other student mastery trackers are the foundation of this process. Formative applications of data range from standards-based checks for comprehension, to re-teaching days, to using benchmark data for studying for the finals, to evaluation of programs. Again, this process is especially helpful to create interventions necessary for ELs and SELs. Possible interventions include, but are not limited to:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support classes
- Achieve 3000
After completion of initial assessments, students are assigned to an EL support team to provide further evaluation, support, and interventions if necessary.

The EL Support Team may consist of the following members:

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

**Online Course Learning**

Another instructional model available to students is the option to take online courses through our online vendor Apex Learning. Apex Learning online curriculum offers effective solutions for ELs who may perhaps find academic coursework challenging as they work on developing their English proficiency. Apex Learning online curriculum provides extensive scaffolding to increase comprehension, as well as to allow for differentiation of instruction based on students’ learning needs while teaching to the same content standards as all other courses.

Apex’s math and English online curriculum both have adaptive and strategic scaffolds built into the online context, which are designed for flexibility to differentiate instruction. Adaptive scaffolds are changes to content or texts that make them more readable, either through vocabulary control or the number of ideas presented on each page. In the online learning environment, students are able to use adaptive scaffolds as needed in order to access learning.

Adaptive scaffolds that can be found in Apex math and English online curriculum are as follows:

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

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

Scaffolds that can be found in Apex math and English online curriculum are as follows:

• Active Reading Strategies
  o Accessing prior knowledge
  o Making and revising predictions
  o Using text features and visual cues
  o Making inferences
  o Asking questions
  o Making mental images
  o Monitoring (and fixing up)
  o Summarizing
• Vocabulary Strategies
  o Academic Vocabulary
  o Compound words and phrases
Hybrid Learning

Another option students have at OFL is a hybrid model wherein they are enrolled in an Apex course AND assigned an SGI or subject-specific instructor. Just like other online students, hybrid students complete exercises in the Apex Learning environment and on study sheets. However, the primary difference between hybrid and standard Apex students is the pacing.

OFL students who take Apex courses work through the material on their own and at their own pace. Students who take hybrid courses typically follow a syllabus created by the SGI or subject-specific instructor. Apex activities are completed at home as usual, and additional instruction and activities may be completed during class meetings. Though traditional online students receive feedback from their facilitator, hybrid students have the opportunity to receive additional clarification and support through direct instruction. This extra support complements the multimedia rich Apex Learning environment, and allows teachers to address a variety of learning styles and special needs.

Reclassification Policy

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

- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) in each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- 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 demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This analysis may include:
  - Evaluation of student’s listening and speaking, reading and writing skills using a proficiency rubric
  - Authentic student work samples, especially writing samples
  - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process at OFL

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

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

When ELs have demonstrated they are able to participate effectively with English-speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They will retain this classification for the remainder of their educational career.

The CELDT Coordinator has a nine-step checklist (see Appendix G) to validate the eligibility of a student’s reclassification to RFEP. The steps are the following:

- **Step 1 – Test Scores** – The assessment department sends out a list of eligible students. Students must receive: (a) an overall CELDT score of 4 (early advanced) or 5 (advanced) with sub scores of 3 (intermediate) or higher, or (b) STAR Renaissance reading proficiency score of Basic or higher appropriate to a student’s grade level.
- **Step 2 – Gather and review documents.** Complete the RFEP with the language assessment team’s notes.
- **Step 3 – Scan and e-mail documents gathered to the assessment department and wait for approval back from the assessment team.**
- **Step 4 – Receive notification of eligibility from the assessment team.**
- **Step 5 – Send parent first notification letter with notification of student eligibility.**
- **Step 6 – Return parent authorization to the assessment team.**
- **Step 7 – Have a parent meeting if requested as a result of first letter.** During the meeting, review the RFEP process and take notes of meeting, and send transcribed parent meeting notes to the assessment team. If not meeting is requested, then move to step 8.
- **Step 8 – Final review and make final decision.** Send parent second notification letter of their child’s final eligibility status. Return parent authorization to the assessment team once complete.
- **Step 9 – Store original documents in student file.**

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

- CELDT annual assessment results
- STAR Renaissance Reading test scores
- The performance of a student in terms of written and oral English language fluency according to the provided rubrics based upon observable student interaction with instructional staff, peers, and support staff
- Current grades and academic disposition
In the evaluation process, parents/guardians are notified in their preferred language of the RFEP procedure and updated of their child’s progress (see Appendix H). They are asked to complete approval sections of the letters and are invited to set up a meeting if they choose. The school’s open-door policy provides flexible opportunities for parents/guardians to meet with members of the EL Support Team. Assistance is provided to parents/guardians if needed in making further decisions about student’s academic support and additional support needed at home.

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

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

The academic progress of RFEP students must be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001 (2002), (see Appendix I). If an RFEP student’s performance declines or stalls, interventions are provided to ensure that the student reaches and maintains grade level proficiency. The EL support team will need to meet to decide on next steps. In order to stay on top of these necessary support systems, the RFEP students will be monitored at the end of each reporting period.

Reclassifying ELs with Disabilities

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

Long-Term ELs

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs (LTELs). For the purposes of this ELDMP, the following terms have the following meanings according to California Education Code § 313.1:

(a) "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for
more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

(b) "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Every measure is taken for students to receive instruction until they meet reclassification criteria. However, language development is more than literacy development, and moving through the language continuum is a different journey for every student. Therefore, multiple assessments are needed to give maximum support to our LTELs. The student’s educational history, the amount and quality of ELD instruction the student has received, the number of years in U.S. schools, as well as socio-economic status are considered by the ELSPs in designing an action plan that best suits that student. A team is then assembled consisting of the student, the parent/legal guardian, a counselor, an EL specialist or faculty member to monitor the language status, disaggregated achievement data by number of years in U.S. schools and by English proficiency levels, goals for meeting grade level standards and reclassification. This team meets at least twice a year to discuss next action steps.

Standard English Learners (SEls)

Despite having been born in the United States and growing up speaking English, Standard English Learners (SEls) may have more in common with ELs than with students who use mainstream academic English more proficiently. This lack of academic English knowledge may affect their basic civil rights in the area of politics, economics, and education. However, their particular English varieties have cultural richness that cannot be disregarded, but valued. For this reason, although not identified as ELs, SEls benefit from the same strategies that ELs receive in instruction. To this end, we do not advocate for diminishing these English varieties, but in helping our SEls add to their multicultural tool kit. A few of the explicit strategies that we apply are recommended by Charity Hudley and Mallinson (2011):

- Consciousness-raising of spoken English versus academic written English
- Extended time for processing of questions and thinking through an answer
- Focused academic vocabulary instruction
- Targeted and focused specific language needs focusing on one or two items at a time
- Discussions on specific classroom discourse norms
• Comparing similarities and differences between home and school language registers without demeaning the language students bring to class
• Direct focus of English language variations throughout the United States
• Exposure to a multiple literacy practices via books, movies, and other media and discussion of the variety of languages used
• Development of sensitivity to rhyme patterns

The ultimate goal in having students value their own cultural heritage is to empower them to use their voice and achieve to their highest academic potential.
CHAPTER THREE: ELD SUPPORT STRUCTURE AND PROFESSIONAL DEVELOPMENT

EL Leadership Organizational Support Structure

Duties and responsibilities of EL Support Professionals (ELSPs):

The Director of CAAD is responsible for the design and implementation of rigorous, standards-aligned and student-friendly curriculum that meets the academic and socio-emotional needs of students. The director is also responsible for the development, evaluation and coordination of the assessment and accountability departments.

The ELD Curriculum Specialist supports the Curriculum Department by working closely with the CAAD Department, ELL coaches, ELSPs, and assistant principals and principals. The ELD Curriculum Specialist develops new curriculum to support students in improving English language skills to ensure accessibility to core curriculum and supports curriculum developers across content areas to ensure effective ELD support is incorporated in all content area curricula.

The CELDT Coordinator is responsible for providing ELD California testing support and data to OFL’s leadership, teachers, management, and field personnel. The CELDT Coordinator is responsible for staying informed with California testing mandates for our EL population and training CELDT site examiners and other faculty and staff. Additionally, the CELDT Coordinator provides field support as needed and is responsible for testing security and legal compliance. This person collaborates with local schools to maintain student records and input information into our internal student information system. The CELDT Coordinator is also
responsible for making sure that the Reclassification Policy is being followed, and is responsible for validating the eligibility of our students’ reclassification to RFEP as well as for their yearly tracking. In addition, the CELDT Coordinator is responsible for ensuring that all ELD testing tasks are completed in a timely manner and performed accurately throughout the year. As California transitions away from using CELDT, the CELDT Coordinator’s title will change to the appropriate examination approved and required by California. As of now, the proposed test is CELDT, but it will be changing to the English Language Proficiency Assessment (ELPAC).

EL School-Level Coaches, EL Regional Coaches, and EL Specialists are responsible for participating in the development, modification, and coordination of ELD curriculum, as well as assisting with work on WASC reports, charter applications, and presentations regarding curriculum and instruction of our current ELD model. In addition, these coaches and specialists are responsible for ensuring that CELDT testing is performed accurately and in a timely manner at the center levels, and for reporting assessment data to the principal and CELDT coordinator. They are also accountable for the daily monitoring of our EL population to ensure they are receiving necessary ELD supports.

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

**EL Staffing and EL Professional Development**

**EL Staffing**

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

**EL Professional Development**

Our goal is to provide each region with an EL Regional Coach, as well as an EL Specialist at each resource center to support student assessment, resource acquisition and implementation, professional development, and program development. This includes the writing of EL Curriculum to meet CA ELD standards in tandem with the CA CCSS for ELA/Literacy.

Staff is supported by ELSPs whose responsibility is to develop curriculum and lesson plans that incorporate strategies beneficial to the EL population. The ELSPs also work with all stakeholders, including regional district personnel, to communicate changes of state and federal modifications regarding the improvement of EL instruction. In addition, the ELSPs coordinate and facilitate community-based opportunities for parents/guardians and students to provide
feedback on school programming and utilize resources within the school and the community at-large.

As an additional support to OFL’s instructional model, upon hiring, teachers and support staff receive training specific to independent study. Staff completes 5 module training sessions that include instructional support and strategies to influence academic success of our EL population. These modules include specific strategies to address academic and social/emotional needs of students.

The focus of our professional developments consists of the following:

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

In our PLCs, teachers are given the opportunity to participate in professional development sessions that focus on meeting the needs of our unique student population, including our EL students. The goal of these sessions is to develop an ongoing and growing Professional Learning Community that focuses on up-to-date research and pedagogy for ELs to receive equitable and accessible support and opportunities to achieve and reach their goals. Sessions include:

- Ongoing monthly professional development
- On-call site visits and professional development based on center’s specific needs
- Blended/Hybrid professional development using Blackboard, Adobe Connect, and/or other electronic media
- Instructional institutes

On a region/center level, the ELSPs’ PLCs focus on the needs of the specific demographics of their ELs, making the content always learner-centered.

**Professional Development on Identification, Placement, Assessment, and Reclassification**

Professional development for staff and administrators on initial identification, placement, CELDT, related parental rights/informed consent, and RFEP are done twice a year - in the fall and spring semesters - by the OFL’s Assessment Department consisting of CELDT Coordinators and Clerks. The fall training is done in person. An invitation is sent out to all stakeholders to participate in this orientation. Additionally, an e-mail is sent out to all with the links and attachments discussed during the orientation for those who could not attend. The spring orientation is done online through Blackboard and is recorded for those who cannot attend. During the Blackboard session, participants have an opportunity to participate in the presentation by posting their questions and waiting for the presenters to respond. At the end of the presentation, there is time allotted for further clarification of the process. In addition, the
assessment team is readily available via telephone, e-mail, or text message to answer any questions that may arise regarding any of these items.

The assessment team attends regular CELDT Scoring Training of Trainers (STOT) workshops to stay up to date with current legislative changes and/or procedures. The information they learn is disseminated to all staff and included in the upcoming trainings.
CHAPTER FOUR: PARENT COMMUNICATION AND PARTICIPATION

The active involvement of parents/guardians in their child’s educational experience and success is highly valued and pursued at OFL. Therefore, parents/guardians are involved in every possible step of their child’s educational pathway. The parents’/guardians’ involvement starts from the Individualized Learning Plan that English Learners are provided upon enrollment and continue throughout their child’s stay in the program. In addition to administering the Home Language Survey with families upon initial enrollment into the school (via enrollment forms), student transcripts and California Longitudinal Pupil Achievement Data System (CALPADS) records are analyzed with the parent/guardian for English Proficiency level and English Learner status. Courses assigned, whether done independently, in the small group instruction classroom, or online, are shared with the parents/guardians and student for feedback. In addition, targets for academic growth, graduation date, and a post-secondary planning are set in collaboration with the student and parents/guardians.

Per California Education Code § 48985 that states:

(a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

OFL provides translation services on an as-needed basis for regional school communication with non-English speaking parents of enrolled students. Biannual Open House appointments are required of all families. During these appointments, teachers discuss with parents/guardians their child’s achievement growth (including any growth in English Proficiency), progress towards graduation, and community resources available. Additionally, Financial Aid and College Information sessions are provided to all parents/guardians and students.

Parents/guardians are essential partners in the successful educational development of students. To ensure the full participation of parents/guardians in their child’s education, information is disseminated via parent/guardian informational workshops. A minimum of 6 workshops are done throughout a calendar year at each charter, on a date to be determined by the leadership and EL specialists at each center. A sample schedule of parent workshops is listed below:
Sample schedule of parent training for a school year:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Possible Meeting Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initial Identification and Placement of ELs and Importance of Student Accountability</td>
</tr>
<tr>
<td>2</td>
<td>Initial Enrollment, Notification of Initial Assessment</td>
</tr>
<tr>
<td>3</td>
<td>Assessment of ELs, including CELDT</td>
</tr>
<tr>
<td>4</td>
<td>Development of Needs Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Single Plan for Student Achievement; Information on Instructional Programs and options available</td>
</tr>
<tr>
<td>6</td>
<td>Reclassification and Monitoring</td>
</tr>
</tbody>
</table>

The emphasis of these workshops is to allow parents/guardians a space where they can come together to learn more about their child’s EL placement and EL reclassification goals and benchmarks, as well as to interact and familiarize themselves with the EL Support Team.
CHAPTER FIVE: MONITORING, EVALUATION, AND ACCOUNTABILITY

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

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

As such, OFL will monitor its Master Plan yearly and revise it every three years. The evaluation of the ELD program will look at the effectiveness of the following items:

- Implementation of the ELDMP across the organization
- Steady EL proficiency, development, and academic growth of ELs and SELs
- Stronger parent/guardian participation and engagement in students’ academic development
- Increase of ELD Professional Learning Community
## EL Program Evaluation Monitoring Questions and Measures

<table>
<thead>
<tr>
<th>EL Program Goal</th>
<th>Evaluation Questions</th>
<th>Measures/Sources</th>
</tr>
</thead>
</table>
| Implementation of the ELDMP across the organization. | Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs and SELs?  
- To what extent do teachers of ELs and SELs have the qualifications and capacities to address their ELs’ and SELs’ linguistic and academic needs?  
- Are all ELs and SELs provided instruction in ELD?  
- Is ELD instruction that is provided to ELs and SELs of high quality?  
- Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas?  
- Are differentiated instructional practices that are provided to ELs and SELs of high quality?  
- Are ELs and SELs integrated into the instructional models used? |  
- ELD observation tools.  
- SDAIE observation tools.  
- Teaching rubrics.  
- California Education Code § 44253.3.  
- BASP/ELAS/R142/R159/R2 42/R259/S12/CLAD/BCLAD credential roster and teacher assignment data.  
- Subject matter credential roster.  
- EL tracking data.  
- Other as identified. |
| Steady EL proficiency, development, and academic growth of ELs and SELs. | Are increasing percentages of ELs and SELs progressing in ELD a minimum of one level per year (see table below)?  
- Are increasing percentages of ELs attaining English language proficiency?  
- Are ELs and SELs progressing on benchmark assessments of ELD? |  
- CELDT.  
- Standards-based gradebook and other student mastery trackers.  
- Rate at which students meet criteria for reclassification.  
- Performance meter metrics of at least 5% yearly growth of EL reclassification. |
| Stronger parent/guardian participation and engagement in students’ academic development. | What types of orientation and training opportunities are parents/guardians offered?  
- What measures are used to ensure that parents/guardians of ELs and SELs are knowledgeable about EL and SEL students’ program placement and their academic progress?  
- To what extent are parents/guardians participating in and consistently supporting students’ academic development? |  
- Parent orientation/trainings offered and attended regarding ELDMP, EL instructional program options, advanced academic opportunities.  
- Parent involvement in the activities of the centers.  
- Attendance at and active participation in parent/teacher conferences and workshops.  
- Parent survey response rates.  
- “Hits” to Parent Module in EL website. |
| Increase of ELD Professional Learning Community | Are sufficient professional courses offered during the semester?  
- Are professional learning opportunities offered throughout the year?  
- Is there an increase of teachers taking part in continuing PLCs? |  
- Enrolling and attendance rates of PDs and PLCs.  
- Teacher entries into website of best practices shared with other teachers. |
Minimum expected ELD and academic progress for ELs and SELs:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; year</th>
<th>Reclassification (See 9-Step Checklist – Appendix G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Starting point Based on Initial Level at 1&lt;sup&gt;st&lt;/sup&gt; Year)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>(a) Overall score of 4 or 5 with sub-scores of 3 or higher</td>
</tr>
<tr>
<td>CELDT Annual Assessment Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(b) STAR Ren score of Basic or higher adjusted for grade level</td>
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<tr>
<td>Beginning</td>
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<tr>
<td>Early Intermediate</td>
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<tr>
<td>Intermediate</td>
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<td></td>
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<tr>
<td>Early Adv/Adv – No English Proficient</td>
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<tr>
<td>English Proficient</td>
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</tbody>
</table>

ELs are expected to meet recategorization criteria within 5 full years. ELs not meeting recategorization criteria at the beginning of their 6<sup>th</sup> year are considered Long-Term ELs.

**Approach to Performance Management**

To ensure that the monitoring program implementation and evaluating program effectiveness lead to continuous improvement, the following will be implemented to ensure that ALL schools are meeting their performance targets.

Schools use a table similar to the one below to develop their goals and set targets of at least 5% yearly increase. Each school should have a site-specific data summary sheet and performance matrix available to the public.
## Performance of English Learners

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Percentage of ELs advancing one CELDT level per year</td>
<td>(B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T)</td>
<td></td>
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</tr>
<tr>
<td>B. Percentage of ELs achieving and/or maintaining English proficiency on the CELDT</td>
<td>(B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>C. Percentage of RFEP students scoring Proficient or Advanced in ELA</td>
<td>(B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T) (B) (T)</td>
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</tbody>
</table>

### Accountability for Implementation of Instruction

In order for our ELD Master Plan to be effective in assisting our EL and SEL population, the following school staff members 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 to ensure that ELD and support are being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Identify, design and 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.
- Keep records of all walkthroughs and data reflection to use during meetings and conferences pertaining to the ELDMP.
- 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 monthly/trimester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data.
• Ensure that ELSP meetings occur for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
• Ensure that interventions are designed and delivered consistent with ELDMP.
• Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents/guardians who require these services have access to them.
• Ensure that at least six parent/guardian workshops are being offered a year.
• 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 program options and placement, EL progress monitoring and other pertinent information related to ELs.

Teachers

• Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.
• Provide instruction using proven, empirically validated, EL research strategies and methodologies to support and help integrate our EL population.
• Attend all professional development and Professional Learning Community sessions.
• Monitor student progress in ELD toward expected benchmark achievement.
• Refer to the ELSPs for intervention and assistance when students are not making adequate progress; participate in ELSPs process and implement ELSPs recommendations.
• Maintain contact with students’ parents/guardians and keep them informed of their child’s progress.
• Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
• Participate in maintaining records and in communicating with parents/guardians.

ELSPs

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

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

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

**EL Specialists**

• Ensure appropriate placement of ELs.
• Conduct monthly EL placement audits to ensure proper course placement 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 and ensure appropriate student programming.
• Collaborate with ELSPs, parents/guardians, students and others to monitor ELs’ progress toward meeting graduation and college admission requirements. Student advisors meet frequently with students who are at risk for not graduating.
• Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.

**Assistant Superintendents**

• Evaluate goals relative to OFL’s implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
• Report progress to OFL’s Board and the public.

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

Adequate basic general fund resources are available to provide each EL with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts are purchased with general funds. ELs receive educational materials and services paid for with general funds in at least the same proportion as all the other OFL students.
### Glossary of Abbreviations Used in This Master Plan

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CAAD</td>
<td>Curriculum, Accountability, and Assessment Department</td>
</tr>
<tr>
<td>CAT</td>
<td>Computer Adaptive Test</td>
</tr>
<tr>
<td>CC</td>
<td>Center Coordinator</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Test</td>
</tr>
<tr>
<td>CCTC</td>
<td>California Commission on Teacher Credentialing</td>
</tr>
<tr>
<td>Co-Co</td>
<td>Compliance Coordinator</td>
</tr>
<tr>
<td>ELs/ELLs</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELD</td>
<td>English language development</td>
</tr>
<tr>
<td>ELPAC</td>
<td>English Language Proficiency Assessment</td>
</tr>
<tr>
<td>ELDMP</td>
<td>English Language Development Master Plan</td>
</tr>
<tr>
<td>ELSP</td>
<td>English Language Support Professional</td>
</tr>
<tr>
<td>IBL</td>
<td>Inquiry-Based Learning</td>
</tr>
<tr>
<td>I-FEP</td>
<td>Identified as Fluent English Proficient</td>
</tr>
<tr>
<td>ILP</td>
<td>Individualized Learning Plan</td>
</tr>
<tr>
<td>IS Teacher</td>
<td>Independent Study Teacher</td>
</tr>
<tr>
<td>LTEls</td>
<td>Long-Term English Language Learners</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>OFL</td>
<td>Opportunities for Learning</td>
</tr>
<tr>
<td>PD</td>
<td>Professional development</td>
</tr>
<tr>
<td>PLCs</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>RFEP</td>
<td>Re-designated Fluent English Proficient</td>
</tr>
<tr>
<td>SES</td>
<td>Special Education Specialist</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially designed academic instruction in English</td>
</tr>
<tr>
<td>SBE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SAW</td>
<td>Student Activity Workbooks</td>
</tr>
<tr>
<td>SEL</td>
<td>Standard English Learners</td>
</tr>
<tr>
<td>SGI</td>
<td>Small Group Instruction</td>
</tr>
<tr>
<td>SIOP</td>
<td>Sheltered Instruction Observation Protocol</td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>SPSM</td>
<td>Student Progress Monitoring System</td>
</tr>
<tr>
<td>STOT</td>
<td>Scoring Training of Trainers</td>
</tr>
</tbody>
</table>
TOC – Temporary on call
WASC – Western Association of Schools and Colleges
References

5 California Code of Regulations §11309(a) (n.d.).


Bruce, B.C. (2011). What is inquiry-based learning. Retrieved from:


California Education Code § 44253.3 (n.d.).


Los Angeles County Office of Education. (n.d.). English language arts and English language development (ELA/ELD) framework support network: A capacity-building model, with services delivered through blended learning approaches for districts and charter schools in Los Angeles County.


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.S.S., etc.).

Student Name: ____________________________

For the questions below, please circle one:

1. Does this student have a social worker assigned to him/her?
   Yes  No

2. Is the student currently in the placement and care of the Child Welfare Services system (i.e., foster care), including kinship placement?
   Yes  No

   * If yes, please state Foster Youth ID #: ______________________

3. Does this student have a Probation Officer (P.O.)?
   Yes  No

4. Is the student a Ward of the Court?
   Yes  No

5. Is the student unaccompanied, or a runaway?
   Yes  No

---

Student Nighttime Residency: (Check all that apply)

☐ Temporarily with others  ☐ At a campsite
☐ Transitional housing or Shelter  ☐ In a car or RV
☐ A foster or group home  ☐ Motel/Hotel
☐ A house, apartment, or mobile home  ☐ Other ______________________

---

Language

1. Which language did your child learn when he/she first began to talk? ______________________

2. Which language is most often spoken in your home? ______________________

3. Has this student taken the California English Language Development Test (CELDT)? (Circle one) Yes  No
Ethnicity

What is the Student’s Ethnicity? (Please check one):

☐ Hispanic or Latino  ☐ Not Hispanic or Latino

Race

What is the Student’s Race? (Please check as many as are applicable)

☐ American Indian or Alaskan Native (Persons having origins in any of the original peoples of North, Central or South America)
☐ Pacific Islander

☐ Asian

☐ Chinese
☐ Japanese
☐ Korean
☐ Vietnamese
☐ Asian Indian
☐ Laotian
☐ Cambodian
☐ Hmong
☐ Other Asian

☐ Hawaiian
☐ Guamanian
☐ Samoan
☐ Tahitian
☐ Other Pacific Islander

☐ Filipino/Filipino American

☐ African American or Black

☐ White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

Household Income

A. How many people live in your home? __________

B. Household Annual Income (Please Check One)

- Up to $15,171
- $15,172 to $21,590
- $21,591 to $29,101
- $29,102 to $36,612
- $36,613 to $44,123
- $44,124 to $51,634
- $51,635 to $59,145
- $59,146 to $66,656
- $66,657 to $74,167
- $74,168 and above

C. If there are more than 8 people living at your home, please write the annual household income here:

$ __________

I affirm that the information provided above is true to the best of my knowledge.

SIGNATURE OF PARENT/GUARDIAN ___________________________ DATE __________
SIGNATURE OF STUDENT (IF OVER 18) ___________________________ DATE __________

Updated 3.14.14 JRH

EL Enrollment Process
Center Coordinator

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

2. If no CELDT scores are available, send a CELDT score request to the previous school using request for records form.

3. Notate on the enrolled log or enrollment checklist of the date records were requested or received.

4. Once CELDT scores are received: Ensure following information in on the documents-
   a. Student First and Last name
   b. Student ISIS ID
   c. DOB

5. Scan and attach all documentation as an email to ofl_celdt@emsofl.com; include ELL Coach on email

6. Once orientation is scheduled, send an email to the student’s teacher and ELL Coach informing them of a potential EL status (TBD) with the following information:
   a. Student name
   b. Evidence of possible status: conversations with family, Student Information System information, Documentation from previous school, and CELDT scores

7. During orientation with students and parents, provide overview of all EL services offered and structure of how those services are provided

8. If possible, introduce student to ELL Coach
# Appendix B

## Domain Performance Level Descriptors, Grades 6-8

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.</td>
<td>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</td>
</tr>
<tr>
<td><strong>Early Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.</td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.</td>
<td>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.</td>
</tr>
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(continued on the next page)
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.</td>
<td>Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly. They write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.</td>
</tr>
<tr>
<td><strong>Early Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.</td>
<td>Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.</td>
<td>Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.</td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.</td>
<td>Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.</td>
<td>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation. They attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</td>
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</tbody>
</table>
### Domain Performance Level Descriptors, Grades 9-12

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.</td>
<td>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</td>
</tr>
<tr>
<td><strong>Early Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension. They understand and follow most complex, multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension. They understand and follow complex, multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.</td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.</td>
<td>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.</td>
<td>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.</td>
</tr>
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</table>
### Domain Performance Level Descriptors, Grades 9-12 (continued)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.</td>
<td>Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.</td>
</tr>
<tr>
<td><strong>Early Advanced</strong></td>
<td>Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author’s purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.</td>
<td>Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; and write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative; identify stated and implied themes in literary passages; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages; infer meaning from commonly used idioms; and use an expanded vocabulary.</td>
<td>Students who perform at this level on the CELDT typically demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives; use appropriate articles, possessives, prepositions, and plural endings; demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage; and use correct grammar, such as present tense verbs and subject/verb agreement. They write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax. They write a composition by producing a simple sequence of events or ideas that may be disorganized and use details and repetitive transitional words.</td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td>Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage; demonstrate simple decoding skills; and demonstrate knowledge of simple synonyms and simple antonyms.</td>
<td>Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships. They locate information in a simple text.</td>
<td>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation; begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</td>
</tr>
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</table>
Appendix C

July 12, 2016

To the Parents or Guardian of: ________________________________

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your child has either taken the CELDT test at a previous school and was identified as an English Learner or their home language is a language other than English; therefore, he or she will need to be tested for the 2014-15 school year. Please see the attached information sheet regarding the CELDT test.

Your child is scheduled to take this test on ______________ at the school site at 8:30am.

Please Arrive on Time!

You will be contacted by OFL’s Testing Department or your child’s teacher regarding your child’s score in two to three months after the test has been completed. If you have any questions please feel free to contact your child’s teacher or the Assessment Department at (626) 214-1836. Thank you for your continued cooperation.

Sincerely,

Coordinator name
CELDT Test Coordinator
Opportunities For Learning Public Charter Schools
May 3, 2016

Para los padres o el tutor de la ________________________________

Las leyes federales requieren por parte de todas las escuelas de los distritos escolares de California un examen anual de todos los alumnos cuyo idioma nativo no sea inglés o sea este su segundo idioma. Dicho examen se denomina Californian English Language Development Test (CELDT). El objetivo principal es analizar la adquisición del inglés a través de las habilidades auditivas, expresivas, lectura y escritura.

Su hijo/a ha tomado la prueba CELDT en una escuela anterior y fue identificado como un nivel de Aprendices del Inglés o fue identificado que su idioma de origen es un idioma que no es inglés, por lo cual él o ella tendrá que ser probado para el año escolar 2014-15. Por favor, revise la información adjunta respecto la prueba CELDT.

Su hijo/a está prevista para esta prueba el día a la 8:30am. en el school site.

Favor de llegar a tiempo!

Usted será contactado por el OFL del Departamento de Examen o el maestro de su hijo en relación de los resultados de su hijo/a de dos a tres meses después de que el estudiante ha completado su prueba. Si usted tiene alguna pregunta no dude en comunicarse con el maestro de su hijo/a. Gracias su apoyo continuo.

Atentamente,

Name
Cordinadora de CELDT
Opportunities For Learning Public Charter Schools
Appendix D

List of some of the instructional strategies/practices used in EL/SDAIE classes:

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

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

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

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

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

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

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

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

**Quickdrawing** - 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.

**Quickwriting** - Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Also known as prewriting or INTO strategy.

**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 by 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. SDAIE 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.

### Activity 9

**Drama Reading Log**

*The Crucible, Act II, by Arthur Miller*

**Directions:** Read *The Crucible, Act II, p. 1161-1181* in your textbook. Then, answer the questions below in complete sentences.

### Who are the main characters in this act?

- The main characters are: John and Elizabeth Proctor, Mary Warren, Reverend Hale, Giles Corey, Francis Nurse, Ezekiel Cheever, and Marshal Herrick.

### Where does the action take place?

(there may be more than one setting)

- The action takes place in the Proctors’ house.

### Summarize the action, including any plot twists:

- Elizabeth Proctor says fourteen people have been arrested for witchcraft, based on what Abigail and the other girls said. She urges John to testify that the girls are frauds. They quarrel over his previous affair with Abigail. Mary gives Elizabeth a small doll and says those who confess will not be hanged.
- Elizabeth says that Abigail will accuse her because she wants her dead. Hale comes to test the Proctors. Elizabeth is arrested.

### Examples of noteworthy dialogue or stage directions:

- Cheever: Why—he draws out a long needle from the poppet—it is a needle! Herrick, Herrick, it is a needle!
**Allusions to the Bible:**

<table>
<thead>
<tr>
<th>Hale: Do you know your Commandments, Elizabeth?</th>
</tr>
</thead>
</table>

**How does this part of the drama act as an extended metaphor for McCarthyism?**

<table>
<thead>
<tr>
<th>People are giving false evidence. It is causing a fervor of mistrust and accusations are increasing.</th>
</tr>
</thead>
</table>

Create an exciting newspaper article about the most important event in this act. Focus on the facts of who, what, where, when, why, and how, but make the news sound shocking so that people want to read it.

**Headline:**

**(Example) THREE ARRESTED FOR WITCHCRAFT**

<table>
<thead>
<tr>
<th>Last night, our own dear Martha Corey, Rebecca Nurse, and Elizabeth Proctor were arrested</th>
</tr>
</thead>
<tbody>
<tr>
<td>last night on charges of witchcraft. They were taken away in chains over the protests of their husbands who swore their innocence and demanded justice. Goody Nurse was arrested for the supernatural murders of Goody Putnam’s seven babies, who died when they were only one day old. Goody Corey was accused of placing a black curse on Mr. Walcott, which causes all of his pigs to die. And, Goody Proctor’s charges are the most shocking of all. She was found in possession of a doll with a needle stuck in its stomach. That very night, young Abigail Williams was stricken with abdominal pain, and a needle was found lodged in her belly. Marshal Herrick and Ezekiel Cheever had no choice but to arrest her as well. The honorable Reverend Hale witnessed the discovery of the needle himself, which is irrefutable evidence. Oh, to think that the Devil has taken control of so many upstanding Christians in our humble town!</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
SELECTION SELF-TEST

_The Crucible, Act III, by Arthur Miller_

Directions: Read the questions carefully. Circle the best answer.

1. What can the audience infer from Judge Hathorne’s questioning of Martha Corey at the beginning of Act III?
   A. The court is determined to uncover the truth at any cost.
   B. Martha Corey’s love of reading is the source of the accusations against her.
   C. The court presumes that anyone accused of witchcraft is guilty.
   D. Even the most respected citizens have come under suspicion.

2. What is Proctor’s main purpose in bringing Mary Warren to court?
   A. to strengthen her character
   B. to discredit Reverend Parris
   C. to get revenge on Abigail
   D. to save his wife from condemnation

3. Which character uses the logical fallacy ad hominem, making personal attacks on the integrity of witnesses?
   A. Herrick
   B. Parris
   C. Danforth
   D. Hathorne

4. Which type of character is represented by Ezekiel Cheever?
   A. the naive witness who harms others by cooperating in an unjust process
   B. the witness who uses the investigation as an instrument of personal vengeance
   C. the witness who suffers for his refusal to incriminate others
   D. the public figure who misuses the power of office

5. What motivates Hale’s attempt to intervene on behalf of Proctor?
   A. Hale’s admiration for the Proctors
   B. Hale’s commitment to seeking the truth
   C. Hale’s questioning of Danforth’s integrity
   D. Hale’s dislike of Parris
6. What development causes Mary Warren to recant her confession and rejoin Abigail and the other girls?
   A. John Proctor’s confession of his relationship with Abigail
   B. Judge Danforth’s persistent questions
   C. the confusion about Elizabeth Proctor’s “poppets”
   D. Abigail’s pretending to be attacked by Mary’s spirit

7. Why is the phrase “out of her infinite charity” in the following passage an example of verbal irony?
   Mary Warren, screaming at him: No I love God; I go your way no more. I love God, I bless God. Sobbing, she rushes to Abigail. Abby, Abby I’ll never hurt you more! They all watch, as Abigail, out of her infinite charity, reaches out and draws the sobbing Mary to her, and then looks up to Danforth.
   A. It contradicts the audience’s knowledge about Abigail’s true nature.
   B. It presents a piece of information of which the audience is not aware.
   C. It emphasizes Abigail’s ability to be forgiving under stress.
   D. It reveals Abigail’s weakening condition.

8. Which of the following pairs of categories would be the least useful way of classifying the characters in The Crucible?
   A. Christian and non-Christians
   B. accusers and accused
   C. believers in witchcraft and nonbelievers in witchcraft
   D. liars and truth-tellers

9. A contentious person is someone who is prone to:
   A. helpfulness
   B. disagreements
   C. laziness
   D. accidents

10. Which of the following would be most typical of an author who craves anonymity?
    A. He appears frequently on television talk shows.
    B. His picture appears on the back cover of his books.
    C. He delivers numerous public lectures throughout the year.
    D. He writes under a pseudonym (false name)
Activity 21
Performance Task #1:
Drama Reading Log for The Crucible, by Arthur Miller

You have completed drama reading log pages covering Acts I-IV of The Crucible. Now it is time to select your best pages from two acts to give to your teacher as an Alternative Assessment. Choose the pages that are the most complete, where you answered each section thoroughly. Look at each page as if you are the teacher, following the grading rubric your teacher will use below. Teachers will grant points based on the reading log’s completeness and level of effort.

1. Main Characters: Did you list the first and last names of the main characters in the act?
2. Setting: Did you list where the action takes place?
3. Summary: Did you tell the main plot points of the act, including any plot twists?
4. Noteworthy Dialogue or Stage Directions: Did you cite the most important dialogue, description, or actions in the act?
5. Biblical Allusions: Did you point out a Bible story or verse mentioned in the act?
6. McCarthyism: Did you find connections between the plot and the HUAC/McCarthy hearings?
7. Newspaper Article: Did you dramatize the most important events in a newspaper article?

<table>
<thead>
<tr>
<th>Teacher’s Grading Rubric</th>
<th>Points Earned</th>
<th>Meets expectations or Redo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...accurately identify main characters and settings?</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>...provide brief but detailed summaries of key events?</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>...cite noteworthy dialogue or stage directions, discover Biblical allusions, and find connections to McCarthyism?</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>...create exciting newspaper articles that focus on important facts and events?</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>...use formal language, spelling, and grammar conventions, as appropriate to task?</td>
<td>/3</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _____/15

Appendix F
<table>
<thead>
<tr>
<th>8 Cross-Curricular Common Core Principles</th>
<th>How the Curriculum Department Uses the Principles in New Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build strong content knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>Comprehend as well as critique</td>
<td>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.</td>
</tr>
<tr>
<td>Value and engage in argument from evidence</td>
<td>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.</td>
</tr>
<tr>
<td>Reason abstractly and quantitatively</td>
<td>Students are asked to both interpret and produce abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.</td>
</tr>
<tr>
<td>Construct viable arguments and critique reasoning of others</td>
<td>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.</td>
</tr>
<tr>
<td>Construct explanations and design solutions</td>
<td>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).</td>
</tr>
<tr>
<td>Obtain, evaluate, and communicate information</td>
<td>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.</td>
</tr>
<tr>
<td>Use technology and digital media strategically and capably</td>
<td>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.</td>
</tr>
</tbody>
</table>
Appendix G

Student Name: ______________________ Student ISIS ID #: ____________________ DOB: ____________

Reclassification Submission Packet (RSP) – Cover Page

Center/Charter_____________________

CELDT Coordinator__________________

Date______________________________

FOR ASSESSMENT USE:

□ Date received STAR Renaissance scores column from Coordinator __________

□ Notified Coordinator (eligible/ineligible)________

□ Date ELRF Form received __________

□ Parent Notification Letter sent to Coordinator date______

□ Parent Notification Letter (date detached portion received) __________

□ Parent meeting date___________

□ Transcribed notes received date __________

□ STAR Renaissance Scores

□ Completely filled out ELRF + Notes

□ Final Determination Letter

□ Transcribed notes

□ Signed Cover Page from Coordinator

Assessment Clerk Initials: ______DATE: ________

Testing Coordinator Initials: ______DATE: ________

ASSESSMENT NOTES:

Eligible: Y/N

Missing Documents: ELRF / NOTES/STAR RENAISSANCE SCORES/ PARENT LETTER 1/ PARENT LETTER 2/ TRANSCRIBED NOTES

Excel Sheet Updated: Y/N

Return Date (for revisions): __________

Follow up date: _____________________

Packet Complete Date (sent to Coordinator): __________

CELDT Testing Coordinator Initials: ______ Date: ______

Assessment Clerk initials: ______ Date: ______
Appendix H

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

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 (CELDT). The results of the CELDT 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 CELDT 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 CELDT 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. Please contact the school office at (center number) to schedule a meeting with your child’s teacher, (teacher name). Any questions about the CELDT or your child’s results should also be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child’s learning.

Sincerely,

__________________________________  _____________________
Principal / Principal Designee      Date

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

Student Name: <type info>
ISIS Number: <type info>
Date of Birth: <type info>

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
Primera Notificacion

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 CELDT). Los resultados de la prueba CELDT 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 CELDT 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 CELDT, 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 el [put date in Spanish here] a las [put time in Spanish here] en [put location in Spanish here]. Llame a la oficina de la escuela al [put phone number here] para indicar si podrá asistir. Si tiene alguna pregunta sobre la prueba CELDT o los resultados de su hijo/a, llame al mismo número.

Le instamos a asistir a esta importante junta y a que continúe participando activamente en el aprendizaje de su hijo/a.

Atentamente,

Superintendente/Director                                                                 Fecha

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

Nombre De El Estudiante: <type info>
Numero De ISIS: <type info>
Fecha De Nacimiento: <type info>
Fecha De Cita: ____________ Hora: ____________

☐ Si voy a asistir a ☐ Por favor reprogramar a Fecha: ____________ Hora: ____________

Firma De Padres O Tutor                                                                 Fecha

Final Determination Letter
Dear Parents or Guardians:

This letter is to inform you that your child has taken the California English Language Development Test (CELDT) during the 2015 Annual 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 CELDT results, criteria used to make this decision included an evaluation of your child’s academic performance by OFL’s Language Assessment Team, your child’s performance on the Star Renaissance Reading Assessment, and parents/guardians opinion and consultation. As a result of the evaluation, your child will be reclassified as RFEP on _________ by Opportunities for Learning Public Charter Schools. This means your child is not required to test for CELDT at our school or any other school for the remainder of their education.

If you were unable to attend the parent consultation meeting, please sign below and return this letter to your student’s teacher as an acknowledgement that you agree with the above decision and waive further opportunities to attend a consultation meeting for Redesignation to Fluent English Proficient.

Please contact the Assessment Department at (626) 214-1823 with any questions or concerns.

Sincerely,

_________________________     _______________________
Principal/Principal Designee     Date

_________________________     _______________________
Parent Signature              Date
Estimados padres o tutores:

Esta carta es para informarle que su hijo(a) ha tomado el Dominio del Idioma Inglés de California (CELDT) durante la Prueba anual de evaluación del 2015. 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 CELDT, 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, el rendimiento en la Prueba de Estándares de California de Inglés y Literatura (dada como parte del exámen de lectura Star Renaissance), y el desempeño en el examen de Egreso de Escuelas de California (CAHSEE). Como resultado de la evaluación, su hijo(a) ese legible de ser reclasificado como RFEP el__________________ por Option for Youth Public Charter Schools. Esto significa que su hijo(a) no está obligado a probar CELDT en nuestra escuela o cualquier otra escuela por el resto de su educación.

Si usted no pudo asistir a la reunión de consulta de los padres, por favor firme abajo y devuelva esta carta a la maestra de su hijo como un reconocimiento de que usted esta de acuerdo con la decisión anterior y no aplicar nuevas oportunidades de asistir a una reunión de consulta para la redesignación de Fluido Ingles Competente.

Por favor, póngase en contacto con el Departamento de Evaluación en (626) 214-1823 con cualquier pregunta o preocupación.

Atentamente,

Principal / Principal Designee ___________________________ Fecha: ____________________

Firma De Los Padres____________________________ Fecha: ____________________
# English Learner Reclassification Form

## Student Information (Assessment)

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td></td>
</tr>
<tr>
<td>Teacher Name:</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>Opportunities for Learning Public Charter Schools</td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Name:</td>
<td></td>
</tr>
<tr>
<td>Home Phone #:</td>
<td></td>
</tr>
<tr>
<td>Home Address:</td>
<td></td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td></td>
</tr>
<tr>
<td>Initial EL Identification Date:</td>
<td></td>
</tr>
<tr>
<td>Primary Language:</td>
<td></td>
</tr>
<tr>
<td>Charter/Center:</td>
<td></td>
</tr>
</tbody>
</table>

## Criterion #1 (Assessment)

### Assessment of English Language Proficiency (Attach copy of score report)

- Overall Level: (Circle below)
- Listening: (Circle below)
- Speaking: (Circle below)
- Reading: (Circle below)
- Writing: (Circle below)

### Comparison of Performance in Reading Skills (Attach copy of score report)

- Date of CELDT: #
- Date of Star Renaissance: #
- Scaled Reading Score: #

## Criterion #2 (Teacher)

### Language Analysis Team Evaluation

<table>
<thead>
<tr>
<th>Student Also Receives Following Supports:</th>
<th>SGI Classes</th>
<th>RSP Services</th>
<th>Tutoring</th>
</tr>
</thead>
</table>

- Demonstrated Oral/Written Proficiency Level: (Circle below)
  - (Please refer to 'Skills and Behaviors at Three Proficiency Levels Rubric')
  - *Must be at least Intermediate to be considered for reclassification*

- Level of Classes: (Circle below)
  - Level: S, R, A

## Language Analysis Team Evaluation Notes:

- Tutoring
- SGI Classes
- RSP Services

---

OFL: English Language Development Master Plan
### Redesignation to R-FEP

**Recommended for this student:**

Yes [ ]
No [ ]

### Signatures

**Parent Notification #1:** ________________________
**Parent Notification #2:** ________________________

(Date Mailed) (Date Mailed)

**Teacher Signature:** _____________________________
**Date:** _____________________________

**Assistant Principal Approval Signature:** ________________
**Date:** ________________

**Parent Signature:** _____________________________
**Date:** _____________________________

**Testing Coordinator Approval Signature:** ________________
**Date:** ________________

### Progress Report (Teacher)

*School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.*

**Follow-up of student’s progress after Redesignation (within 12 months)**

**Satisfactory** [ ] **Unsatisfactory** [ ] **Date:** __________________

**Teacher Signature:** _____________________________
**Assistant Principal Approval:** _____________________________

**Follow-up of student’s progress after Redesignation (within 24 months)**

**Satisfactory** [ ] **Unsatisfactory** [ ] **Date:** __________________

**Teacher Signature:** _____________________________
**Assistant Principal Approval:** _____________________________

*If progress is not satisfactory, refer to the ELL Coach team for recommendations.*

**Additional Comments:** ________________
SERVING ENGLISH LEARNERS

This leaflet provides a summary of the documents issued by the Commission that authorize instruction to English learners (EL). Complete information about the authorizations and requirements for these documents can be obtained from the Commission’s website.

Requirements for Teaching English Learners

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 (p. 3) 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 was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential. 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 trained outside of California must meet the requirements for an English learner or bilingual authorization as outlined below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved California Teachers of English Learners (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 program, or a combination of exams and course work. 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.

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 English language development programs. Individuals trained 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
Interested individuals should contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with English learner authorization 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 list of colleges and universities with Commission-approved intern programs may be found on the University Internship 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 English learner 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 Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization (BL) Permits are available only at the request of the employing agency. If you wish to seek employment based upon an emergency permit, please contact your prospective employer for more information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be reissued to an applicant two times authorizing a maximum of three years of service to the complete requirements for the English Learner/CLAD Certificate or Bilingual Authorization. Information regarding specific requirements may be found on the Emergency Permits—Crosscultural, Language and Academic Development (CLAD) and Bilingual Permits leaflet, CL-533O-CLAD-BL.

Provisional Internship Permits
Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Provisional Internship Permit leaflet, CL-856.

Short-Term Staff Permits
Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Short-Term Staff Permit leaflet, CL-858.

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 (EL) 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.

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
Table 1
Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners

<table>
<thead>
<tr>
<th>Document</th>
<th>ELD²</th>
<th>SDAIE²</th>
<th>Primary Language Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Education Specialist Instruction Credential with English Learner Authorization</td>
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1 Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the Commission for complete information about a document’s authorization.
2 ELD.................................................... Instruction for English language development
   SDAIE ................................................... Specially designed academic instruction delivered in English
   Primary Language Instruction ....... Instruction for primary language development and content instruction delivered in the primary language
3 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 skills or training in ELD teaching.
4 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.
5 No longer issued but holders of valid documents may continue to serve on these documents.
6 Never resulted in the issuance of a certificate. The Commission served as repository of program completion information only.
7 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.
8 May be issued with the bilingual authorization when accompanied by proof of target language proficiency.

Visit the Commission’s website at [www.ctc.ca.gov](http://www.ctc.ca.gov)
## Appendix K

<table>
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<th>Key EL Program Components</th>
<th>Key Implementation Questions – Do we have a system in place to ensure that:</th>
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| **Initial Identification and Assessment** | Yes No  
- A Home Language Survey is completed for all students?  
- Initial CELDT and L1 proficiency assessments are completed within guidelines?  
- Parent Notification of assessments results and program selection are on file?  
Note: Placement for Special Education ELs is determined by IEP team. No parent letter is required. |
| **English Language Development** | Yes No  
- All ELs receive ELD instruction appropriate for their level of English proficiency using standards-based ELD curriculum?  
- Teachers monitor ongoing ELD progress?  
- ELD instruction is organized according to District recommendation?  
- Progress data indicates ____% of all ELs at CELDT levels are advancing 1 level annually?  
- There is an ELD Catch-Up Plan in place to help ELs accelerate their ELD progress?  
Note: ELD goals for EL students receiving Special Education services must be delineated on the IEP. |
| **Access to Core Curriculum** | Yes No  
- ALL ELs receive appropriate Master Plan program services (L1 Instruction, SDAIE and/or L1 support) 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 CELDT levels EA-A are at least at Intermediate level?  
- There is a Catch-Up Plan in place to help ELs recoup any academic deficits? |
| **Staffing** | Yes No  
- All teachers delivering ELD/SDAIE instruction to ELs have BCLAD/BCC, CLAD/LDS, SB1969/SB395 or are enrolled in courses leading to the appropriate authorization?  
- All teachers delivering core curriculum have a BCLAD/BCC or are enrolled in courses leading to the appropriate authorization? |
| **Parent Participation** | Yes No  
- There are a minimum of six parent/guardian informative workshops offered throughout the year?  
- Do parent/guardian workshops focus on programs and services for ELs? |