

# **Executive Preparatory Academy of Finance**

## **English Learner Master Plan**

### **2017-2018**

#### **Overview**

Executive Preparatory Academy of Finance (“EPAF”) will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. EPAF will implement policies and/or practices to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. EPAF prioritizes integration of EL students into the ELD instructional program and offers designated ELD instruction based on the student’s individual needs.

#### **Home Language Survey**

EPAF will administer the Home Language Survey upon a student's initial enrollment into the EPAF to identify language used in the home. The information provided on the Home Language Survey is kept in the student’s cumulative record.

#### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English in the Home Language Survey will be issued the state English language proficiency assessment.

The State is currently transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC). For purposes of this plan, “CELDT/ELPAC” shall refer to the state English language proficiency assessment used by EPAF.

Students will be assessed within the first thirty (30) calendar days after school begins and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

EPAF will notify all parents of its responsibility for CELDT/ELPAC testing and of CE:DT/ELPAC results within thirty (30) days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

## **Initial Language Classification**

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment (CELDT/ELPAC). Based on the performance level, CELDT/ELPAC score, and other factors, a student may be classified as follows:

- English Learner (EL)
- Initial Fluent English Proficient (IFEP)

## **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- EPAF's English Language Development ("ELD") portfolios will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.
- Application of Reclassification Criteria (see below).

Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current CELDT/ELPAC as specified in the student's IEP or Section 504 Plan. In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

## **Strategies for English Learner Instruction and Intervention**

The ELD program is a process through which the students achieve advanced fluency in all

areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process.

EPAF will monitor implementation of the EPAF English Learner Master Plan to determine the effectiveness of the program and the services we are providing our English Learners. In addition, we will provide timely feedback and identify needed modifications to all our stakeholders. Finally, we will utilize established internal accountability for administrators, teachers and stakeholders to ensure continuous growth for our English Learners.

### **Parent Involvement and Notification**

Once an English Learner student is identified, a conference will be scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting will be incorporated into the student's ILP.

### **Instructional Materials and Resources:**

EPAF will use the following instructional materials and instructional resources to support students: classroom instruction will be aligned to ELD instructional framework and standards, students are taught how to use thesauruses, standards-aligned instructional materials are utilized, each classroom contains a culturally relevant classroom library, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology is used as a tool for language acquisition.

### **ELD Instruction**

EPAF will use English Language Development (ELD) strategies designed to help students overcome language barriers, to provide students access to core curriculum, and in order to enhance academic achievement, the program will:

1. activates and builds on prior knowledge
2. sets the purpose for learning
3. focuses on acquiring vocabulary in context
4. provides opportunities for direct teaching of skills and problem solving
5. provides opportunities for scaffolded language and content

EPAF will use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program will be individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels will have more context embedded materials. As they progress in acquiring English language, the concepts will become more abstract. The focus of learning will move from learning to read to reading to learn, where students process content and information.

To help ensure access of EL students to all content areas, EPAF provides staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. Additionally, any teacher who teaches English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

EPAF will ensure that teachers will be EL certified and will make every effort to recruit teachers who hold a valid credential as well as a bilingual or ESL endorsement (state authorization to teach English learners such as BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

As part of providing services to EL, LTEL, and other students, we have developed an Action Plan for our staff to delegate tasks, identify resources, means to assess improvement, and helpful timelines to ensure EPAF is effectively meeting the needs of these students.

### *Monitoring Progress*

Identified EL students are monitored by teacher observations, the annual CELDT/ELPAC test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy validates EL students by embracing the cultures from which student come from, integrating students' culture in the learning process, and motivates students to learn by making learning relevant.

In addition, grade-level collaborative units and projects contain differentiated lessons for EL's. Classroom instruction incorporates the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios are used to monitor and document language acquisition for each EL students.

EL student progress toward the ELD standards is examined at least 4 times a year through assessments (such as curriculum based assessments, and Benchmark Assessments) and ELD Portfolios. ELD Portfolios will be created for each EL and include information like language and academic performance assessments, information related to classification process, and decisions regarding reclassification. EL also have opportunities to receive additional instructional support during EPAF's after-school tutoring.

Curricular Focus	Measurable Outcomes	Instruments	Goals
English Language Development	Students will gain increasing control of the ability to understand, speak, read, and write in English according to ELD standards	CELDT/ELPAC  English Benchmark and/or Smarter Balanced Results	At least 80% of English Learners will increase one English Language Development performance level.

*Reclassification Criteria:*

The goal for reclassification is for all EL students to gain fluency in English as quickly as possible in a non-threatening setting. EPAF uses the following criteria for reclassifying English Learners:

EL Students in grades 9-12:

- 1- The student has an Annual CELDT/ELPAC overall performance level of 3 or 4 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in the English program based on marks of B (proficient or at grade-level) or A (advanced or above grade-level) in English Language Arts on the mester report card.
- 3- The student scores proficient or above on the English Language Arts section of the Smarter Balanced and/or internal benchmark assessments.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

We monitor our students closely and consistently from early on and implement language and academic support in order to prevent students from becoming Long Term English Learners (LTELs). However, should students become LTELs, research shows that the following supports are important: urgency, a focus on the distinct needs of LTELs, strategies to address academic gaps and language development, rigor and relevance, relationships, and integration without sacrificing access. Teachers have access to previous year’s ELD portfolios in order to analyze how long students have been English Learners. Once they have identified students who are LTELs, they use differentiated teaching strategies to support their access to the content. They plan for each lesson by analyzing the language demands of the content being taught, and creating precise language objectives. In particular, they focus on active student engagement and oral academic vocabulary. They track how students perform both on weekly assessments and benchmark exams to monitor their progress.

EPAF has administered and implemented the ELD standards since its inception in 2013. EPAF will adhere to all applicable federal, state, and judicial mandates for English Learners.