



ENGLISH LEARNER MASTER PLAN 2020-2021

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Master Plan for Services to English Learners

2020-2021

Pacific Coast Academy aims for outstanding programs for all our students. English Learners have enormous challenges and have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

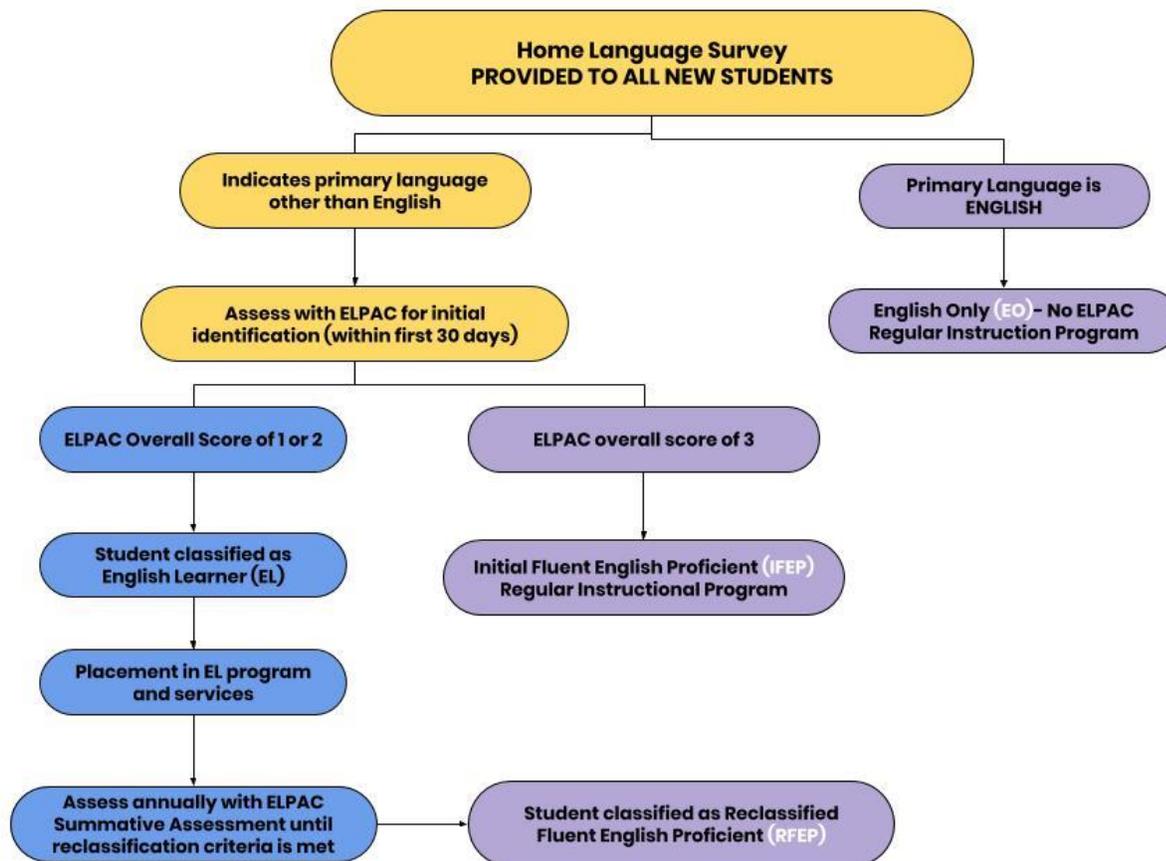
To ensure we reach optimal results for English Learners, we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school.

This plan describes how we identify, serve, and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
6. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing the academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment, and provide input on formal school plans, such as WASC self-study and LCAP.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders.



Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Pacific Coast Academy, and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English," the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be

administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/EL Director must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

Assessment		
Initial ELPAC	Within 30 days of enrollment	July 1-May 30
Initial ELPAC score report and Notification Letter will be mailed after testing. See Appendix		
Summative ELPAC	Given to current EL students	Feb 1- May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student’s English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of Non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading and Writing) as well as an overall score. The score types include scaled scores and proficiency levels.

After a student is tested with the computer-based ELPAC Initial, the Listening and Reading domains are scored automatically in the test delivery system and school staff enter Speaking and Writing domain scores into the Data Entry Interface (DEI) and the Teacher Hand Scoring System (THSS). The Test Operations Management System (TOMS) then produces test results, which determines the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parents on the Parent Notification of English Language Testing Form. A copy of the student’s Student Score Report (SSR) is included with the form. ELPAC results are maintained in the school’s student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student has a significant cognitive disability, that the student is or will be learning content aligned with CA CCSS, CA NGSS, and 2012 CA ELD Standards, and the student is or will be receiving extensive direct individualized instruction and substantial supports to achieve measurable gain, the student will be given The Alternative ELPAC assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

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

	“Expanding” proficiency level and to the lower range of the “Bridging” proficiency level, as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive an official notification informing them of their child’s:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria

- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- DEsignated ELD 30 minutes daily, independently at home through BrainPopELL program with teacher monitoring progress.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or during online sessions. One to three half-hour sessions weekly. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.
- Virtual ELD/ODI Classes-based on student need and EL level
- BrainPop ELL- brings English language learning to life in your classroom! To help you make the most of this product, explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more. Proficiency-based English language learning program appropriate for all ages, at no cost to students.
- Reading Horizons—this program provides an assessment of the student, then offers differentiated and individualized assignments to help them build foundational skills in the English language.
- Reading Eggs- Is a comprehensive online curriculum providing a range of research-based online reading lessons, activities, and books that teach children aged 2–13 the literacy skills needed for a lifetime of reading success. The comprehensive reading program is grounded in solid educational research and covers the five pillars of reading – phonics, phonemic awareness, vocabulary, comprehension, and fluency.
- Mathseeds/Mathletics- It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes, and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories.
- MobyMax- creates digital curriculum, assessments, and learning tools for teachers and students in grades K-8.
- In addition, any other school-provided online programs.

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the ELPAC Performance Level Descriptors. They include:

1. Student's *overall* proficiency level is moderately developed or higher, *and*
2. Proficiency in each domain area is somewhat developed or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in a variety of settings based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

AT Promise EL STUDENTS & LTEL's (Long Term English Learners)

Pacific Coast Academy will annually run a list of at-promise ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:

*Virtual Reading Comprehension virtual classes offered by qualified instructors

*Mathseeds/Mathletics

*Reading Eggs

*BrainPopELL

*Reading Horizons option

*ELD Support Class option

*Rosetta Stone English

*PCA's EL Director will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

STAFFING

Per state and federal law, all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion, passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization, or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Pacific Coast Academy will:

- Ensure appropriate assignments of teachers for English Learners
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide information regarding approved programs and exam preparation to teachers who do not hold appropriate certification.

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Pacific Coast Academy is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively.
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

The professional development offered will be designed to improve the instruction and assessment of ELs; designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge and teaching skills, as demonstrated through classroom observation.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC, starting in February.

If a student was tested with the Initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.

2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Director or coordinator.

RECLASSIFICATION

Pacific Coast Academy reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments, and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

The EL Director for Pacific Coast Academy or coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon the release of ELPAC scores by the state.

Per the California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score - Students must have an Overall Performance Level score of 4 (The statewide standardized ELP criterion).
- 2) Teacher Evaluation - Student progress as observed by the teacher, as well as the student's grades and progress on AWRs in math and English. A grade of C or higher is required in both courses. In the case of TK-8 students, their progress toward standard mastery must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be strongly encouraged to provide their input and opinion on their child's readiness for reclassification.

- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria is indicated below.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	166	n/a	418
2 nd	n/a	338	n/a	529
3 rd	Standard nearly met	455	Standard nearly met	621
4 th	Standard nearly met	531	Standard nearly met	696
5 th	Standard nearly met	600	Standard nearly met	782
6 th	Standard nearly met	692	Standard nearly met	808
7 th	Standard nearly met	773	Standard nearly met	831
8 th	Standard nearly met	858	Standard nearly met	852
9 th	n/a	919	n/a	853
10 th	n/a	958	n/a	859
11 th	Standard nearly met	993	Standard nearly met	874
12 th	n/a	1080	n/a	891

Process

1. The EL Director or coordinator will complete the Reclassification Form for students who meet the first criteria. (See Appendix)
2. The Reclassification Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. Parent opinion/feedback is gathered and entered on the form. They may also consult with the EL Director or coordinator, and/or teacher regarding their child's reclassification.
4. At this point, if everyone is in agreement, the student is then redesignated RFEP. A Parent Notification Letter of Reclassification is mailed to parents. (See Appendix)
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and the process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Director or coordinator to consider the alternative reclassification criteria and form. The IEP team, including the parent and the EL Director or coordinator, will discuss and complete the form. If the student is found to meet this criterion, he/she will then be reclassified to RFEP, and four-year monitoring will commence, as with all other RFEP students. (See Appendix)

RFEP Monitoring

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the Summative ELPAC, but there is a requirement for four years of continuous monitoring of that student.

Pacific Coast Academy will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years	Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

If at any point the student is scoring below grade level. In that case, intervention measures will be put in place so as to ensure that the student is receiving as much support as possible toward maintaining English language proficiency and academic growth. (See Appendix)

In addition to the formal monitoring, there will be a minimum of three times per year that the EL Director or coordinator works in tandem with the HST to monitor student progress. During these times, a review of the following will take place: core curriculum, specific curriculum for designated ELD, Star 360 scores, and any other intervention resources that the student might be utilizing.

Furthermore, HSTs are specifically monitoring EL student progress during their monthly LP meetings and then documenting in the Roster Checklist, which will be reviewed by the HST's Regional Coordinator and EL Director, when appropriate.

As advised by the County Office of Education, Pacific Coast Academy meets the requirement for DELAC only. The ELAC and DELAC Bylaws are included below, however, PCA will incorporate the ELAC into the DELAC for one overarching advisory committee.

English Learner Advisory Committee (ELAC) Bylaws

Article I: Name of Committee

The name of the committee shall be Pacific Coast Academy English Learner Advisory Committee (ELAC) or PCA ELAC.

Article II: Purpose and Responsibilities

The purpose of the ELAC is to:

- advise the principal, Director of ELD, and other staff on issues pertaining to English Learners (ELs)
- foster a better involvement of EL parents, thereby increasing academic achievement of the EL population
- assist in the development of the school's needs assessment and Language Census Report
- provide input on formal school plans, such as WASC self-study and LCAP.

Article III: Membership

- members are elected by parents or guardians of English Learners
- each member may serve for a one-year term and is entitled to one vote, when matters are voted upon
- composition of the ELAC will constitute at least the same percentage of ELAC membership as their children represent of the student body
- ELAC members will vote to select at least one member to serve on the District English Learner Advisory Committee (DELAC)

Article IV: Officers

1. Nominations for the two officer positions will be solicited at the first ELAC meeting of the school year.
2. All Nominees will be added to a ballot, which will be voted on by members of the ELAC. As such, officers are elected by EL parents
3. The Role of President shall:

- Consult with parents and ELAC members to solicit feedback for topics of interest or need at future meetings
 - Collaborate with principal or Director of ELD to plan meeting agendas
 - Opens meetings and welcomes members
 - Adjourns meetings and reminds committee of the date of next meeting
 - Hold the position for two years
4. The Role of Vice-President shall:
- Fill in for the president, in his/her absence
 - Read for approval of minutes from previous meeting
 - Hold the position for two years
5. A member's membership in the ELAC ceases once they no longer have an EL student at the school, due to reclassification, graduation, or withdrawal.
6. In case of officer vacancies, re-elections will be held.

Article V: Training

Officers and members of ELAC will receive training as needed, in order to effectively carry out their responsibilities. There will also be trainings on a variety of topics to better educate EL parents on all the nuances and programs of the EL department.

Article VI: Meetings and Quorum

- Meetings will occur a minimum of four times per school year.
- Meeting agendas will be posted on the school's website and are open to the public
- ELAC members will receive an email invite and reminder of the meeting, in addition to the posting.
- Meetings will still take place with less than 51%, a quorum, of the members present, but no official action or vote will be considered valid unless a quorum is met.

Article VII: Ratification and Amendments of Bylaws

Bylaws will be ratified and adopted every two years when a quorum of the committee votes to adopt. In the event that an amendment is required, it too will be brought to the vote of the committee members and passed with a quorum, 51% vote.

District English Learner Advisory Committee (DELAC) Bylaws

Article I: Name of Committee

The name of the committee shall be Pacific Coast Academy District English Learner Advisory Committee (DELAC) or PCA DELAC.

Article II: Purpose and Responsibilities

The purpose of the DELAC is to:

- Advise the School Board, principal, and Director of ELD, on issues pertaining to English Learners (ELs)
- Foster a better involvement of EL parents, thereby increasing academic achievement of the EL population
- Assist in the development of the school's needs assessment and Language Census Report
- Provide input on formal school plans, such as WASC self-study and LCAP.

Article III: Membership

- Members are elected by parents or guardians of English Learners
- Each member may serve for a one-year term and is entitled to one vote, when matters are voted upon
- Composition of the DELAC will constitute no less than 51% parents of EL students

Article IV: Officers

1. Nominations for the two officer positions will be solicited.
2. All Nominees will be added to a ballot, which will be voted on by the EL Parent body. As such, officers are elected by EL parents.
3. The Role of President shall:
 - Consult with parents and DELAC members to solicit feedback for topics of interest or need at future meetings
 - Collaborate with principal or Director of ELD to plan meeting agendas
 - Opens meetings and welcomes members
 - Adjourns meetings and reminds committee of the date of next meeting
 - Hold the position for two years
4. The Role of Vice-President shall:
 - Fill in for the president, in his/her absence
 - Read for approval of minutes from previous meeting

- Hold the position for two years
5. A member's membership in the DELAC ceases once they no longer have an EL student at the school, due to reclassification, graduation, or withdrawal.
6. In case of officer vacancies, re-elections will be held.

Article V: Meetings and Quorum

- Meetings will occur a minimum of four times per school year
- Meeting agendas will be posted on the school's website and are open to the public
- DELAC members will receive an email invite and reminder of the meeting, in addition to the posting.
- Meetings will still take place with less than 51%, a quorum, of the members present, but no official action or vote will be considered valid unless a quorum is met.

Article VI: Ratification and Amendments of Bylaws

Bylaws will be ratified and adopted every two years when a quorum of the committee votes to adopt. In the event that an amendment is required, it too will be brought to the vote of the committee members and passed with a quorum, 51% vote.



INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of:
 <<First_Name>> <<Last_Name>>
 <<Address1>>
 <<Address2>>

Student ID#: <<SSID>>
 Grade: <<Tested_Grade>>
 School: <<LEA_Name>>
 Test Date: <<Date_Testing_Completed>>

Dear Parent(s) or Guardian(s): A language other than English was noted on your child’s Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results (20 U.S.C Section 6312[e][3][A][iii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: <<Overall_Performance_Level>> Score: <<Overall_Score>>
Oral Language (Listening and Speaking)	<<Oral_Level>>
Written Language (Reading and Writing)	<<Written_Level>>

Based on results of the English language proficiency assessment, your child has been identified as an <<Calculated_ELAS>> student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student’s homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school’s academic curriculum. Instructional support is added by your child’s teacher as needed, according to the ELPAC results. Please note, that this does not change your student’s homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria Inspire Charter Schools EL Master Plan
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Student progress as observed by a teacher, as well as student’s grades/progress indicators in math and English. Grade must be a

	C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Option

In addition to the instructional support provided by your homeschool teacher, <<school>> offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

1. **BrainPOP ELL**— is a comprehensive English language learning program for students of all ages. It is comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing.
2. **Curriculum supplemental support**—check with the student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **MathSeeds/Mathletics**—It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories
4. **Reading Eggs**--instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.
5. **Reading Horizons**--When a student is more than 2-grade levels behind in ELA. This is also a great support for EL students.
6. **Learning Ally**—this program is an audiobook program which reads books to students, so they can hear what it should sound like, as it is read by an English fluent person.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Maria Kirkbride, M.Ed
 Director of School Support & Development
 951-336-1604 x 1507
Maria.Kirkbride@PacificCoastAcademy.org



Annual English Learner Notification Letter 2020-2021

Dear Parent(s) or Guardian(s) of <<First>>:

Your child continues to be identified as an English learner.

Each year, we are required by State and federal laws, to assess your child and notify you of your child's proficiency level in English. Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school.

The Summative English Language Proficiency Assessments for California, or "Summative ELPAC," is the annual test used to measure how well students understand English when it is not the language they speak at home. This assessment measures how each student is progressing in the areas of listening, speaking, reading, and writing. Information from the ELPAC tells your child's teacher about the areas in which your child needs extra support.

This spring, your child will take the Summative ELPAC.

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing. Your child's voice is being recorded as part of the Speaking test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

The Summative ELPAC test window is February 1-May 31 each year. Specific test locations and times will be released closer to the opening of the testing window.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading and writing skills to help support their progress.

Your child has been assigned to an appropriate English language instructional support program based on their ELPAC results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed. Please note that this does not change your student's homeschool teacher. **Pacific Coast Academy** also offers additional supports to those students who require additional intervention.

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Pacific Coast Academy exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[1])	Pacific Coast Academy Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. The grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations
Parental Opinion and Consultation	Parent Opinion and Consultation - Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.
Comparison of Performance in Math Skills	Math Proficiency- EL students should be performing at or above grade level in math. The student should perform at standard nearly met on SBAC math and/or have a Min. Math score for STAR 360 that is provided in the chart, per grade level.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

Should you have questions regarding your child's instructional placement, programs or taking the ELPAC, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Maria Kirkbride, M.Ed
Director of School Support & Development
951-338-1804 x 1507
Maria.Kirkbride@PacificCoastAcademy.org

Evidence Form



Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email, along with evidence documentation to Maria Kirkbride at maria.kirkbride@pacificcoastacademy.org.

HST Name: _____

Student Name: _____

SSID: _____ Grade Level: _____

List of evidence attached:

1. Reading:

2. Writing:

3. Listening:

4. Speaking:

Additional teacher comments and observations:



Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Final Outcome:

Student ELAS will be corrected to IFEP: Yes

No

Director of ELD: _____

Date: _____

English Language Learner Reclassification Form

Student Name: Click or tap here to enter text.	Grade: Click or tap here to enter text. SSID: Click or tap here to enter text.
HST Name: Click or tap here to enter text.	Date: Click or tap here to enter text.
Process Participants: Click or tap here to enter text.	Number of Years in EL Program: EL (1-3): Click or tap here to enter text. At promise (4-5): Click or tap here to enter text. LTEL (6 +): Click or tap here to enter text.

1. ELPAC Scores

2. English Language Proficiency/ Academic

<u>Performance</u>		<i>Comparison of Basic Skills Data</i>	<i>English</i>	<i>Math</i>
Overall Performance Level Score of 4?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Grades/Progress on AWRs	Click or tap here to enter text.	Click or tap here to enter text.
Domain Scores: Reading	Click or tap here to enter text.	SBAC Scores	Click or tap here to enter text.	Click or tap here to enter text.
Writing	Click or tap here to enter text.	Star 360 Scores	Click or tap here to enter text.	Click or tap here to enter text.
Listening	Click or tap here to enter text.	Other:	Click or tap here to enter text.	Click or tap here to enter text.
Speaking	Click or tap here to enter text.			



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3. Teacher Evaluation of Academic Progress (including, but not limited to curriculum mastery)

Click or tap here to enter text.

4. Parent/Guardian Opinion and Consultation

Click or tap here to enter text.

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____

Parent/Guardian Signature: _____

Director of ELD: _____

Official RFEP Date: _____



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Parent Notification Letter of Reclassification

Date

Dear Parent or Guardian of:

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 English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been administered the ELPAC for this year, and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher; your child's English proficiency as measured by the SBAC, Star 360, and/or iReady assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as reclassified fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your HST, or they can also be directed to me as well.

Sincerely,

|

Maria Kirkbride, M. Ed.
Director of School Support
Pacific Coast Academy
760-458-7289

maria.kirkbride@pacificcoastacademy.org



Pacific Coast Academy

13915 Danielson Street, Suite 103, Poway, CA 92064
 Ph (619) 749-1928 | Fax (619) 749-1792

Reclassification Form for English Learners with Disabilities

Student Name: Click or tap here to enter text.	Grade: Click or tap here to enter text. SSID: Click or tap here to enter text.
HST Name: Click or tap here to enter text.	Date: Click or tap here to enter text.
Process Participants: Click or tap here to enter text.	Number of Years in EL Program: EL (1-3): Click or tap here to enter text. At promise (4-5): Click or tap here to enter text. LTEL (6 +): Click or tap here to enter text.

Policy, from Inspire EL Master Plan:

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student’s disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or Coordinator to consider the alternative reclassification criteria and form. The IEP team, to include parent(s)/guardian(s) and the EL Designee/Coordinator, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.



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Ph (619) 749-[1928](tel:6197491928) ↓ Fax (619) 749-1792

1. Indicate which assessment the student took: ELPAC Alternate version

2. ELPAC Scores

3. English Language Proficiency/
Academic Performance

Overall Performance Level Score of 4?	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Comparison of Basic Skills Data</i>	<i>English</i>	<i>Math</i>
Domain Scores: Reading	Click or tap here to enter text.	Grades/Progress on AWRs	Click or tap here to enter text.	Click or tap here to enter text.
Writing	Click or tap here to enter text.	SBAC or CAA Scores	Click or tap here to enter text.	Click or tap here to enter text.
Listening	Click or tap here to enter text.	Star 360 Scores	Click or tap here to enter text.	Click or tap here to enter text.
Speaking	Click or tap here to enter text.	Other:	Click or tap here to enter text.	Click or tap here to enter text.

4. Has student met language proficiency criteria as assessed by ELPAC? Yes No

5. If student's overall proficiency level was below level 4, list other informal measures of proficiency the reclassification team used to determine that it is likely the student is proficient in English. Click or tap here to enter text.

6. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes No



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7. If so, in which domains? Reading Writing Listening Speaking

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA: [Click or tap here to enter text.](#)

- Student's performance is commensurate with his/her ability, due to his/her disability.
- Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
- Student's errors are indicative of a student with his/her disability versus a language barrier.

- Other/also: [Click or tap here to enter text.](#)

8. Was an English proficiency goal written into the student's IEP? Yes No

9. Did the student meet the English proficiency goal in their IEP? Yes No

10. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?

Yes No



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11. Teacher Evaluation

Click or tap here to enter text.

12. Parent Opinion

Click or tap here to enter text.

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of ELD: _____

Parent Signature: _____ Official RFEP Date: _____

Case Carrier: _____ IEP Team Member: _____

IEP Team Member: _____ IEP Team Member: _____



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English Language Learner RFEP Monitoring Form



Student Name: Click or tap here to enter text.	Grade: Click or tap here to enter text.	Evaluation Interval: Year 1 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4 <input type="checkbox"/>
Teacher Name: Click or tap here to enter text.	Today's Date: Click or tap here to enter text.	RFEP Date: Click or tap here to enter text.
Reclassified through IEP process? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, date of IEP: Click or tap here to enter text.	ELPAC Test Date:	ELPAC Overall Scale Score:

The results of the benchmarks listed below are used by staff to ascertain if RFEP students are making expected growth in acquiring academic content knowledge and to take appropriate steps to assist students who are not adequately progressing toward those goals.

Academic Achievement				
	<i>English</i>	<i>Math</i>	<i>Science</i>	<i>History/ Social Studies</i>
Classroom Grades/Progress on AWRs	Click or tap here to enter text.			
SBAC Scores	Click or tap here to enter text.			
Star 360 Scores	Click or tap here to enter text.	Click or tap here to enter text.	N/A	N/A
Other:	Click or tap here to enter text.			

- Is student making expected growth in acquiring academic content knowledge?
Yes No
- Are supports beyond tier 1 necessary? Yes No
 *If yes to # 2, please fill out chart below:



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Targeted Intervention (if required)		
Specific Academic Need: Click or tap here to enter text.	Description of Specific support beyond tier 1: Click or tap here to enter text.	Performance target (SMART Goal): Click or tap here to enter text.
Specific Academic Need: Click or tap here to enter text.	Description of Specific support beyond tier 1: Click or tap here to enter text.	Performance target (SMART Goal): Click or tap here to enter text.
Specific Academic Need: Click or tap here to enter text.	Description of Specific support beyond tier 1: Click or tap here to enter text.	Performance target (SMART Goal): Click or tap here to enter text.

Additional Teacher Comments on Student's Overall Academic Progress
Click or tap here to enter text.

Teacher Signature

Date

Parent/Guardian Signature

Date

Director of ELD Signature

Date