



ENGLISH LEARNER MASTER PLAN

2021-2022

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Master Plan for Services to English Learners

2021-2022

Cabrillo Point 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.

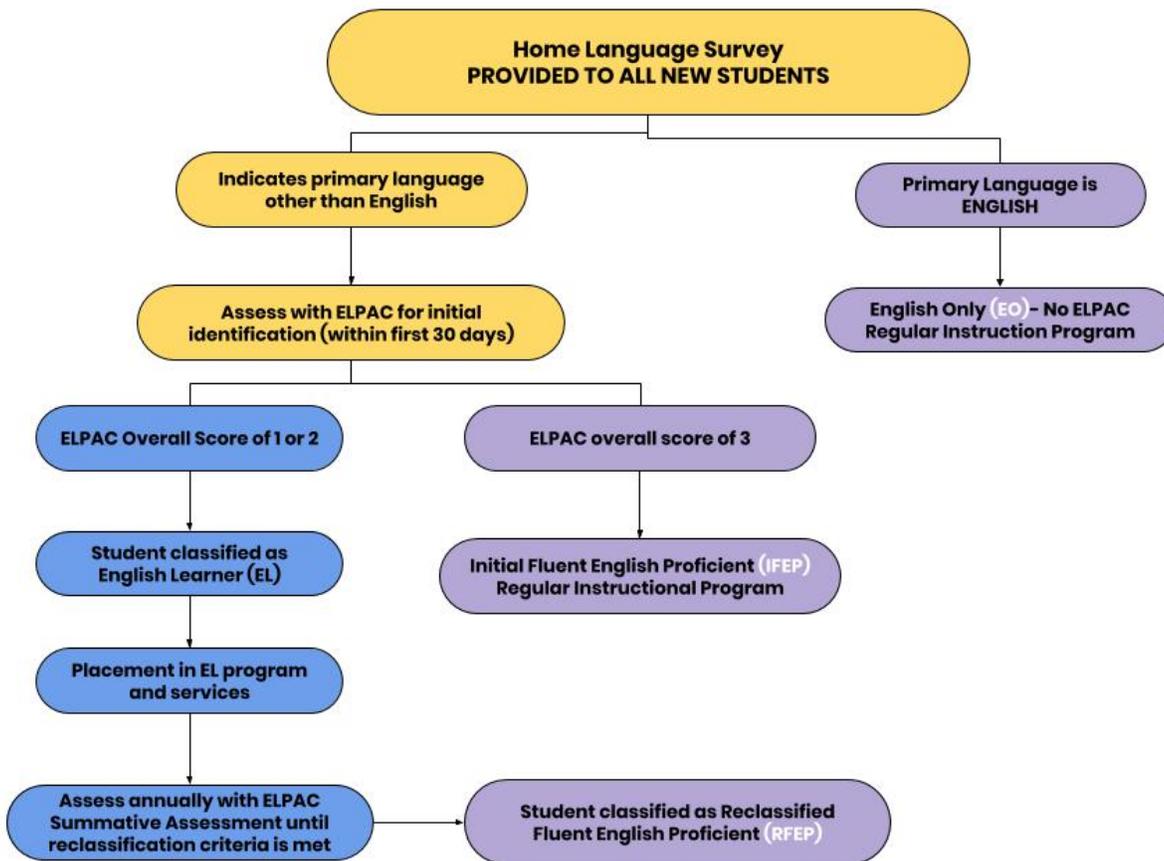
To ensure we reach optimal results for English Learners, we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency necessary in today's complex and challenging world. This plan is a practical guide for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

This plan describes how we identify, serve, and support students who initially enroll in our school with limited English language proficiency. 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 of English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report 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 Cabrillo Point Academy. 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/designee 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 pending possible extension from the state for the 2020-2021 school year.	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 scale scores and proficiency levels.

Effective November 2020, the initial ELPAC will be a computer-based assessment. The official score report is generated by the Test Operations Management System (TOMS) and are readily available once the student has completed all sections of the test. The official results are sent to the parent within 30 days of receipt by the school, along with the Initial ELPAC Notification Letter (see Appendix). ELPAC results are then also 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 is unable to take all or part of the ELPAC, the student will be given the Alternate ELPAC Assessment.

The School will annually assess the ELP and academic progress of each English learner. The School shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations in accordance with the student’s individualized education plan (IEP) or Section 504 plan. When a student’s IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student.

When a student’s IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment or a Section of either test, even with resources, the student shall be assessed as specified in the student’s IEP.

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
<p>Initial Fluent English Proficient [IFEP]</p>	<p>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>.</p>

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 <i>2012 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 <i>2012 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

Program Placement/Instructional Program

- **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 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
- All EL students will be enrolled in an ELD class, based on their EL level. The purpose of this class is to provide Designated ELD (D-ELD) Instruction. This requirement can be met either through virtual, teacher led ELD class or independently at home through curriculum access provided by the school. In either case, the ELD log will be required to show that the instruction is occurring daily, for a minimum of 30 minutes. The log will serve as the work sample for this class.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online. One to three half-hour sessions weekly. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.

All EL students receive access to the following curriculum upon enrollment:

TK-3	4-8	9-12
<ul style="list-style-type: none"> ○ Reading Eggs (ELD) - all TK-3 students ○ BrainPop ELL (ELD) ○ Learning Ally (Support) ○ MobyMax (Support) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MobyMax or Mypath (6-12) ○ Learning Ally ○ TutorMe (6-8) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MyPath: English and Math skills (6-12) ○ MobyMax by parent request ○ Learning Ally (Support) ○ Shmoop ○ TutorMe

ELD Teacher Led Courses

(Levels determined by ELPAC Score)

Level 1 & 2 (TK-12)

- 2 days per week: ELD Support Classes 2x per week (30-45 min depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used
 - Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL
 - Grades 3-12 - Houghton Mifflin - Read 180 or System 44 depending upon proficiency level

Level 3 & 4 (TK-12)

- 2 days per week: ELD Support Classes 2x per week (30-45 minutes depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used:
 - Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL
 - Grades 3-12 - Houghton Mifflin - English 3D Curriculum
 - Writing Portfolio
 - Writing Platform

- 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 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 generally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may consist of 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

Step 5: Parent Engagement Plan

The school makes every effort to engage parents and get them involved in their child’s education. As such, a Parent Engagement Calendar of Events has been created for the year. It includes workshops for parents, informational meetings, and educational family nights/events. The calendar is posted on the school’s website, shared with families at the beginning of the year, flyers and information appears in the Family Newsletter, and families are invited to attend by their HSTs and the ELD department.

AT PROMISE EL STUDENTS & LTEL’s (Long Term English Learners)

Cabrillo Point 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:

- Attendance in Teacher Led ELD Classes twice per week with online curriculum support
- Enrollment in HQT led CPA courses and/or Reading and Math ODI classes
- Use of the following program options

All EL students receive access to the following curriculum upon enrollment:

TK-3	4-8	9-12
<ul style="list-style-type: none"> ○ Reading Eggs (ELD) - all TK-3 students ○ BrainPop ELL (ELD) ○ Learning Ally (Support) ○ MobyMax (Support) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MobyMax or Mypath (6-12) ○ Learning Ally ○ TutorMe (6-8) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MyPath: English and Math skills (6-12) ○ MobyMax by parent request ○ Learning Ally (Support) ○ Shmoop ○ TutorMe

*CPA'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 and Professional Development

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. Cabrillo Point 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

Cabrillo Point 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 particular 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 Designee or coordinator.

RECLASSIFICATION

Cabrillo Point 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 Designee for Cabrillo Point 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 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/or SBAC scores. The cut score requirements/criteria is indicated in the chart below.

Criterion 4			
Grade	SBAC (ELA) Performance Level	Star Reading (Star Unified Scaled Score) (Spring)	Star Early Literacy (Star Unified Scaled Score)
TK/K	N/A	730/ <u>OR</u>	730
1	N/A	789/ <u>OR</u>	789
2	N/A	917	N/A
3	Standard Nearly Met / <u>OR</u>	969	N/A
4	Standard Nearly Met / <u>OR</u>	1005	N/A
5	Standard Nearly Met / <u>OR</u>	1040	N/A
6	Standard Nearly Met / <u>OR</u>	1070	N/A
7	Standard Nearly Met / <u>OR</u>	1088	N/A
8	Standard Nearly Met / <u>OR</u>	1103	N/A
9	N/A	1125	N/A
10	N/A	1131	N/A
11	Standard Nearly Met / <u>OR</u>	1139	N/A
12	N/A	1148	N/A

Process

1. The EL Designee 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 Designee 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 the 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 Designee or coordinator to consider the alternative reclassification criteria and form. The IEP team, including the parent and the EL Designee 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.

Cabrillo Point 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, 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 Designee 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 Designee, when appropriate.

ELAC and DELAC

English Learner Advisory Committee (ELAC)

Schools with 21 or more English Learners shall establish a functioning school-level English Learner Advisory Committee.

Article I: Name of Committee

The name of the committee shall be Cabrillo Point Academy English Learner Advisory Committee (ELAC) or CPA 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
- 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 ELPAC meeting of the school year.
2. All Nominees will be added to a ballot, which will be voted on by members of the ELPAC. 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 five times per school year, to be held every other month.
- 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)

Districts with 51 or more English Learners shall establish a functioning district-level advisory committee. This committee should be composed of representative members from each school's ELAC.

District English Learner Advisory Committee (ELAC) Bylaws

Article I: Name of Committee

The name of the committee shall be Cabrillo Point Academy District English Learner Advisory Committee (DELAC) or CPA 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
- 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
- Site 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 DELPAC meeting of the school year.
2. All Nominees will be added to a ballot, which will be voted on by members of the DELPAC. 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 five times per school year, to be held every other month.
- 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][ii])

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 **Initial Fluent English Proficient (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 Cabrillo Point Academy Charter Schools EL Master Plan
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Student progress as observed by 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/or SBAC scores.

ELD Support Options

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.

All EL students receive access to the following curriculum upon enrollment:

TK-3	4-8	9-12
<ul style="list-style-type: none"> ○ Reading Eggs (ELD) - all TK-3 students ○ BrainPop ELL (ELD) ○ Learning Ally (Support) ○ MobyMax (Support) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MobyMax or Mypath (6-12) ○ Learning Ally ○ TutorMe (6-8) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MyPath: English and Math skills (6-12) ○ MobyMax by parent request ○ Learning Ally (Support) ○ Shmoop ○ TutorMe

In Addition the following support classes are available:

ELD Teacher Led Classes

Level 1 & 2 (TK-12)

- 2 days per week: ELD Support Classes 2x per week (30-45 min depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used
 - Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL
 - Grades 3-12 - Houghton Mifflin - Read 180 or System 44 depending upon proficiency level

Level 3 & 4 (TK-12)

- 2 days per week: ELD Support Classes 2x per week (30-45 minutes depending upon grade level)
- 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher
- Curriculum used:
 - Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL
 - Grades 3-12 - Houghton Mifflin - English 3D Curriculum
 - Writing Portfolio
 - Writing Platform

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,

Jennifer Carrete
Director of School Support
Cabrillo Point Academy
(949) 463-6224
jennifer.carrete@cabrillopontacademy.org

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

HST Name: _____

Student Name: _____

SSID: _____ **Scope:** _____

List of evidence attached:

Reading	Writing
Listening	Speaking

Additional teacher comments and observations:

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator: _____

Date: _____

Complete all information below and email along with evidence documentation to Jennifer Carrete at jennifer.carrete@cabrillopointacademy.org

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 Cabrillo Point Academy EL Master Plan
English Language Proficiency Assessment	Overall Performance Level score of 4
Teacher Evaluation	Student progress, as observed by the teacher, student progress, and 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	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/or SBAC scores.

English Language Learner Reclassification Form



Student Name:	Grade: SSID: :
Teacher Name:	Date:
Process Participants	Number of Years in EL Program: EL (1-3) At Promise (4-5) LTEL (6+)

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		<i>Comparison of Basic Skills Data</i>	<i>English/Language Arts</i>
Domain Scores: Reading		Grades	
Writing		SBAC Scores	
Listening		Star 360	
Speaking		Other:	

3. Teacher Evaluation of Curriculum (Including, but not limited to curriculum mastery)

4. Parent/ Guardian Opinion and Consultation

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of ELD: _____

Parent Signature: _____ Official RFEP Date: _____

Parent Notification Letter of Reclassification

Date:

Dear Parent/Guardian of _____

State and federal laws require all school districts in California to give a state assessment of English proficiency each year to every student who is identified as an English Learner. The assessment is called “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 given the ELPAC for this year. Scores are in and based on your child’s performance on this test; your child may be Reclassified as Fluent English Proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include:

- an evaluation of your child’s academic performance by the teacher,
- your child’s English proficiency as measured by Smarter Balance Assessment (SBAC) and/or Star 360
- your opinion as the parent/guardian regarding your child’s proficiency in English and readiness to be reclassified.

You are invited to contact me on the number below for a phone conference so that we may discuss and decide on your child’s readiness and overall qualification for reclassification. Questions regarding the ELPAC or your child’s results may be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible. Together we can make decisions that are in the best interest of your child.

Sincerely,

Jennifer Carrete
Director of School Support
Cabrillo Point Academy
949-648-3168
jennifer.carrete@cabrillopointacademy.org

Carta de Notificación a los Padres de Reclasificación

Estimados padres o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California den un examen estatal de dominio del inglés cada año a todos los estudiantes identificados como estudiantes que están aprendiendo inglés como segundo idioma. En California, el nombre de esta prueba es La Prueba de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California, ELPAC). Los resultados de ELPAC ayudan a medir cómo cada estudiante está progresando en el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

Su hijo(a) ha tomado el examen ELPAC. Los resultados han llegado, y basado en el desempeño de su hijo(a) en esta prueba, puede ser reclasificado como apto en inglés (RFEP). Además de los puntajes de ELPAC, los criterios utilizados para tomar esta decisión incluyen: una evaluación del desempeño académico de su hijo(a) por parte del maestro, la aptitud en inglés de su hijo(a) según lo medido por las evaluaciones SBAC/Star 360 y , y su opinión como padres o tutores sobre la aptitud de su hijo(a) en inglés, y su disposición para ser reclasificado.

Les invito a que se comuniquen conmigo al número que figura a continuación para una conferencia telefónica, para que podamos discutir y decidir sobre la calificación general y disposición de su hijo(a) para la reclasificación. También pueden dirigirse a mí si tienen preguntas sobre el ELPAC o los resultados de su hijo(a).

Les instamos a hacer este contacto y realizar esta conferencia lo antes posible para que pueda seguir participando activamente en el aprendizaje de su hijo(a), y juntos podamos tomar decisiones que sean en beneficio de su hijo(a).

Sinceramente,

Jennifer Carrete
Director of School Support
Cabrillo Point Academy
949-648-3168
jennifer.carrete@cabrillopointacademy.org

Overall Performance Level Score of 4?	Yes <input type="checkbox"/> No <input type="checkbox"/>		Comparison of Basic Skills Data	English	Math
Domain Scores:	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.
Reading	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.
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.				

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

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

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

Click or tap here to enter text.

12. Parent/Guardian Opinion and Consultation

Click or tap here to enter text.

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of
ELD: _____

Parent/Guardian Signature: _____ Official RFEP
Date: _____

Case Carrier: _____ IEP Team
Member: _____

IEP Team Member: _____ IEP Team
Member: _____

Participants in RFEP process, if different than IEP team mentioned above:



English Learner RFEP Monitoring Form

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.

<i>Academic Achievement</i>				
	<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.			

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:

1. Is student making expected growth in acquiring academic content knowledge?

Yes No

2. Are supports beyond tier 1 necessary? Yes No

**If yes to # 3, please fill out chart below:*

<i>Targeted Intervention (if required)</i>		
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

Annual English Learner Notification Letter 2021-2022

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

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. **Your child continues to be identified as an English learner.**

[AB 81](#) requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL).

Your student is identified as (check if applicable):

- Long Term English Learner** **At Risk of Becoming a Long Term English Learner**

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

If your student is identified as LTEL or At Risk, above, we strongly suggest that you choose to meet the requirements of the Designated ELD instruction portion of their school day, by enrolling them in the virtual, ELD class, taught by one of our ELD teachers. You can contact your HST for more information.

Identifying students who need help learning English is important so they can get the support they need to become proficient in English and succeed in their academic curriculum.

Your child 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. Additional Instructional support is added by your child’s teacher as needed. Please note that this does not change your student’s homeschool teacher.

The Summative English Language Proficiency Assessments for California, or “Summative ELPAC,” is the annual test used to measure how well students understand English and 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.

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.
- 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>

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

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. Cabrillo Point Academy exit (reclassification) criteria are listed below.

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria Cabrillo Point Academy 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 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/or SBAC scores.

ELD Support Options

In addition to the instructional support provided by your homeschool teacher, Cabrillo Point Academy 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.

All EL students receive access to the following curriculum upon enrollment:

TK-3	4-8	9-12
<ul style="list-style-type: none"> ○ Reading Eggs (ELD) - all TK-3 students ○ BrainPop ELL (ELD) ○ Learning Ally (Support) ○ MobyMax (Support) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MobyMax or Mypath (6-12) ○ Learning Ally ○ TutorMe (6-8) 	<ul style="list-style-type: none"> ○ BrainPop ELL (ELD) ○ MyPath: English and Math skills (6-12) ○ MobyMax by parent request ○ Learning Ally (Support) ○ Shmoop ○ TutorMe

In Addition:

ELD Teacher Led Courses	(Levels determined by ELPAC Score)
<p>Level 1 & 2 (TK-12)</p> <ul style="list-style-type: none"> ○ 2 days per week: ELD Support Classes 2x per week (30-45 min depending upon grade level) ○ 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher ○ Curriculum used <ul style="list-style-type: none"> ■ Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL ■ Grades 3-12 - Houghton Mifflin - Read 180 or System 44 depending upon proficiency level 	<p>Level 3 & 4 (TK-12)</p> <ul style="list-style-type: none"> ○ 2 days per week: ELD Support Classes 2x per week (30-45 minutes depending upon grade level) ○ 3 days per week: Independent ELD based on curriculum used in the class with assignment and follow up by the ELD Teacher ○ Curriculum used: <ul style="list-style-type: none"> ■ Grades TK-2 - DataWorks, Reading Eggs, BrainPop ELL ■ Grades 3-12 - Houghton Mifflin - English 3D Curriculum ● Writing Portfolio ● Writing Platform

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,

Jennifer Carrete



Jennifer Carrete
Director of Student Support
Cabrillo Point Academy
📞 (949)463-6224
🌐 www.cabrillopointacademy.org
INSPIRE

jennifer.carrete@cabrillopointacademy.org

If you received this email in error, please click [here](#) to notify us. Thank you.