



Cabrillo Point Academy

English Learner Master Plan

2023-2024

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MASTER PLAN FOR SERVICES TO ENGLISH LEARNERS

Cabrillo Point Academy aims for outstanding programs for all our students. English Learners have enormous challenges but also 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, and have aligned it with the four principles of the CA English Learner Roadmap. Doing so will ensure that our ELs 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 enroll in our school with limited proficiency in the English language. The plan sets forth six goals for this work:

- English Learner (EL) programs will be fully implemented.
- Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
- English Learners will master the English language as efficiently and effectively as possible.
- English Learners will achieve academic success comparable to English Only (EO) students.
- English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
- Hold regular Multilingual Learners Advisory Committee meetings to foster a better involvement of EL parents, thereby increasing the academic achievement of the EL population, advise the School Board, Executive Director, and EL Coordinator, on issues pertaining to English Learners, 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.

ENGLISH LEARNER ROADMAP

The EL Roadmap is a new policy, established in 2017 to supersede Prop. 227. This statewide policy is meant to provide a common mission and vision for all CA schools and a roadmap on how to get there. It consists of 4 research based principles:

Principle 1: Assets-Oriented and Needs-Responsive

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

CPA EL MISSION AND VISION

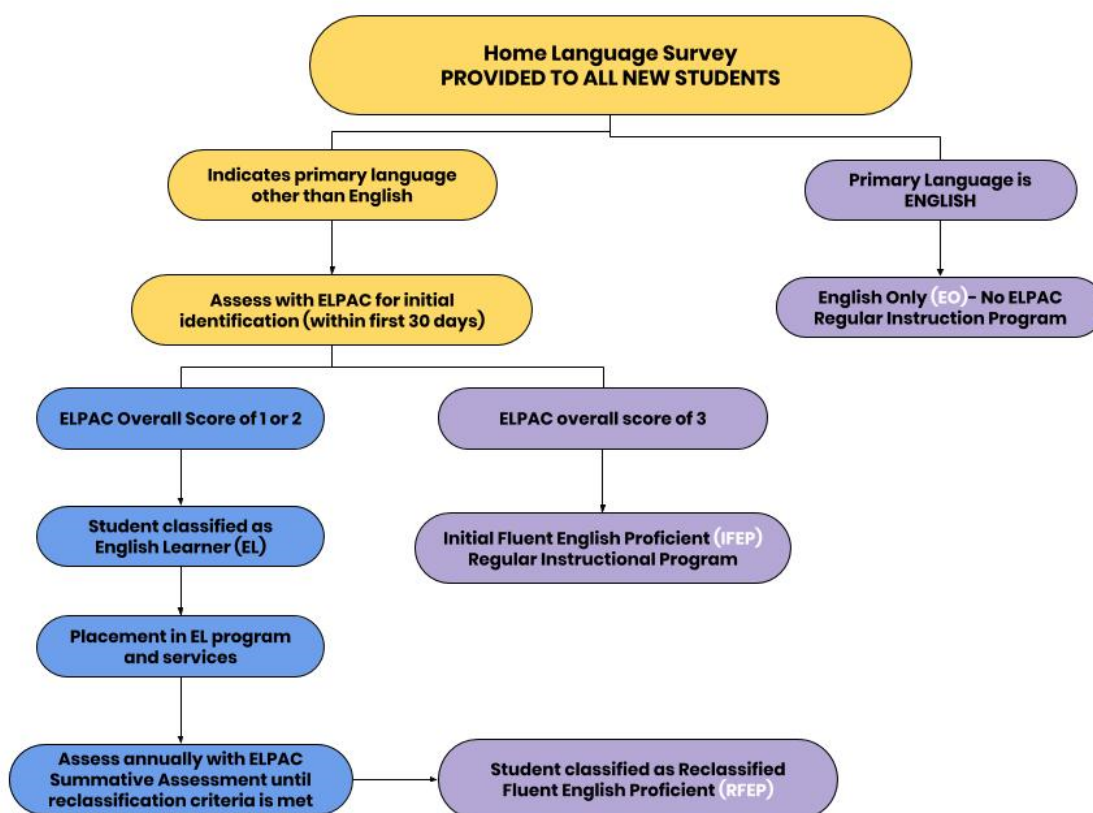
While the state provides a Mission and Vision statement for all schools, Cabrillo Point will be working with the MLAC to create a more personalized statement for our school. This will be forthcoming in the school year.

GUIDING PRINCIPLES OF OUR EL PROGRAM

- English Learners (ELs) are held to the same high expectations of learning as all students, and therefore have equal access to the same rigorous academic content that enables them to meet performance standards in all content areas.
- ELs will develop English proficiency in the domains of listening, speaking, reading & writing through daily Designated and Integrated ELD instruction.
- CPA EL department focuses on the whole child, provides targeted academic and social-emotional support when needed, and honors and respects the student's home culture and language.
- The academic success of ELs is a shared responsibility that leverages the skills and support of HSTs, the school, and the family.

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 | 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, 3, or 4 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 domains: 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 |
|---|--|
| 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:





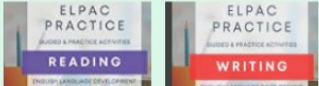

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate 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 charter school. 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
- 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 the 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 per day. 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 sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.

All EL students receive access to the following curriculum:

| | | |
|---|---|---|
|  TK-2 and 3-5 (ELD 1-2) Teacher Led Only |  3-5 (ELD 2-3) and 6-12 Teacher Led Only |  6-12 Teacher Led Only |
|  TK-5 Teacher and Parent Led |  TK-5 Teacher and Parent Led |  6-12 Teacher and Parent Led |

Please [click here](#) for more information on the school provided curriculum.

Option 1 - ELD Teacher Led ****Recommended****

Classes based on EL level (ELPAC overall score)

- 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-5 - Launch to Literacy
 - Grades 6-12 - Link to Literacy, Essentials in Writing, PowerUp

For all Teacher Led courses the ELD Teacher will provide the following:

- Monthly information for AWR
- Grades each semester

Parent will provide the following to HST:

- Work sample

HST will upload the following each LP:

- Work sample AND curriculum usage report

Option 2 - Parent Led (Levels determined by ELPAC Score)

All levels:

- Parent responsible for providing ELD Instruction at least 30 minutes per day
- Parent provides HST with ELD log sheet monthly to document ELD instruction, in addition to a work sample
- HST works with family to monitor and verify that D-ELD is occurring
- Curriculum:
 - TK-5: Lexia Core 5
 - 6-12: Lexia Power Up
 - Students must work in the above mentioned curriculum. No other curriculum will meet the D-ELD requirements.

For all Parent Led courses the Parent will provide and/or collaborate on the following with the HST:

- Monthly information for AWR
- Grades each semester
- Work sample

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:

- Student's *overall* proficiency level is moderately developed or higher, *and*
- 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 setting based on student need

| ELPAC Performance Level & ELD Standards Proficiency Level Descriptors | | | | |
|---|--|--|--|--|
| ELPAC Performance Level | Level 1: Minimally Developed | Level 2: Somewhat Developed | Level 3: Moderately Developed | Level 4: Well Developed |
| | English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. | English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. | English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. | English learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. |
| ELD Standards Proficiency Levels | Emerging | Expanding | | Bridging |
| | Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language | Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level. | | Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. |
| Level of Support | Substantial | Moderate | | Light |
| | Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as | Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be | | Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics |

| | | | |
|--|---|-------------------------------------|-------------------------|
| | they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics. | light for familiar tasks or topics. | using everyday English. |
|--|---|-------------------------------------|-------------------------|

| Reference Chart English Learner Student Typologies | | |
|---|--|--|
| Typology | Key Characteristics | Considerations |
| Newcomers | <ul style="list-style-type: none"> • In U.S. three years or less • Little or no English language proficiency on arrival • Some well-prepared in native language, on grade level, others are below • Some arrive with many transferable credits, others with no transcript records • Steady progress through ELS sequence • If school offers native-language content courses, credit accrual toward graduation can be rapid • Difficulty passing CAHSEE within four-year time frame • Academic achievement in terms of grades similar to rest of the school • Facing cultural transition | <ul style="list-style-type: none"> • Special orientation and transitional classes • Newcomer class or program • High quality literacy-focused English Language Development curriculum • Extended time through a five or six-year high school program • Home language academic content classes • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |
| Well-Educated Newcomer Students | <ul style="list-style-type: none"> • In U.S. three years or less • Schooling in native country usually excellent • Strong literacy skills in home language • Rapid movement through ESL sequence • Academic achievement in terms of grades exceeds rest of school • Often highly motivated • Good possibility of graduating in four years | <ul style="list-style-type: none"> • Should not be placed in academic content classes that stall or repeat content they already know • High level academic course in home language should be offered where available • Mainstream English classes with native language support materials and text • If appropriate credit is given for coursework completed in the home country • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |
| Under-Schooled | <ul style="list-style-type: none"> • In U.S. several years or less • Little to no English language or proficiency • Little to no literacy in native language • Schooling in native country interrupted, disjointed, inadequate, or no schooling at all • Three or more years below grade level in Math • Slow acquisition of English-tendency to repeat ESL level • Tendency to struggle in academic content classes (D's and F's) • Lack of credit accrual, over time • Unable to pass CAHSEE | <ul style="list-style-type: none"> • An intensity of approach and focus on English • Extended time in high school with fifth and sixth year options • Age appropriate materials/curriculum with content support • Additional Content Support as needed • Special orientation and transitional support • Social/Emotional support • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |

| | | |
|--|--|---|
| | | Participate/Activities, Tasks, and Processes of Learning |
| Long-Term Limited English Proficient | <ul style="list-style-type: none"> • In U.S. 7+ years when entering high school • Multiple countries of origin Usually orally fluent in English • Reading/writing below level of native English peers Bi-modal academically; some doing well, others not • Some have literacy in primary language, others not • Some were in bilingual programs, most not • Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low) • Similar mismatch between perception of language ability and reality | <ul style="list-style-type: none"> • Motivation and Engagement • Academic Language • Rigor • Study Skills and Goal Setting • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • LTEL class or program • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |
| Over-Age for Grade Level | <ul style="list-style-type: none"> • Turned 15 before their 9th grade year; turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year • May have gaps in prior schooling or a history of school failure and in- grade retention | <ul style="list-style-type: none"> • Motivation and Engagement • Age appropriate materials/curriculum • Special orientation and transitional support Social/Emotional support • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |
| Fluent English Proficient, but Struggling Academically | <ul style="list-style-type: none"> • Re-designated from limited English proficiency to fully proficient • Receiving at least one D or F in core academic Classes • Following re-designation, decline in grades and achievement | <ul style="list-style-type: none"> • Focus on Reading Fluency through academic vocabulary • Regular participation in Academic Talk/Conversations • Attention to Maximizing Graduation Credits and A-G requirements - Communication about credits from counselors and teachers • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning |
| This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) <i>Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students</i> . California Tomorrow: Oakland, CA. | | |

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 is created every year. It includes workshops for parents, informational meetings, and educational family 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.

BILITERACY RECOGNITION PROGRAM (BRP) AND STATE SEAL OF BILITERACY (SSB)

Though both of these programs are voluntary, CPA highly recommends them to our EL and RFEP students, as they both encourage and support multiliteracy. Through the use of these two programs, and in alignment with principles 1 and 4 of the EL Roadmap, CPA aims to:

- recognize students who have demonstrated progress toward proficiency in reading, writing, listening, and speaking in one or more world languages in addition to English
- honor and affirm students' home languages and cultures
- value diversity
- encourage a study of languages toward becoming multilingual
- certify progress toward biliteracy

AT PROMISE EL STUDENTS & LTELs (LONG TERM ENGLISH LEARNERS)

Cabrillo Point Academy will annually run a list of the 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
- Learning Ally
- Rosetta Stone English
- CPA's EL designee 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

ANNUAL EL AND SUMMATIVE ELPAC NOTIFICATION LETTER

In this combined letter, parents are notified annually of their child's continued status as an EL student, whether their student is identified as Long Term English Learner (LTEL) or At Risk, and also of the requirement to participate in the summative ELPAC in the spring of that school year. The letter also lists ways the parent can help their child be more successful, as well as the CPA reclassification criteria and programs and supports offered. This letter is emailed to families within the first 30 days of each school year. (See Appendix)

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 or 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) English Learner 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 charter school 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 option.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, 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, the Executive Director, 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.

INTERIM ELPAC

Every EL student will be encouraged to take the Interim ELPAC at least once in first semester. This will test in every domain and provide a score, so that we can better support the student in the specific areas they are struggling with.

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 or coordinator for Cabrillo Point Academy 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 English. A grade of C or higher is required. 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 in the chart below.

| Criterion 4 | | | |
|-------------|---------------------------------|--|---|
| Grade | SBAC (ELA) Performance Level | Minimum Reading Score on STAR360 (Unified Scale Score) | Star Early Literacy (Star Unified Scaled Score) |
| TK/K | N/A | 690 | 730 |
| 1 | N/A | 742 | 789 |
| 2 | N/A | 875 | N/A |
| 3 | Standard Nearly Met / <u>OR</u> | 950 | N/A |
| 4 | Standard Nearly Met / <u>OR</u> | 992 | N/A |
| 5 | Standard Nearly Met / <u>OR</u> | 1021 | N/A |
| 6 | Standard Nearly Met / <u>OR</u> | 1050 | N/A |
| 7 | Standard Nearly Met / <u>OR</u> | 1069 | N/A |
| 8 | Standard Nearly Met / <u>OR</u> | 1088 | N/A |
| 9 | N/A | 1105 | N/A |
| 10 | N/A | 1117 | N/A |
| 11 | Standard Nearly Met / <u>OR</u> | 1124 | N/A |
| 12 | N/A | 1129 | 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 and Consultation: Parents will be consulted and invited to provide input and opinions on their child's readiness for 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.

TESTING AND RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

A Special Education student who takes the regular Summative ELPAC is held to the same reclassification criteria as all other EL students. A student who qualifies for and takes the Alternate ELPAC must receive an overall score of 3 in order to reclassify.

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, to include 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 our new EL monitoring platform, ELlevation.

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.

In addition to the formal monitoring, there will be a minimum of two times per year that a School Support Lead works in tandem with the HST to monitor student progress. During these times, a review of the following will take place: core curriculum, 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 Coordinator, when appropriate.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC)

Cabrillo Point Academy maintains a functioning advisory committee primarily composed of representative parents or guardians of English learners.

Cabrillo Point Academy is a single LEA charter school. Cabrillo Point Academy will hold Multilingual Learners Advisory Committee meetings a minimum of 5 times per year. The schedule of meetings 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.

MULTILINGUAL LEARNERS ADVISORY COMMITTEE (MLAC) BYLAWS

Article I: Name of Committee

The name of the committee shall be Cabrillo Point Academy Multilingual Learners Advisory Committee (MLAC) or CPA MLAC.

Article II: Purpose and Responsibilities

The purpose of the MLAC is to:

- advise the School Board, Executive Director, 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 or two-year term and is entitled to one vote, when matters are voted upon
- composition of the MLAC will constitute no less than 51% parents of EL students

Article IV: Officers

- Nominations for the three officer positions will be solicited at the first MLAC meeting of the school year.
- All Nominees will be added to a ballot, which will be voted on by members of the MLAC. As such, officers are elected by EL parents
- The Role of President shall:
 - Consult with parents and MLAC members to solicit feedback for topics of interest or need at future meetings
 - Collaborate with Executive Director 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
- 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
- The Role of the Committee Member shall
 - Fill in for president or vice president, in his/her absence
 - Hold position for 2 years.
- A member's membership in the MLAC ceases once they no longer have an EL student at the school, due to reclassification, graduation, or withdrawal.
- 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
- MLAC 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>>

<<Address 1>>

<<Address 2>>

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 the results of the English language proficiency assessment, your child has been identified as an <<Calculated ELAS>> student. Their Student Score Report can now be accessed electronically through your [parent portal in School Pathways](#).

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 charter school's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

| Required Criteria (California <i>Education Code</i> [EC] 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 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, 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, if interested.

Curriculum provided to EL students:



In addition to the above provided curriculum, we strongly recommend the **Virtual Teacher-led ELD Class**. It will provide a twice per week 45-minute session focused on designated EL instruction, with individualized support and instruction using other supplemental EL curriculum and materials taught by our ELD teacher. To sign up for this class, please ask your teacher to enroll your child.

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
 (949) 463-6224 jennifer.carrete@cabrillopointacademy.org

ANNUAL ENGLISH LEARNER NOTIFICATION LETTER

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.**

Long Term English Learner (LTEL)/ At Risk of Becoming a Long Term English Learner (ARLTEL)

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

| Required Criteria | Cabrillo Point Academy Criteria |
|---|--|
| English Language Proficiency Assessment | ELPAC Overall Performance Level 4 |
| Teacher Evaluation | Teacher provides input on the student's readiness for reclassification based on overall grades, scores, work samples, etc. |
| Parental Opinion and Consultation | Parent provides opinion on their child's readiness for reclassification. |
| Comparison of Performance in Basic Skills | <ul style="list-style-type: none">● Progress in English and Math class● Scores on Star 360● Scores on CAASPP |

Supports and Programs Offered by Cabrillo Point Academy

Your teacher can help you with these supports.

- Visit the [Multilingual Website](#) located in Parent Square to find more resources and information on the following:
 - Free online resources
 - EL Welcome Letter
 - MLAC meeting schedule and agendas.
 - ELD Class and Curriculum Options
 - Parent Support
 - Biliteracy Pathway Recognition Program

- School provided EL curriculum
- Calendar of Meetings and Workshops for parents

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>.

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
Director of School Support
(949) 463-6224
jennifer.carrete@cabrillopontacademy.org

EVIDENCE FORM - INITIAL ELPAC CORRECTION: CORRECTING ELAS FROM EL TO IFEP

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

| | |
|--|--------------|
| HST Name | Student Name |
| SSID | Grade |
| 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: <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Director of ELD | Date |

PARENT NOTIFICATION LETTER OF RECLASSIFICATION

Dear Parent or Guardian of:

State and federal laws require all public charter schools 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 also took into consideration:

- An evaluation of your child's academic performance, including, but not limited to, a review of curriculum mastery by one or more of his/her teachers
- Your child's performance in basic skills (e.g., state assessments known as Smarter Balanced Assessment and school benchmarks known as Star 360)
- Your opinion and feedback 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). Please work with your HST to provide feedback regarding your child's readiness to exit the English Learner program.

Please know that we will continue to monitor your child's academic progress specifically related to English proficiency. 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,

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

RECLASSIFICATION FORM FOR ENGLISH LEARNERS WITH DISABILITIES

POLICY, FROM CPA EL MASTER PLAN

Reclassifying English Learners with Disabilities

The reclassification criteria 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 the 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 parents(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.

| | | | | |
|--|--|--|---------|------|
| 1. Indicate which ELPAC version the student completed <input type="checkbox"/> ELPAC <input type="checkbox"/> Alternative Version | | | | |
| 2. ELPAC Scores | | 3. English Language Proficiency/Academic Performance | | |
| Overall Performance Level Score of 4? | <input type="checkbox"/> Yes <input type="checkbox"/> No | Comparison of Basic Skills Data | English | Math |
| Domain Scores | | Grades/Progress on | | |
| Reading | | AWRs | | |
| Writing | | SBAC Scores | | |
| Listening | | Star 360 Scores | | |
| Speaking | | Other | | |
| 4. Has the student met language proficiency criteria as assessed by ELPAC? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| 5. If the 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. | | | | |
| 6. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency in the ELPAC? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |

| | |
|---|--------------------|
| <input type="checkbox"/> Student's performance is commensurate with his/her ability, due to his/her disability. <input type="checkbox"/> Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English learners. <input type="checkbox"/> Student's errors are indicative of a student with his/her disability versus a language barrier. <input type="checkbox"/> Other/also: | |
| 8. Was an English proficiency goal written into the student's IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 9. Did the student meet the English proficiency goal in their IEP? <input type="checkbox"/> Yes <input type="checkbox"/> 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? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11. Teacher Evaluation of Academic Progress (including, but not limited to curriculum mastery) | |
| 12. Parent/Guardian Opinion and Consultation | |
| Final Outcome - Student will be reclassified: <input type="checkbox"/> Yes <input type="checkbox"/> 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 | |

RFEP MONITORING-CPA

RECLASSIFICATION-CPA • 8/11/2022

Student #:

Student:

| | | | |
|-----------------|--|----------------|--|
| Teacher Name | | Due Date | |
| Teacher Subject | | Submitted Date | |

Your student has scored an overall level of 4 on the recent ELPAC assessment and therefore qualifies for reclassification to Fluent English Proficient. A score of 4 meets criteria one of four for reclassification. The remaining three criteria are addressed in this form.

Student Information

| | | | | | |
|------------|--|-------------|--|----------|--|
| First Name | | Last Name | | Local ID | |
| Student # | | Grade Level | | School | |
| Entered EL | | Exited EL | | | |

Monitoring Questions

| | |
|--|---|
| 1. Student's Current ELA grade (A, B, C, D, F or EE, ME, BE, AR) | |
| | |
| 2. Teacher Evaluation of Student Progress This includes comments but not limited to curriculum mastery. | |
| | |
| 3. Parent/Guardian Opinion and Consultation Please solicit parent feedback and opinion on Reclassification and English Proficiency | |
| | |
| 4. Parent/ Guardian Recommendation | |
| | Approved- Parent/Guardian Approved the student's reclassification to RFEP during an LP meeting. |
| | Approved- Parent/Guardian Approved the student's reclassification to RFEP during a phone call |

| | |
|--|---|
| | Parent/Guardian did not approve of the student's reclassification to RFEP |
|--|---|

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

| Select one | |
|--------------------------|---|
| <input type="checkbox"/> | Yes - Student is recommended for reclassification |
| <input type="checkbox"/> | No - Student is not recommended for reclassification |

Signatures

Subject _____

Date: _____

K-12 RFEP STUDENT MONITORING

RFEP STUDENT MONITORING – CPA 8/11/2022

Student #:

Student:

| | | | |
|-----------------|--|----------------|--|
| Teacher Name | | Due Date | |
| Teacher Subject | | Submitted Date | |

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's HST, your feedback is necessary. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

| | | | | | |
|--------------------------|--|-------------|--|----------|--|
| First Name | | Last Name | | Local ID | |
| Student # | | Grade Level | | School | |
| Exited Monitoring Status | | | | | |

Monitoring Questions

| | |
|---|-----|
| 1. Is student making expected growth in acquiring academic content knowledge? | |
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |
| 2. Are supports beyond tier 1 necessary? | |
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |
| 3. If you answered yes on previous question, please describe further. Specific academic need, description of specific support beyond tier 1, performance target (SMART goal) | |
| | |
| 4. List any interventions the student is currently enrolled in | |
| | |

Recommendation

As a HST for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, this student:

| Select one | |
|-----------------------|--|
| <input type="radio"/> | Displays Adequate Progress - student shows adequate progress in the classroom |
| <input type="radio"/> | Needs Intervention - student is recommended for intervention |

Signatures

Subject _____

Date: _____