



ENGLISH LEARNER MASTER PLAN

Charter Term 2021 - 2026





Preface

At Encore, our goal is for English learner students to become competent in areas of comprehension, reading, speaking, and structure of the English language through the integrated use of second language methods and strategies.

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Identification of Students and Services Offered

Home Language Survey

Encore administers a home language survey (HLS) as part of the initial enrollment on the school's enrollment forms. The purpose of the home language survey is to help identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.

English Language Proficiency Assessment

All students that are coming to Encore as a new California resident who indicate that their home language is not English will be tested with the Initial English Language Proficiency Assessments for California (ELPAC). The Initial ELPAC has three proficiency levels:

- Initial Fluent English Proficient
- Intermediate English Learner
- Novice English Learner

The ELPAC has two separate assessments:

Initial Assessment (IA) - The ELPAC IA identified students as either an English Learner or as fluent in English. The IA is given only one time during a student's tenure within a California public school system and is based on the results of the home language survey. The score given locally is the official IA score. The IA is given to students in grades K-12 when they indicate that English is not the primary language spoken at home.

Summative Assessment (SA) - English Learners will subsequently take the ELPAC SA every year until they are reclassified as fluent English proficient. The SA is administered to students that were previously identified as EL from the IA results. The results of the SA are used as one of four criteria for student reclassification, assigning appropriate EL support, and to report progress of students.

The tests are administered by the English Learner Coordinator that is certificated in administering the ELPAC SA. The ELPAC SA is completed in small groups and one-on-one, and is administered within two separate testing sessions.

The IA testing window is year round. Any student with a primary language at home that is something other than English as determined by the home language survey at enrollment AND has not previously been administered the IA shall be assess for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar



days before the date of first enrollment, but not before July 1 of that school year. The ELPAC SA testing window lasts four months, commencing February 1 through May 31. The ELPAC SA will be administered to all currently enrolled English Learners to assess progress during the testing window.

Encore will notify all parents of the responsibility for SA testing and of SA results within 30 days of receiving results from the publisher. The SA will be used to fulfill the requirements under the **Every Student Succeeds Act** for annual English proficiency testing.

Student Support Curriculum

Students in Levels 1 and 2

Junior High:

Students will have individual pull-out support at least once per week for 45 minutes that includes teacher developed curriculum including authentic and other ancillary materials. Students will be enrolled in a weekly ESL class that meets once per week for 90 minutes.

High School:

Students will be enrolled in an English as a Second Language Class as their primary English class for one full school year.

All Grades:

Students will use teacher developed plans with standards-based curriculum to acquire Basic Interpersonal and Communication Skills (BICS) and transition to Cognitive Academic Language Proficiency (CALPS)

All Grades:

Teachers will use instructional technology and SDAIE strategies to deliver content supporting language learning during all courses within a student's block. Teachers undergo professional development at least twice per year to drive the improvement of English Language Learners academic success.

English Language Development - This includes four parts of language: speaking, listening, reading, and writing. Although emphasis is on speaking and listening, the purpose of ELD is to help EL students develop strategies and skills through direct instruction. Designated for Levels 1 and 2 - In junior high, this includes a 90-minute class each week for intense language development. In high school, this includes an English Second Language course embedded into the student block. Effective ELD improves academic success by explicitly focusing on the language. Aligned to CA ELD standards, ELD instruction is research and standards based. It is structured through a scope and sequence of



language and provides specific language objectives. This instruction teaches vocabulary, syntax, grammar, discourse, functions, and conventions.

Students in Levels 3 and 4

Students will have regular individual pull-out support that includes teacher developed curriculum including relevant, standards-based materials and support coaching.

Teachers will use instructional technology and SDAIE strategies to deliver content supporting language learning during all courses within a student's block. Teachers undergo professional development at least twice per year to drive the improvement of English Language Learners academic success.

Students will have access to additional peer and teacher tutoring each week.

Designated ELD - is for teachers to intentionally teach English to help build a strong English language foundation. This level of instruction includes interactive activities that are carefully planned and focus on all components of the English language. Students meet regularly each week to complete these lessons.

Integrated ELD - All teachers that provide instruction use integrated ELD methodology to provide core content to English learners. For students that are levels 1 - 3, teachers use a variety of strategies to ensure comprehension, including primary language support provided by technology aides. Integrated ELD promotes deeper understanding of the English language and provides access to a broad core of study with standards-based core curriculum using scaffolding.

All English Learners have access to an A-G curriculum. Encore uses research-based methodology to support EL students. All students are evaluated on a regular basis through benchmarks, reviews, and quizzes.

All levels of English Learners will have support tailored to them based on individual development. Classroom teachers will provide differentiated instruction in a general education classroom setting.

The EL Coordinator/Paraprofessional will work with students individually or in small groups so they can gain the language skills to succeed academically.

The English Language Development (ELD) component of the program supports ELs through:

- Qualified staff in second language pedagogy.
- Access and implementation of integrated ELD.



Use of Integrated ELD strategies - frontloading vocabulary, chunked reading, graphic organizers, visual aids, guided practice, independent practice, pre-reading strategies, text annotation, mini-lessons, modifications for assessments, and varying methods to check for understanding.

Interventions

EL students are monitored by the counselor/intern counselor assigned to the EL student caseload. Watching for adequate progress toward acquiring English proficiency and appropriate academic progress are key benchmarks.

All interventions go through the same process:

- Initial meeting with EL Coordinator to discuss teacher/parent concerns.
- An assessment that determines specific area(s) of need.
- A plan of instruction that target needs.
- Progress monitoring by the EL Coordinator.
- Implementation and instruction with multiple opportunities for feedback.

ELAC

Encore will maintain an English Learner Advisory Committee (ELAC), which will meet regularly during each semester. The meetings will focus on curriculum taught in the school, skills for success, and parent support for college and career readiness. The ELAC also provides input for the annual LCAP.

All EL students have access to a teaching staff qualified in second language pedagogy, tutoring, and other academic support programs.

Encore meets all requirements of federal and state law relative to equal access to curriculum for those who are English learners. Encore will adopt the Encore English Learner Master Plan (April 2021). The goal is to provide high quality curriculum and instructional programs that will support English learners through graduation and college/career readiness.

Initial and Annual Parent Notification

Returning parents are notified annually of their child's ELPAC results and placement in the program prior to school starting each year. New students and parents are notified as soon as initial testing results have been received.

For a student to qualify as a designated Initial Fluent English Proficient (IFEP), students must score a minimum of 450 on the initial ELPAC.

Notification to parents will include:

[ENCORE EDUCATION CORPORATION 16955 Lemon Street, Hesperia, CA 92345](http://www.encoreeducation.com)



- Reason student is identified as EL
- Test results.

- Available services and methods of instruction.
- ELD exit requirements.
- Parents' rights

Student Progress Monitoring and Reclassification

Students exited from EL status are monitored for four years, to ensure that;

- (1) they have not been prematurely exited;
- (2) any academic deficits incurred as a result of participating in the EL program have been remedied;
- (3) they are meaningfully participating in the standard program of instruction comparable to their non EL peers.

Progress is monitored throughout the year by the EL counselor and the EL coordinator.

Overall student growth is measured through the following devices:

- ELPAC scores
- Teacher Evaluation - show oral and written samples of student work portfolios
- Benchmark test Scores
- SBAC test scores
- Parent input

The EL counselor and the EL coordinator. review data points four times a year to ensure all English learner students are on track for reclassification.



FORMS

Parent Notification Letter

English Learner (EL) Reclassification Process

English Learner Reclassification Review Form

Monitoring Form for Reclassified Students



ANNUAL PARENT NOTIFICATION LETTER

Federal Title I or Title III Requirements

To the parent(s)/guardian(s) of: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____

Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A] [i],[vi])

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

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is available. (20 U.S.C. Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

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.

Required Criteria (EC Section 313[f])	USD Reclassification Criteria Grades 7-12
English Language Proficiency Assessment	ELPAC: Overall Score of Level 4, OR meet/exceed the State-approved Overall Threshold Score for English language proficiency, with Level 3 or above for Oral Language (Listening & Speaking) and Written Language (Reading & Writing) performance



Teacher Evaluation	Grades 7-12: C or better in ELA on progress report.
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process.
Comparison of Performance in Basic Skills	<p>Grades 7-12: Standard Met or Exceeded for ELA on CAASPP</p> <p>District ELA Interim Assessments:</p> <p>Grades 7-12: Met or Exceeded the Core ELA Benchmark level.</p> <p style="text-align: center;"><i>OR Alternative Criteria:</i></p> <p>Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students</p>
	*SWD – For students with disabilities, refer to the IEP.

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	NWEA Map or Other Measure
English Language Arts		
Mathematics		

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

California Education Code 313.2 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

The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners will include explicit direct instruction in language development in all four domains (listening & speaking, reading & writing).

The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards will be through implementation of Response to Intervention (RtI) that will target individual student needs and will include progress monitoring and evaluation of intervention effectiveness utilizing multiple measures.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); (EC Section 306[c])

Description of Program Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects. A description of the language acquisition programs provided in the **Unified School District** are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- **Structured English Immersion (SEI) Program:** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.



- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

****NOTE:** At any time during the school year, you may have your child moved into the English Language Mainstream Program by completing a *Request for English Language Mainstream* form.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); (EC Section 310[a])

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)



ENGLISH LEARNER (EL) RECLASSIFICATION PROCESS

Reclassification Policy

Encore Junior & Senior High School for the Arts has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Fluent English Proficient students. English Learners shall be designated as Reclassified Fluent-English Proficient (R-FEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English.

The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria ensures the student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

- 1. English language proficiency, including listening, speaking, reading and writing*
- 2. Academic achievement*
- 3. Teacher/Parent Consultation*

Criteria for Reclassification

- 1. Overall ELPAC score: Level 4*
- 2. CAASPP Smarter Balanced Test: Score above "Standard Not Met"*
- 3. Grades: "C-" or better in English and social studies courses in one of the last two semesters.*
- 4. Overall academic GPA: 2.5 or higher*
- 5. Parent approval*

Steps to Reclassification

Anyone may recommend a student for reclassification at any time. The counselor will gather appropriate documentation according to the following steps and make a recommendation to the designated administrative staff member based on a review of the student data.

1. The counselor, classroom teacher, or parent, may make a recommendation that a student be evaluated for possible reclassification at any time during the school year.



2. The counselor gathers documentation.
3. The counselor will make arrangements to consult with the parents to review the student's progress and the reclassification criteria. During the meeting, the student's progress will be discussed as well as the recommendation to designate the student to Reclassified Fluent English Proficient (RFEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent via telephone or Zoom and document this conversation on the Reclassification Form. An administrator makes the final approval.
4. If a student is reclassified, the student's designation to RFEP will be noted in AERIES, along with the date of reclassification.
5. A reclassified student may be placed in regular courses at the time of reclassification or at the next natural break in instruction (i.e., beginning of the next semester).
6. The student's counselor is responsible for follow-up and monitoring the student's progress.

Monitoring of RFEP Students

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of 4 years after reclassification. Each counselor accesses data in the student information system (AERIES) of RFEP students for the purpose of monitoring their subsequent academic progress. Reclassified students having difficulty in the core curriculum will have access to the support services offered at the site to all students who are not meeting standards. Those support services are outlined in the School Site Plan and will be reviewed with parents/guardians at the time of the reclassification consultation.

If the student is not making progress in any academic class, the counselor will meet with the student and may recommend any or all of the following interventions:

- Student/teacher/parent conference
- Tutoring or other academic support program
- Placement in a reading, writing or math support class
- Summer school (when available)

Site administration examines the progress of individual English Learners and Reclassified Fluent English Proficient students annually along with data on the progress of all students as part of the process of evaluating the overall effectiveness of the English Learner program in terms of student learning.



English Learner Reclassification Review Form

School Year: Choose a year.

Purpose: To allow for school staff input on EL exit decisions based on the established required exit criterion.

Step 1: Verify score falls within the established proficiency standard on the Summative ELPAC assessment. ELPAC overall proficiency score is Level 4 falling between 1567 – 1900.

Step 2: Reclassification Review **(Complete only if Step 1 criterion is met.)**

Directions: School staff with knowledge about the student will complete this form when Step 1 scores are within the allowable range. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. When available, EL-endorsed staff may lead a meeting which may include the ELA classroom teacher and a school administrator. Additional staff or parents may also be included.

Student Name: Enter Student Name.

SID: Enter SID.

Grade: Select

Grade DOB: Month / Day / Year

Meeting Date: Date.

Content teachers present (check all that apply): ELA Math Social Studies Science

Meeting Participants:

EL Staff: Click or tap here to enter text.

Administrator: Click or tap here to enter text.

Classroom Teacher(s): Click or tap here to enter text.

Other Participants: Click or tap here to enter text.



<p>Listening: skills observed in the classroom (check all that apply): <input type="checkbox"/> Listens and follows along</p> <p><input type="checkbox"/> Responds to teacher questions</p> <p><input type="checkbox"/> Interprets oral information to complete content-related tasks</p> <p><input type="checkbox"/> Responds to unexpected/spontaneous questions appropriately</p> <p><input type="checkbox"/> Asks for clarification if necessary</p> <p><input type="checkbox"/> Provides clarification if necessary</p>	<p>Notes (optional):</p>
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<p>Speaking: skills observed in the classroom (check all that apply): In general, teachers elicit student responses that are mostly:</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> combination of simple and complex sentences</p> <p>Teachers observe that non-ELs use mostly:</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> combination of simple and complex sentences</p> <p>This English learner mostly uses:</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> combination of simple and complex sentences</p> <p>To what extent does this student use language in the ways expected for the task?</p> <p><input type="checkbox"/> All or most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely</p>	<p>Notes (optional):</p>
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Review of English **literacy** level and achievement test performance (e.g. NWEA ELA assessments, CAASPP ELA assessments)

Measures reviewed:

The EL’s overall **classroom performance** in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:

- All of the time Some of the time Rarely

The EL’s overall **assessment performance** in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:

- All of the time Some of the time Rarely



Based on the above documentation & observations, has the student demonstrated the ability to participate successfully in the classroom where the language of instruction is English?

Note: Determination must consider the performance of non-ELs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.)

Step 3: Reclassification Review Determination

- Exit from EL** **Continue in EL**

Adapted from: *“Discerning – and Fostering – What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions,”* Authors: Daniella Molle, Wisconsin Center for Education Research. Robert Linqanti, WestEd. August 2016



Monitoring Form for Reclassified Students

Student's Name: _____ School Year: _____

Date Reclassified: _____ Student ID _____ Current Grade: _____

Most Recent Grades: _____ Date: _____
English Math Science So. Studies

Most Recent CAASPP Scores: _____ Test Date: _____
English Math

Federal 2019 guidelines, under the Every Student Succeeds Act (ESSA) of 2015, require that schools monitor, for a minimum of four years, the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. An evaluation of this student's grades indicates a need for additional support.

The school's EL Coordinator will monitor the student's progress by completing this form and placing a copy in the student's EL folder and ensuring a copy is also placed in the student's cumulative file.

Suggested Interventions

Intervention/s	Responsible Site Personnel

Progress Review (To be completed by the end of school year):

Completed by _____, _____
Name Position