



2021-22 English Learner Master Plan

Collegiate Charter High School of Los Angeles (“the School” or “Collegiate”) prepares all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity. We strive to appropriately support all English Learners (“EL”) and to have 100% of ELs Reclassified as English Proficient (“RFEP”) by the time they graduate. We are guided by the following principles for English Learner instruction:

1. English Learners are held to the same high expectations of learning established for all students.
2. English Learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing.
3. English Learners are taught challenging academic content that enables them to meet performance standards in all content areas.
4. English Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
5. English Learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of students.
6. The academic success of English Learners is a responsibility shared by all educators, the family, and the community.

English Learner Identification

Services to English Learners begin with identification. When students enroll at Collegiate, every effort is made to identify their English proficiency. Collegiate uses the Home Language Survey and CALPADS to determine whether English is a student’s home language. All students whose English Learner status is unknown and whose home language is other than English (as indicated on their Home Language Survey) are given the English Language Proficiency Assessments for California (“ELPAC”) initial assessment during the appropriate testing window to determine their English proficiency level. When appropriate, these students are also assessed in their primary language to determine academic skill levels. All ELs will take the ELPAC summative assessment every year until they are RFEP. The summative assessment will be administered during the appropriate testing window to assess English language proficiency of all currently enrolled ELs.

The School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the

requirements under the Every Student Succeeds Act (“ESSA”) for annual English proficiency testing.

EL students are classified by the Proficiency Level Descriptors (“PLDs”) found below:

- **1-** 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. 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 CA ELD Standards.
- **2-** 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. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- **3-** 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. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- **4-** 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. 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 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

Services Offered

Integrated English Language Development: Based on a substantial research base proving the benefits of a Structured English Immersion (“SEI”) program, Collegiate implements a comprehensive structured immersion program in every mainstream classroom for their EL students. It is the School’s goal that all students will graduate proficient in the English language.

To achieve this goal, teachers use the English Language Development (“ELD”) standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic

content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students.

Teachers employ Specially Designed Academic Instruction in English (“SDAIE”) strategies to enhance the English Language Development of all students. While using SDAIE strategies, teachers will organize the subject matter so that it is grade-level appropriate and cognitively demanding. Examples of SDAIE strategies that are being employed and that will continue to be a professional development and instructional coaching priority include, but are not limited to, the following:

<p>Metacognitive Development: Providing students with skills and vocabulary to talk about their learning.</p> <p>Examples: self assessments, note taking and studying techniques, and vocabulary assignments.</p>	<p>Bridging: Establishing a link between the students’ prior knowledge and the material.</p> <p>Examples: think-pair-share, quick-writes, and anticipatory charts.</p>	<p>Schema-Building: Helping students see the relationships between various concepts.</p> <p>Examples: compare and contrast, jigsaw learning, peer teaching, and projects.</p>
<p>Contextualization: Familiarizes unknown concepts through direct experience.</p> <p>Examples: demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p>Text Representation: Inviting students to extend understandings of text and apply them in a new way.</p> <p>Examples: student created drawings, videos, and games.</p>	<p>Modeling: Modeling the language you want students to use, and providing samples of student work.</p>

Additionally, the School employ a unique personalized learning approach designed to meet each individual student’s needs.

The academic model at Collegiate is, by design, highly personalized and built to allow for maximized differentiation across all academic ability levels as well as English Learner status. Online or offline, instruction is differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways so all students can demonstrate mastery of the standards. The use of digital platforms allows teachers to efficiently provide

scaffolds or accommodations for English Learners, giving students personalized resources and tasks based on their individual needs.

Additionally, teachers have access to a constant flow of real-time data to assess student progress in the moment and deliver the right interventions at the right time. With real-time analytics, teachers can take action immediately to provide students with personalized support, providing interventions such as one-on-one or small group instruction or scaffolded assignments. This differentiation allows most English Learners to be successful in grade level coursework in the general classroom where they will also benefit from exposure to academic language with their English Only and RFEP peers.

Curricular materials for integrated ELD have been chosen based on their alignment to the California ELD standards and the ELA/ELD, as well as the ability to reach all learners. Our materials are internally created to align to the standards as well as to be supportive to ELs. Across content areas, teachers use Illuminate DnA, an online platform, to assess student progress and mastery of key learning standards and then build easily accessible scaffolds, such as key vocabulary definitions, graphic organizers, and visual representations that support ELs with accessing the content both individually and collaboratively. Additionally, subject areas have formative assessments to track progress against the standards and to allow for real time data.

Designated English Language Development

Collegiate is committed to ensuring English Learners are provided explicit instruction to support the development of language proficiency. At Collegiate, designated ELD is:

- A separate and distinct instructional time, in addition to (not in place of) core content instruction
- Provided for a target of 110-220 minutes per week
- Offered for EL students at all levels
- Tailored to meet students' language proficiency levels
- Based on the English Language Development standards

ELD curricular materials are grounded in research-based best practices for supporting English Learners, such as explicit and direct instruction, a focus on academic English, ample structured interactions, teaching content-based forms and functions, corrective feedback, and ongoing formative assessment. Per our personalized learning approach, we also leverage technology to best reach students at various levels. For example, classes for newcomer students may utilize Houghton Mifflin's System 44, an online research-based system grounded in the Read 180 method.

ELD sections are determined based ELPAC scores, literacy data (Lexile), and formative assessment data with regards to English skills. These blocks utilize both personalized learning and also small group instruction around specific ELD standards. The goal of all sections is to

provide targeted ELD standards-based instruction for our students to get the language support needed to succeed in core content classes and to move towards reclassification.

Staffing

All instruction of English Learners will be provided in the mainstream classroom setting by core content and elective teachers. Collegiate hires teachers who are well-qualified in their subject area. In addition to possessing a current California Teacher Credential, all Collegiate teachers are required to hold, or otherwise obtain, appropriate EL Authorization, consistent with all applicable federal and state law and California Commission on Teacher Credentialing requirements. Additionally, the School provides an ongoing program of staff development to prepare teachers to support English Learners in continued English Language Development and mastery of academic and ELD standards.

Evaluation & Results

Collegiate uses a systematic, ongoing process to monitor ELs’ progress toward English proficiency. Teachers use formal and informal assessment data to monitor student progress and to modify instruction to meet students’ needs. Teachers regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.

Collegiate uses a variety of standardized testing data, such as NWEA MAP, CAASPP, SAT, grade level benchmarks, and Lexile assessments to measure progress and track growth of ELs. Every quarter, performance data from a variety of assessments are compiled and disaggregated by subgroup, including newcomers, ELs at each level, including LTELs or ELs at risk of becoming LTELs, and RFEP students. On an annual basis, the School uses results on the ELPAC to measure the effectiveness of instruction for ELs.

Reclassification Process

The School holds high standards for reclassification to ensure that ELs have reached true parity with their monolingual peers. Our reclassification criteria includes:

Measure	Performance Expectation
ELPAC	<ul style="list-style-type: none"> Overall proficiency level of 3 (Moderately Developed) or 4 (Well Developed) on the ELPAC, with subscores of 3 (Intermediate) or higher
Teacher Evaluation	<ul style="list-style-type: none"> Demonstrated mastery of grade level content with a C- or better in English 9, 10, 11, 12
NWEA MAP and/or CAASPP	<ul style="list-style-type: none"> An NWEA MAP Reading Growth RIT score that places the student at or above the 61st national percentile CAASPP ELA score of “Met” or “Exceeded” standards (11th grade only)
Parent Opinion and Consultation	<ul style="list-style-type: none"> Parent approval

Every year, Collegiate will monitor ELPAC scores and reclassification rates, and instructional staff will use this data to make improvements to the services provided to ELs on an ongoing basis. In compliance with the ESSA, Collegiate will monitor RFEP students for four years.

Parent & Family Involvement

It is a core belief to inform and engage families about their EL students' progress. As such, Collegiate sends the following notifications to the families of English Learners:

1. Explanation of students' classification as an English Learner, including the level of proficiency, reclassification criteria, graduation requirements, and a description of the ELD program.
2. Assessment results and interpretation of the scores.
3. Information and resources around the reclassification process and ways to support their child at home.
4. Notification of reclassification when the above-identified four requirements are met.

Additionally, if any Collegiate school has more than 21 ELs enrolled, Collegiate will establish and engage an English Learner Advisory Committee ("ELAC"), which is made up of parents of EL students. The ELAC is responsible for advising the Executive Director, Principal and staff on programs and services for English Learners, including but not limited to: LCAP goals, priorities in the Single Plan for Student Achievement ("SPSA"), school-wide needs assessment, and more.