



English Learner Master Plan

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Empower Generations's EL Master Plan Introduction

Empower Generations's English Learner Master Plan is designed to provide guidance and direction to administrators, instructional staff, families and learners regarding our programmatic goals and expectations for English Learners. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity and we will hold each other accountable for doing so as we strive to continuously improve our services and outcomes for English Learners.

This document builds on our core beliefs. Learners' academic and social-emotional achievements are at the center of all of our policy decisions and are the focus of the English Learner Master Plan. We appreciate the responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every learner in California. English Learners face the twin tasks of learning rigorous academic subject matter while simultaneously mastering a new language. We know that English Learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Empower Generations, we value and promote 21st-Century College and Career Ready knowledge and skills, as well as multilingual and multicultural proficiencies that bestow real advantages in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for all of our learners.

While the plan describes procedures and systems that are required by state and federal law, the heart of this plan describes what is to occur in the classroom. The plan also describes how ELs are identified, how our EL program is structured and how ELs become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring learners progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP). While reclassification is an important milestone for all ELs, it is not the end of the journey. Empower Generations continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve. If a learner should decline in performance, we will support them with appropriate linguistic and academic interventions.

Overview of Programmatic Goals for English Learners

A core part of Empower Generations's mission is to meet the educational needs of all learners in an environment that fosters an appreciation for and understanding of other languages and cultures. To that end, Empower Generations values and implements [*The Principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and*](#)

Practices for English Learners (CA EL Roadmap). <https://www.cde.ca.gov/sp/el/rm/>

The four principles of the CA EL Roadmap include:

- [Principle One: Assets-Oriented and Needs-Responsive Schools](#)
Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
- [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
- [Principle Three: System Conditions that Support Effectiveness](#)
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
- [Principle Four: Alignment and Articulation Within and Across Systems](#)
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

One focus area for Empower Generations's ELs is based on Principle One: Assets-Oriented and Needs-Responsive Schools. Empower Generations's staff members are responsive to different EL strengths, needs, and identities and support their socio-emotional health and development. Programs and people value and build upon the cultural and linguistic assets learners bring to their education in a safe and affirming school climate. Educators value and build strong family, community, and school partnerships. When ELs feel valued and included in the school community, their language achievement is enhanced.

Another goal supports [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#). School leaders and staff review English Language Development curriculum and supports annually and make adjustments, as needed, to best serve our ELs and promote their mastery of English.

At Empower Generations, ELs work on mastering ELD and Common Core State Standards simultaneously. They are engaged in the type of rich instruction called for in the Common Core State Standards, with appropriate scaffolding that attends to their particular language learning needs. They are supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia work
- Develop proficiency in shifting registers based on task, purpose, audience, and text type

CHAPTER 1: Initial Identification, Assessment, Program Placement and Reclassification

- **The Enrollment Process**
- **Language Proficiency Assessments**
- **Correction of Classification Errors**
- **Professional Development For Staff and Administrators On Initial Identification, Placement, And Related Parental/Guardian Rights/Informed Consent**
- **Reclassification**
- **Criteria Used For Reclassification**
- **Reclassifying English Learners With Disabilities**
- **Monitoring Progress Of Reclassified Learners**

Enrollment Process

Empower Generations seeks to enroll learner populations that serve and reflect the demographics of the local region. Accordingly, Empower Generations complies with federal, state, and county mandates regarding

identifying, enrolling, instructing, assessing, and monitoring ELs. Below are the steps taken upon enrollment.

1. All incoming families, who are first-time enrollees in California Public Schools, complete a Home Language Survey (HLS) upon enrollment. Families coming from another CA public school have already completed an HLS, so their home/primary language and language status must be found in CALPADS and added to the school's student information system (SIS).
2. If parents/guardians indicate a language other than English on the original HLS and there has been no previous enrollment in a CA public school, the learner will be entered into the SIS as to be determined (TBD). Per ELPAC regulations, TBDs are given the Initial ELPAC within 30 calendar days of enrollment.
 - a. If the learner is transferring from another public school in California, CALPADS must be checked for primary/home language and learner language status and entered into the SIS. EL records must also be requested by the site.
 - b. If the initial home language survey identifies a language other than English, the learner's language status must be entered in the SIS as TBD.
 - a. Site Registrars/Office Managers, along with administration, are responsible for determining the primary language based on CALPADS or the HLS and entering the home/primary language and language status in the SIS.

Home Language Survey Questions

1. Language the student first learned, is spoken by the student, or in the case of a student too young to speak, the language spoken most frequently by adults in the home. Explain
2. What language did the student first learn to speak?
3. What language does the student most frequently read/speak at home?
4. What language does the parent/guardian most frequently speak to the student?
5. Which language is most often spoken by adults in the home?

Language Proficiency Assessments

The English Language Proficiency Assessments for California (ELPAC) are used to identify English Learners' level of proficiency in listening, speaking, reading, and writing. A learner identified as To Be Determined (TBD) must be given the Initial ELPAC within 30 days of enrollment. The Summative ELPAC is given to all ELs each Spring to monitor their progress toward English language acquisition.

The ELPAC is aligned with California's 2012 English Language Development Standards and is comprised of two separate ELP assessments:

- **Initial ELPAC**—an initial identification of learners as IFEP or EL
- **Summative ELPAC**—an annual summative assessment to measure progress in mastering English and to identify the learner's ELP level.

The scores of the Initial ELPAC will indicate one of the following:

Initial Fluent English Proficient **(IFEP)**

Intermediate English Learner **(EL)**

Novice English Learner **(EL)**

The scores of the Summative ELPAC indicate an **Emerging, Expanding, or Bridging** proficiency level of ELD Standards.

Correction of Classification Errors

When a learner is classified as English Only (EO) and the LEA has an indication that the learner's primary or native language is not English and the pupil is not able to perform ordinary classroom work in English, the LEA may collect and review evidence of the pupil's ordinary classwork in English. (Ed Code 11518.20)

- (d)(3) Parent or guardian opinion and consultation results: and
- (d)(4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7 to 12) and English Language Development, as applicable, obtained from the pupil's classroom teacher and other certified staff with direct responsibility for teacher or placement decisions

If the LEA determines that the learner shall be administered the initial assessment in order to determine the pupil's classification:

- The LEA shall notify the pupil's parent or guardian in writing that the pupil will be assessed at least 10 calendar days prior to administration of the initial assessment

If the LEA administers the initial assessment and if the learner does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. The LEA shall notify the learner's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination.

The learner's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c). (See appendix)

During the time evidence is being collected and reviewed, the learner shall retain his or her original classification. This review shall occur only once over the course of the learner's enrollment in the California public school system.

Professional Development for Staff/Administration on Initial Identification, Placement, and Related Parent/Guardian Rights

Office staff training on enrollment procedures, assessment for identification, program placement, and parent/guardian communication, including informing families of their child's placement, their legal rights, and making them feel welcome, is conducted annually with additional training scheduled as needed.

Reclassification (Criteria Used For Reclassification, Monitoring Progress Of Reclassified Learners, and Reclassifying English Learners With Disabilities)

Reclassification is the process whereby a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Criteria Used for Reclassification

Empower Generations uses the guidelines stipulated in 5 CCR, sections 11303 Reclassification and 11308 [c][6] Advisory Committee issued by the California Department of Education.

Criterion 1: *Assessment of English Language Proficiency*

Criterion 2: *Teacher Evaluations*

Criterion 3: *Parent Consultation*

Criterion 4: *Basic Skills Relative to English Proficient Students*

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4
SBAC or MAP Scores	Score at or above 50th percentile on MAP Reading	Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading
Facilitator Evaluation	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

*To be used once required by the California Department of Education

Reclassifying English Learners With Disabilities

The reclassification criteria apply to ELs who have special needs; however, the Summative ELPAC is given with designated and non-designated supports and accommodations as determined by the iep team. For ELs with the most significant cognitive abilities, the Alternate ELPAC is given when deemed appropriate. Once it is determined that a learner takes an alternate state assessment, that learner must take alternate versions of other state assessments. The IEP team should be consulted when reclassifying an EL with special needs. IEP teams should verify that in addition to meeting the criteria for reclassification, learners with ELD goals in their IEPs have mastered those goals before the learners are reclassified.

The IEP team must utilize 4 criteria to determine reclassification:

- **Criterion 1: *Assessment of English Language Proficiency***
 - The IEP team will use the most recent administration of the ELPAC or Alternate ELPAC as the primary evidence that a learner has met the criteria demonstrating English language proficiency. A Summative ELPAC score of 4 or an Alternate Summative ELPAC score of 3 is required in order to consider reclassification of the learner.
- **Criterion 2: *Facilitator Evaluation***
 - The IEP team will consider the learner's classroom performance information regarding (1) progress on IEP goals related to ELD, (2) progress on all literacy domains, (3) mastery of content as evidenced by IEP goals, and (4) mastery of grade level expectations.
- **Criterion 3: *Assessment of Basic Skills***
 - The IEP team will utilize a basic skills assessment (NWEA MAP) or an equivalent assessment.
- **Criterion 4: *Parent/Guardian Option and Consultation***
 - The IEP team will consider parent/guardian input.

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3
SBAC or MAP Scores	Score at or above 30th percentile on MAP Reading	Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading
Facilitator Evaluation	Teacher Evaluation/ *OPTTEL	Teacher Evaluation/ *OPTTEL	Teacher Evaluation/ *OPTTEL	Teacher Evaluation/ *OPTTEL	Teacher Evaluation/ *OPTTEL	Teacher Evaluation/ *OPTTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

The IEP team may use other criteria to supplement the above required criterion to ensure that the most appropriate decision is made for each learner.

Monitoring Progress of Reclassified Students

Learners who have been reclassified must be monitored for four years after reclassification. School staff will use the state and or local assessment results, class performance, and reports of progress, to determine if the EL continues to experience academic success or if more English support is needed. Facilitator input is collected twice a year. All core teachers give feedback about student progress in class and indicate whether the student is in need of further intervention. When further support and interventions are needed, the EL is placed into Designated ELD classes. Empower Generations uses Ellevation to track RFEP monitoring.

When an EL reclassifies, the reclassification form is completed by the site EL coordinator, shared with the parent/guardian, and filed in the learner's cumulative folder. Then, the language status must be updated to RFEP in the SIS and uploaded to CALPADS.

CHAPTER 2: INSTRUCTIONAL PROGRAM

- **Instructional Program Options**

Instructional Program Options

For the academic and social benefits of all, Empower Generations uses an inclusion model that allows learners of a wide variety of backgrounds, experiences, abilities, and needs to work collaboratively, thereby enriching each other's experience. This format allows all learners to be part of and contribute to a more global community. We have seen how this opportunity to interact and collaborate academically and socially allows our learners to deepen their levels of empathy, problem-solving, flexibility, and critical thinking, while mastering the state standards.

With the collaborative instructional model, learners receive support from their peers, classroom facilitators (general education facilitators), Care Team personnel (paraprofessionals), parent/guardian volunteers, and student support personnel.

As with all of the learners at Empower Generations, Individualized Learning Plans (ILPs) are developed for ELs at the beginning of each year. Using specific and individualized diagnostic assessment data, each learner team, consisting of the classroom facilitator, parent/guardian, and the learner themselves, will meet to establish an individualized annual ELD goal. Progress made toward the ELD goal is monitored throughout the year. Not only does each learner track and monitor their own progress (with the support of their family and facilitator), learners also reflect and report on their progress with their class at the end of the school year.

Empower Generations's ELs receive their services through a Structured English Immersion (SEI) program specifically designed to develop learners' English language proficiency. The California English Language Development Standards are used, in conjunction with the English Language Arts Standards, to scaffold the learners' instruction and progress toward eventual reclassification. For Integrated ELD, we implement research-based strategies and activities, so ELs can better access the curriculum.

Coding EL Programs and Courses in the SIS

EL program codes must be added to the SIS for each learner. All Empower Generations ELs must have code **305-Structured English Immersion Program selected**.

All school courses in the SIS must be coded as one of the following:

- Code 3-*Integrated ELD Instruction Only*
or
- Code 4-*Designated and Integrated ELD Instruction But Not Primary Language Instruction*

English and Self-Contained Classes: Code 4-Designated and Integrated ELD Instruction But Not Primary Language Instruction

All other classes: Code 3-Integrated ELD Instruction Only

CHAPTER 3: Instructional Services For English Learners

- **Research-Based Instructional Frameworks That Inform Our Practice With English Learners**
- **Ongoing Training and Professional Development**
- **Service Model For English Learners**
- **Availability and Use Of ELD Materials**

Research-Based Instructional Frameworks That Inform Our Practice With English Learners

Principle Two of the CA EL Roadmap: Intellectual Quality of Instruction and Meaningful Access states that “English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”

In order to provide quality instruction and meaningful access, our facilitators use a combination research-based instructional strategies such as:

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support ELs. It emphasizes the importance of supporting ELs in acquiring academic skills and knowledge, while at the same time learning English through comprehensible input. The practice was based on linguistic theories laid out by a number of researchers,

including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*.¹ At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible input and a supportive affective environment. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. Language is acquired because of the context in which it is contained.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches. SDAIE encompasses proven teaching strategies and techniques that benefit all types of learners, offering particular support to students who are EL.

The four major components of this teaching approach are:

1. **A visual approach to classroom presentation:** Facilitators will use models, kits, manipulatives, and gestures to show learners what they are talking about.
2. **A hands-on approach to class work:** Learners will retain new information faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
3. **Cooperative learning strategies:** Facilitators will structure learning opportunities through project-based learning and during workshop instruction for learners to work together, be held individually accountable, and develop positive social skills. Learners are more likely to try to practice their English skills in smaller groups.
4. **Guided vocabulary techniques:** Facilitators make conscious choices regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons.

Project-Based Learning (PBL): PBL incorporates communication and collaboration, allowing all learners to contribute in areas in which they show strength and to grow in areas of personal need. Projects include a great deal of learner voice and choice, with the purpose of engaging and incentivizing greater levels of learner participation and deeper levels of inquiry and communication - both academic and interpersonal. Through projects, ELs practice listening, speaking, reading, and writing in English in authentic ways.

Ongoing Training and Professional Development

Each year, Empower Generations develops school priorities. These priorities impact our focus areas for staff development and training throughout the year. With an organizational priority on improving the achievement for ELs, Empower Generations leadership prioritizes EL professional development and training for all instructional staff. These trainings focus on

- Learning strategies to increase lesson engagement and access to the curriculum in the classroom.
- Using ELPAC and other data to inform instruction for ELs
- Implementing ELD standards in conjunction with content standards
- Improving EL understanding through Integrated ELD
- Providing effective Designated ELD instruction
- Preparing for the Summative ELPAC

Service Model For English Learners

TK - 12th English Language Development (ELD) Classroom Practices:

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

At Empower Generations, Integrated and Designated ELD incorporate California Dept. of Education ELD Standards as outlined in the table below:

CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways
A. Collaborative (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts
B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works
A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Listed below are additional strategies and practices that increase learner engagement and understanding.

Strategy	How it helps:	How it works:
Language Objectives (separate from Content Objectives)	Builds academic English by focus on major language form, function and/or vocabulary focus separate from content objective	- Facilitator writes separate language and content - Objectives for lessons, students read aloud together. - Teacher refers to objectives throughout lessons and revisits objectives with learners at the end of the lesson to identify if learners have met the objective.

Vocabulary Building (Cognitive Content Dictionary)	• Learners think about thinking • Builds vocabulary • Aids in comprehension	1. Facilitator chooses a word 2. Learners, in teams, guess what it means 3. Facilitator gives the meaning with hand motions 4. Facilitators explains the word's origins 5. Facilitators provides dictionary definition 6. Learners use the word in a sentence 7. The word becomes a signal word
Language Forms and Functions	• Helps learners focus on higher level grammatical forms and functions for understanding receptive language (listening, and reading) and producing higher level expressive language (speaking and writing)	1. Facilitator provides sentence frames and vocabulary related to cross content language forms and functions 2. Facilitator reminds learners to speak and write using the focus language forms and functions.
Sentence Frames	• Guides speaking and writing • Shows proper use of vocabulary • Gets students talking	1. Facilitator provides first words of a sentence or portion of a sentence, which might include key vocabulary or a language function that students are learning (i.e. compare & contrast) 2. Learners use those words and then add their own to finish the sentence
Pictorial Input Chart	• Helps learners understand - Organizes information • Becomes a resource for learners	1. Facilitator makes a chart drawing with labels it 2. As learners watch, facilitator traces in marker and explains 3. Facilitator revisits to add word cards and images and to review concept 4. Learners draw and label their own picture or color the class chart
Real objects (Realia)	• Links words with objects • Aids in understanding	1. Facilitator brings in real object 2. Facilitator names and explains object 3. Learners see, hear, smell, touch, taste object and use language to describe their experience
Photographs and Pictures (Visuals)	• Links concepts with images • Aids in understanding	1. Facilitator brings in photograph or image 2. Facilitator names and explains image 3. Learners look at image and have opportunities to use language frames to describe the objects or photographs they are observing

CHAPTER 4: Family and Community Involvement

• Parent/Guardian and Community Participation

Parent/Guardian and Community Participation

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning English Learner Advisory Committee (ELAC). ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision-making group that approves expenditures. However, ELAC does give input and advice on school decisions and the use of funding sources dedicated to ELs.

Legal Requirements

California Education Code – Section 52176 states, “A school site with 20 or more pupils of limited English proficiency shall establish a school level advisory committee on which parents/guardians of such pupils constitute membership in at least the same percentage as their children represent of the total number of pupils in the school. The school may designate for this purpose an existing school-level advisory committee that meets the criteria stated above. A School Site with 21 or more English Learners (ELs) must have a functioning EL Advisory Committee (ELAC) that meets the following requirements”

- Parent members are elected by parents or guardians of English Learners. The parents shall be provided with the opportunity to vote in the election.
- Parents of ELs constitute at least the same percentage of the committee memberships as their children represent the student body.
- ELAC advises site leadership and staff on the school's program for ELs.
- ELAC assists in the development of the school's needs assessment assists with efforts to make parents aware of the importance of regular school attendance.
- ELAC receives training to assist members in carrying out their legal responsibilities.

Steps for Establishing an ELAC

1. Determine the number of parents/guardians of English Learners that need to be on the committee.
2. Determine the preliminary advisory committee size. The law is silent on the

size of the committee. The requirement is that the percentage of parents/guardians of ELs serving on the ELAC must be at least the same as the percentage of ELs enrolled in the school.

3. The purpose of an ELAC is to build the capacity of parents/guardians of ELs to assist in the education of their children.
4. Other members of the ELAC can be parents/guardians, school staff, and members of the community as long as the minimum percentage requirement for EL parents is maintained.
5. Notify the parents of ELAC elections. All parents of English Learners in the school may be elected to serve on ELAC.
6. Elect parents of ELs to serve as ELAC officers. The law requires that only parents/guardians of English Learners elect the parent/guardian members of the ELAC. An election shall be held in which all parents of ELs will have the opportunity to vote.

Selection of ELAC Officers

The following are the ELAC Officer positions and responsibilities:

- **President:** Assists with the development and posting of ELAC agendas.
Presides over meetings
- **Vice-President:** Performs the duties of the president when the president is unavailable
- **Secretary:** Takes meeting minutes

1) Election Policies and Procedures:

- Parents/Guardians of ELs will be provided with the opportunity to nominate candidates in the fall of each school year.
- The Site Director/Designee will develop, coordinate, and monitor the election process.
- Communication to elicit candidates will include phone calls, emails, and newsletters.

2) Replacement During the Year:

- If a committee member must be replaced during the school year, discussion and elections will take place at the next ELAC meeting.

CHAPTER 5: Monitoring, Evaluation, and Accountability; Purposes of EL Program

Monitoring, Evaluation and Accountability

- Program Evaluation
- Progress Monitoring Of English Learners
- Program Evaluation

Each school year, school administration will take steps to ensure the effectiveness of EL programs by conducting an analysis. Through the process, the following areas will be evaluated, refined, and adjusted.

Goal	Evaluation Questions
1. Implementation EL programs are fully implemented as described in this plan.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs? 1.3 Are ELs at high schools gaining access to academically rigorous core classes?
2. English Proficiency ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.	2.1 What percentage of ELs have increased at least one level on the ELPAC? 2.2 What percentage of ELs have Reclassified?
3. Academic Progress a. ELs will make steady progress in core academic subjects b. ELs in our school 5 years or longer will meet grade-level standards in core academic subjects	3.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA? 3.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math? 3.3 Are ELs not making steady academic progress being identified and appropriately served? 3.4 Are increasing percentages of ELs in our school 5 years or longer meeting all criteria required for Reclassification? 3.5 Are ELs (and RFEPs) in high school making expected progress toward graduation?

4. Decrease Risk of Failure

Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.

- 4.1 Are ELs (and RFEPs) not overrepresented in the following categories:
- Suspensions, expulsions, other discipline
 - Dropouts
- 4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?
-

Progress Monitoring Of English Learners

Empower Generations supports Principle Four of the CA EL Roadmap, Alignment and Articulation Within and Across Systems. At Empower Generations, ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in the early grades and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge learners need for college- and career-readiness and participation in a global, diverse, multilingual world.

EL performance is tracked by ELPAC scores, NWEA MAP, classroom observation, and formative assessments that reflect the level of mastery of the CA ELD and Common Core State Standards.

Once learners are identified as EL, we use various internal controls and methods to collect and document all pertinent and appropriate information about academic progress. Within each EL's cumulative file, one will find the necessary documentation related to the learner's growth in English. EL information is also housed in our SIS.

CHAPTER 6: Meeting State and Federal Compliance Requirements

This chapter addresses the additional state and federal requirements for the services to ELs not previously addressed in this Master Plan. This chapter will be updated and supplemented with policy memos and bulletins as changes in law occur.

Authorization To Teach English Learners

Empower Generations strives to meet CA EL Roadmap, Principle Three: System Conditions that Support Effectiveness, whereupon each level of the Empower Generations school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that

inform instruction and continuous improvement. Empower Generations staff collaborates to plan and implement tiered levels of support to ensure learning.

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC). The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and Bilingual Authorization. The table below summarizes the instructional services permitted based on the type of authorization.

Authorization Type	Instructional Services
EL Authorization	English Language Development Specially Designed Academic Instruction in English
Bilingual Authorization	English Language Development Specially Designed Academic Instruction with English Primary Language Support

Facilitators of ELs are required to possess the appropriate EL authorization.

APPENDIX A: English Proficiency Data in iLEAD's Student Information System

How English Proficiency Data is Stored in iLEAD's Student Information System (SIS)

(SIS) English proficiency data is stored in our SIS, Pathways. Data is extracted from Pathways into CALPADS for all state compliance reporting as it relates to the ongoing monitoring and tracking of English Learners' status, program enrollment and proficiency in English. The California Department of Education uses CALPADS Fall 1 data to determine school site EL performance/achievement data which in turn is publicly available through DataQuest.

To ensure data accuracy we commit to:

1. Follow the law and California's detailed Education Code to ensure full compliance in our practices and policies
2. Follow this adopted Empower Generations English Language Master Plan with fidelity
3. Have every instructional, administrative and office staff member follow the specific procedures, practices and systems associated with their specific role
4. Stay up-to-date with the newly adopted standards and practices associated with the following:
 - a. [EL Common Core Standards](#)
 - b. [EL Framework and Standards](#)
 - c. [ELPAC and other assessment related updates](#)

Below are the specific proficiency statuses as defined by the State of California. All students will be tagged as one or the other within Pathways:

English Language Acquisition Codes

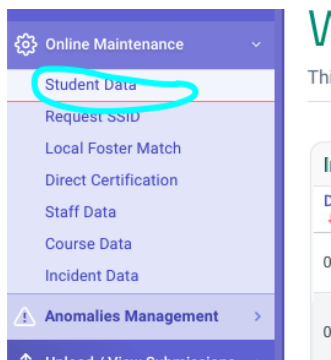
- **EO** = English Only
- **TBD**=To Be Determined
- **EL** = English Learner
- **IFEP** = Initial Fluent English Proficient
- **RFEP** = Reclassified Fluent English Proficient

Process for English Learner Status and Primary/Home Language

When a learner is being enrolled:

1. **Check CALPADS** for Language Acquisition Status and Primary Language

To find a learner when you do not have an SSID, on the left-hand side of the screen in CALPADS, click on “Online Maintenance” and then choose “ Student Data”.



Click on “Search by Student Demographics/Request SSID”.

Enter the learner’s last name, first name, and date of birth, then click “Search”.

Click on the learner's name.

Student Name	SSID	Score	Local ID	Gender	Birth Date	Birth Country	Birth State Province	Primary Language	Guardian 1 First Name	Guardian 1 Last Name	Grade Level	Enro Start
Bowes, Kylie Elizabeth	1039507863		66103365	F	06/09/1996	US	US-CA	00			12	08/2

Scroll down and click on “Student English Language Acquisition”.

Open	1996537	Antelope Valley Union High-1964246	Quartz Hill High-1937051	10	11	08/09/2010	12/21/2012	T160			
Open		Keppel Union Elementary-1964642	Lake Los Angeles Elementary-6105969	10	08	08/11/2008	05/28/2010	E230		480	
Open		Westside Union Elementary-1965102	Sundown Elementary-6111520	10	06	08/14/2006	06/13/2008	T160			

1 10 items per page 1 - 6 of 6 items

Demographics

Address

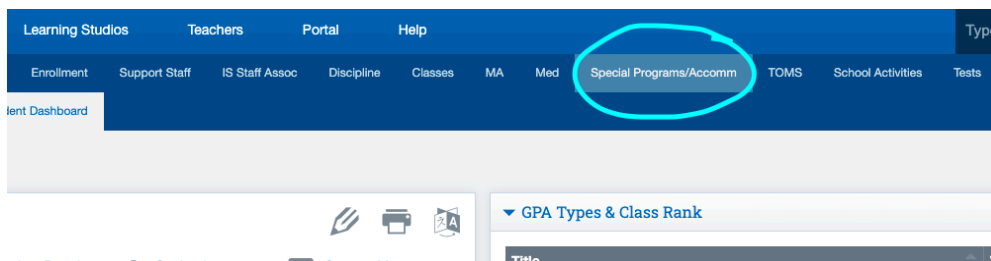
Student English Language Acquisition

Student Program

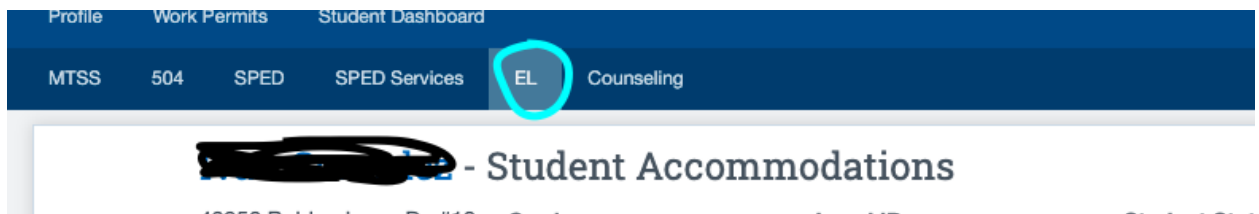
You will use the most recent Language Acquisition Status, Status Date, and Primary Language. This information will be entered into Pathways.

Student English Language Acquisition						
	Reporting LEA	Acquisition Code	Status Date	Primary Language Code	Correction Reason Code	Effective Start Date
Open	Santa Clarita Valley International - 0117234	English or American Sign Language Only-EO	10/01/2008	00 - English		01/16/2013
Open	Desert Sands Charter - 1996537	English or American Sign Language Only-EO	10/01/2008	00 - English		07/02/2012
Open	Antelope Valley Union High - 1964246	English or American Sign Language Only-EO	10/01/2008	00 - English		08/09/2010
Open	Keppel Union Elementary - 1964642	English or American Sign Language Only-EO	10/01/2008	00 - English		07/01/2009

2. In Pathways, click on “Special Programs/Accomm”.



Click on “EL”.



Enter the EL status and date from CALPADS.

MTSS 504 SPED SPED Services **EL** Counseling

Start Finish Status Edit
No historic EL records

Current English Learner Information

English Language Acquisition Status: **English or American Sign Language Only**

English Language Acquisition Status Date:

Instructional Setting: **-- Choose --**

Support Staff: EL Coordinator Not Yet Assigned

Attends Classes: ☐ Speech ☐ Resource

Service Received: **-- Choose --**
(this list is prioritized, select the first item on the list which applies)

Completion of ESL/ELD Date:

Source for EL Info:

Notes (Teacher Viewable):

In Pathways, click on “Registration”.

Admin Reports Learning Studios Teachers Portal Help Type to quick page fin

Search List **Registration** Enrollment Support Staff IS Staff Assoc Discipline Classes Med Special Programs/Accomm TOMS School Activities Tests Transcripts Cume

Work Permits Student Dashboard

MTSS 504 SPED SPED Services **EL** Counseling

Start Finish Status Edit
No historic EL records

Then, click on “Ed Level & Language Survey”.

Search List **Registration** Enrollment Support Staff IS Staff Assoc Discipline Classes Med

Work Permits Student Dashboard

Student Registration: Gonzalez, Ivan

Demographics District ID Pre Reg & Prev School Family Information **Ed Level & Language Survey** DASS APLUS HDC

Copy Data to New Sibling

(Last modified by Shantoria Goodman on 03/03/2021 10:34 am)
(Student record created by Shantoria Goodman on 03/03/2021 10:32 am)

Demographics *

Check to see if the “Primary Language” **and** “Home Language” are the same as the “Primary Language” in CALPADS. If a different language is indicated on the HLS (Home Language Survey), you need to change the “Primary” and “Home” Language to what was indicated as the primary language in CALPADS. **The Primary Language and Home Language must match here in Pathways.**

Set all values to English

Primary Language: *	Language the student first learned, is spoken by the student, or in the case of student too young to speak, the language spoken most frequently by adults in the home. Explain	English (Press the "E" key to jump to "English")
First Language:	Which language did your child learn when they first began to talk?	Spanish
Home Language: *	Which language does your child most frequently speak at home?	English
Language Spoken by Parents to Student:	Which language do you (the parents and guardians) most frequently use when speaking with your child?	English
Language Spoken by Adults at Home:	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)?	Spanish
English Fluency:	Is the student fluent in English?	Yes

English Proficiency Level has been moved to the Accommodations Tab under EL

Delete Student & Records Save

3. **If the learner cannot be found in CALPADS** and you have verified this learner has not been previously enrolled in a California public school, you will need to check the HLS.

Language Survey Set all values to English

Primary Language: *	Language the student first learned, is spoken by the student, or in the case of student too young to speak, the language spoken most frequently by adults in the home. Explain	English (Press the "E" key to jump to "English")
First Language:	Which language did your child learn when they first began to talk?	Spanish
Home Language: *	Which language does your child most frequently speak at home?	Spanish
Language Spoken by Parents to Student:	Which language do you (the parents and guardians) most frequently use when speaking with your child?	Spanish
Language Spoken by Adults at Home:	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)?	Spanish
English Fluency:	Is the student fluent in English?	Yes

English Proficiency Level has been moved to the Accommodations Tab under EL

Check to see if there is a language other than English listed. Also, make sure the primary language and home language match. In the example above, the Primary language would need to be changed to "Spanish" so that the Primary Language and Home Language match.

4. If a language, other than English, is listed on the HLS, then you will enter the Language Status in Pathways as "TBD" and notify your site EL Coordinator so they can send the Initial ELPAC notification to the parent/guardian and give the assessment within 30 calendar days.

If English is the only language listed in the HLS, then you will code the learner as EO in Pathways with the effective date as the learner's first date of enrollment.

If the learner has been enrolled in a U.S. school for less than 3 years, it must be checked on the registration page.

APPENDIX B: English Learner Reclassification Form

EL Reclassification Monitoring Form



Name_____

Grade_____

DOB_____

Primary Language_____

Assessment Measure	Assessment Score	Yes/No
ELPAC/ ALTERNATE ELPAC	Overall Score of 4: Yes/No or Overall Score of 3 (Alt. ELPAC): Yes/No If not, cannot Reclassify.	
CAASPP ELA or MAP Reading	CAASPP ELA Score of 3 or 4: Yes/No (attach results) Or CAA ELA Score of 2 or 3: Yes/No Or MAP Reading At or Above 50th Percentile: Yes/No (attach student profile report) Or MAP Reading At or Above 30th Percentile (learners with IEPs only): Yes/No (attach student profile report) If not, cannot Reclassify.	

Parent/Guardian Signature_____ DATE_____

Facilitator Signature_____ DATE_____

Administrator Signature_____ DATE_____

Parent consultation and opinion, not consent, is required per EC 313 (f)(3)

Revised 4/2025

APPENDIX C: ED Code 11518.20

(d) Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include: (1) The results of the survey administered pursuant to section 11518.5(a);(2) The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the initial assessment;(3) Parent or guardian opinion and consultation results; and(4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210(for pupils in grades 1 to 6) and 51220(for pupils in grades 7 to 12) and English language development, as applicable, obtained from the pupil's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.