



English Language Learner Master Plan

Endeavor College Prep seeks to create a school where all students achieve academic success and are prepared with the foundation needed to achieve continued success in high school and college. This includes providing our English Language Learners (“ELLs”) with the opportunity to meet their linguistic and academic goals and learning needs. We serve a student population that is approximately 43% ELL, with only slight variations from year to year. Additionally, the majority of Endeavor’s students are socioeconomically disadvantaged and start each year performing far below grade level.

Our school is designed to include multiple supports for all learners, including subgroups that are historically underperforming. This plan specifically addresses how ELLs are identified, supported, and reclassified at Endeavor College Prep.

I. Introduction

A. Endeavor College Prep’s Guiding Principles and Values for Providing Instruction to ELLs (*adapted from the CA ELA/ELD Framework, 2014*)

1. We celebrate and value the diverse cultural, linguistic, ethnic, and religious backgrounds of our students
2. We value language and culture as assets to learning
3. We ensure equity in intellectual richness and equitable access to learning
4. We build content knowledge and language in tandem
5. We integrate domains of communication
6. We provide appropriate scaffolding and designated instruction to support language learners
7. We evaluate progress appropriately

B. ELLs in the Context of Endeavor College Prep

1. Endeavor College Prep is a transitional kindergarten through eighth grade (“TK-8”) charter school located in Boyle Heights, Los Angeles, CA. We serve a population of approximately 650 students and approximately 43% are ELLs.

C. ELL Performance on CA State Assessments

1. The following table shows the performance of ELLs on the California Assessment of Student Performance and Progress (“CAASPP”). This data indicates that our English learners are behind our English proficient students in both ELA and math, and while there has been growth in some years, they deserve significant intervention to close the gap. The school-wide focus this year is on differentiated instruction. In response to the assessment data, nearly all grades’ differentiated instruction time increased on a daily basis,

so that, in addition to core grade level instruction, students are receiving small group support and data-driven instruction within their Zone of Proximal Development in ELA and Math.

Overall Endeavor College Prep Results - Met and Exceeded								
	2015-2016		2016-2017		2017-2018		2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Overall Population	36%	26%	42%	32%	34%	23%	36%	22%
ELLs	15%	12%	21%	14%	15%	8%	14%	5%

- The following table shows the performance of ELLs on the Summative English Language Proficiency Assessments for California (“ELPAC”). There is only two years of data because the ELPAC began in 2017-2018 and is the successor to the California English Language Development Test (CELDT) (elpac.org/about). The assessment was paper-pencil for the 17-18 and 18-19 administrations, but will become a computer-based assessment for the 19-20 administration.

ELPAC Language Proficiency Data from 2017-2018 School Year				
School Level	1 Minimally Developed	2 Somewhat Developed	3 Moderately Developed	4 Well Developed
# Elementary Students	13	23	61	80
Elementary (TK-5) Average %	7%	13%	34%	45%
# Middle School (6-8) Students	2	6	33	24
Middle School Students Average %	3%	9%	51%	37%

ELPAC Language Proficiency Data from 2018-2019 School Year				
School Level	1 Minimally Developed	2 Somewhat Developed	3 Moderately Developed	4 Well Developed
# Elementary Students	12	56	83	2
Elementary (TK-5) Average %	7%	31%	47%	15%
# Middle School (6-8) Students	4	13	30	12
Middle School Students Average %	7%	22%	51%	20%

II. Identification and Assessment of English Language Learners

A. Intake, Identification, Assessment, and Parent Communication

1. **Intake and Identification:** Endeavor College Prep will adhere to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of ECP will adhere to the following plan with ELL students:
 - a) Families will complete a home-language survey upon enrollment in the school.
 - b) The home language survey will include the following questions:
 - (1) Which language did this student learn when he/she first began to talk?
 - (2) Which language does this student most frequently use at home?
 - (3) Which language do you use most frequently when speaking to this student?
 - (4) Which language is most used by adults at the home?
 - (5) Has this student received any formal English Language instruction (listening, speaking, reading, or writing)?
2. **Assessment of newly enrolled ELLs:** Students enrolling in a California public school for the first time and whose primary language is not English, as determined by the results of the home language survey, will be assessed within the first thirty (30) days of school using the Initial English Language Proficiency Assessments for California (“Initial ELPAC”).¹ The Initial ELPAC will determine the student’s English Level Proficiency (“ELP”).

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English and were enrolled in a California public school previously will continue with annual ELPAC testing from their prior school of enrollment.

All Initial ELPAC examiners will be trained by the Local Education Agency (“LEA”) Test Coordinator. Once the Initial ELPAC is given and scored, the scores will be entered into the Local Scoring Tool or used in conjunction with the help tools on the Test Operations Management System (“TOMS”) in order to retrieve the student’s scaled score and ELP. Once the scaled score and ELP are determined, the information will be entered into Endeavor College Prep’s student information system database (currently Illuminate) and students’ status will be updated on California Longitudinal Pupil Achievement Data System (“CALPADS”).

3. **ELP based on scaled score on Initial ELPAC:** Students who score a 450-600 on the Initial ELPAC are considered Initial Fluent English Proficient (“IFEP”). Students who score between a 370-449 are considered Intermediate English Learners, which is equivalent to a level 2 or 3 ELP. Students who score a 150-369 are considered Novice English Learners, or a level 1 ELP.
4. **Parent Communication**
 - a) **Prior to assessment with the Initial ELPAC:** All parents of students who will be taking the Initial ELPAC will be informed via letter. The letter provides parents with both the law and rationale behind initial assessment for ELP.
 - b) **After testing results are determined:** All parents of students who were given the Initial ELPAC will receive a letter that explains their child’s test results, ELP level, and the types of services their student will receive if they were classified as an ELL.
 - c) **Parent’s rights:** In the letter sent home after testing results are determined, parents will be informed of their rights to opt out of English Language (“EL”) services. Parents have the right to opt their student out of receiving designated English Language Development (“ELD”). However, as mandated by the State of California (“CA”) and federal law, all ELLs must take an annual English language proficiency assessment, ELPAC in CA, until they reclassify as Reclassified Fluent English Proficient (“RFEP”) (*ESSA Title I. § 1111(b)(2)(G) and state EC § 313*)
5. **Assessment of previously identified ELLs:** Students who already have been classified as ELLs will take the ELPAC every year during the ELPAC testing window until reclassified as RFEP. Parents may not opt out of ELPAC annual testing. Parents will receive a notification letter before students take the ELPAC. They will once again receive a notification letter once ELPAC results are received from CA. The second letter will explain the student’s new overall ELP, as well as the student’s ELP in the four language domains: reading, writing, listening, and speaking.
6. **Additional assessments:** Additional assessments may be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student’s needs during both core classes and additional instructional times. Student progress in Reading will also be tracked using

data from iReady or a similar online, skill-based, program, and Accelerated Reader (“AR”) or Fountas & Pinnell.

B. ELL Instruction and Re-evaluation

1. ELLs will be placed in mainstream classes for core academics² and will receive additional English Language instruction as necessary, using the *English Language Development Standards for California Public Schools* as a guide. Teachers will work with their Instructional Coach to ensure that all ELLs’ additional instruction needs are met. This instruction may occur during Differentiated Reading, Designated ELD, and/or specialized pull-out or push-in instruction during other times in the day. Further details on these times can be found in section V of this document.
2. ELLs will be re-evaluated with the ELPAC test each summative testing cycle and continue to receive ELD support until they are reclassified as RFEP. ELLs whose parents have decided to opt out of ELD instruction will not receive ELD support, and they will take the ELPAC test annually during the summative testing cycle.

III. Reclassification of ELLs

A. Guidelines

1. **State guidelines for reclassification:** The reclassification criteria set forth in California Education Code Section 313, and further detailed in Title 5 California Code of Regulations Section 11303, require that LEAs use the following four criteria to establish reclassification policies and procedures:
 - a) Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC (ELPAC overall proficiency level of a 4 only); and
 - b) Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
 - c) Parent opinion and consultation; and
 - d) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
 - (1) For all grade levels, LEAs can identify local assessments to be used to determine whether English learners are meeting academic measures and are ready to be reclassified.
 - (2) For grade levels 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative Assessment results to determine whether ELs are meeting academic measures and are ready to be reclassified.
2. **Endeavor College Prep criteria for reclassification:** Students who have been identified as ELL will be reclassified to fluent English proficient, or RFEP, according to Endeavor College Prep’s guidelines, which are based on and align with the California Department of Education’s redesignation criteria. Students must meet ALL of the criteria in order for Reclassification as Fluent English Proficient (RFEP). If student meets some, but not all, of

² Exceptions may be made if the student has an Individual Education Plan (“IEP”) that calls for an alternative setting based on an eligible special needs.

the criteria to reclassify, teachers, and, in some cases, the SSPT leader, will monitor academic progress and test scores as prescribed in this EL Master Plan. ELLs who are not reclassified continue to take ELPAC until they reclassify. Endeavor College Prep students who have been previously identified as English language learners (ELL) will be reclassified to fluent English proficient (RFEP) according to the following criteria:

Endeavor College Prep Reclassification as Fluent English Proficient Measures and Criteria K-8					
Reclassification Measures	Reclassification Criteria				
Annual ELPAC Scores	The student has demonstrated English proficiency as demonstrated with an overall proficiency level of Level 4. <i>See section III.B. below for detailed score outline or https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf</i>				
Teacher Evaluation and Curriculum Mastery	The student’s grade level proficiency has been demonstrated by achieving passing grades in English Language Arts. Specifically, the teacher has determined that the student has demonstrated grade level proficiency as evidenced by the following: Kindergarten-8th grade: An overall grade of a 3 or 4 in the following classes: <ul style="list-style-type: none"> a. Reading b. Writing The teacher will complete a <i>Teacher Recommendation for Reclassification Form</i> , which will include scores from the most recent progress report and/or report card.				
Comparison of Basic Skills	The student has demonstrated basic grade-level skills in English as demonstrated by at least one of the following grade level skills assessments: Grades TK-2: The <i>Fountas and Pinnell (F&P) Benchmark Screener</i> and <i>F&P Benchmark Assessment</i> will be used to determine grade level skills for TK-2. Minimum F&P Reading Level Required for Reclassification <table border="1" style="width: 100%; background-color: black; color: white;"> <tr> <td style="width: 25%;">Grade</td> <td style="width: 25%;">Trimester 1</td> <td style="width: 25%;">Trimester 2</td> <td style="width: 25%;">Trimester 3</td> </tr> </table>	Grade	Trimester 1	Trimester 2	Trimester 3
Grade	Trimester 1	Trimester 2	Trimester 3		

	<table border="1"> <tr> <td>TK/K</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>1</td> <td>F</td> <td>H</td> <td>J</td> </tr> <tr> <td>2</td> <td>K</td> <td>L</td> <td>M</td> </tr> </table> <p>OR</p> <p>A composite range score within the “on-grade range” bands for respective grade levels outlined in the figure in section III.c.2 below on the i-Ready diagnostic.</p> <p>Grades 3-8:</p> <p>A composite range score within the “on-grade range” bands for respective grade levels outlined in the figure in section III.c.2 below on the i-Ready diagnostic.</p> <p>OR</p> <p>Score of Standard Met or Standard Exceeded on the ELA CAASPP.</p>	TK/K	B	C	D	1	F	H	J	2	K	L	M
TK/K	B	C	D										
1	F	H	J										
2	K	L	M										
Parent Notification	<p>Once the student has met the other three reclassification criteria, the parent/guardian is sent a <i>Notification of Reclassification</i> letter. The parent/guardian must sign and return the document, acknowledging the student’s change in language classification to Reclassified Fluent English Proficient (RFEP).</p> <p>If parent/guardian would like to object to the reclassification of their student, the parent/guardian can call Endeavor College Prep and schedule a meeting with the Principal in order to discuss the decision.</p>												

B. ELPAC Scores for Reclassification Grades K-8: The scaled score ranges for the ELPAC can be found on the following website or in the table below: <https://www.cde.ca.gov/ta/tg/ep/documents/selpacscores.pdf>

ELPAC Scores for Reclassification					
Grade	Score	Level 1	Level 2	Level 3	Level 4
K	Overall Score	1150–1373	1374–1421	1422–1473	1474-1700

1	Overall Score	1150–1410	1411–1454	1455–1506	1507-1700
2	Overall Score	1150–1423	1424–1470	1471–1531	1532-1700
3	Overall Score	1150–1447	1448–1487	1488–1534	1535-1800
4	Overall Score	1150–1458	1459–1498	1499–1548	1549-1800
5	Overall Score	1150–1466	1467–1513	1514–1559	1560-1800
6	Overall Score	1150–1474	1475–1516	1517–1566	1567-1900
7	Overall Score	1150–1480	1481–1526	1527–1575	1576-1900
8	Overall Score	1150–1485	1486–1533	1534–1589	1590-1900

C. Resources for Reclassification

1. **Fountas & Pinnell (“F&P”) Benchmark Assessment System:** All students in grades TK-2 will be tested using F&P. All students in grades TK-2 are formally tested with F&P at least two times per year. F&P is a tool used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. The *F&P Benchmark Assessment* books have been written, edited, and extensively field-tested to ensure they reflect the characteristics of texts and demands on the reader at each specific F&P. The F&P level is based on the F&P Text Level Gradient which was created and refined as a teaching and assessment tool over the past twenty years. It represents twenty-six points on a gradient of reading difficulty, which correlate to specific grade levels. The following scores represent grade level instructional reading expectations for the end of the respective grade level year: Level D for Kindergarten, Level J for first grade, and level M for second grade.
2. **i-Ready Diagnostic Assessment:** The i-Ready Diagnostic for Reading and Math will be given to all TK-8 students during a minimum of three testing windows: August/September, November, and February. The Reading i-Ready Diagnostic measures grade level proficiency in phonological awareness (for grade levels K-2 only), phonics, high-frequency words, vocabulary, comprehension: literature, and comprehension: informational text. The i-Ready Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed i-Ready Diagnostic to be highly correlated with the Smarter Balanced Assessment Consortium and other state assessments. The Reading i-Ready Diagnostic provides three score band levels to show grade level proficiency throughout the year. These on-grade ranges are early, mid, and late, indicating student placement with grade level reading standards as the year progresses.

(<https://www2.curriculumassociates.com/products/ready-research-iRdiag-it-works.aspx>). The 2018-2019 i-Ready Reading Overall Placement Table is as follows:

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–395	434–457	489–512	511–544	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	396–423	458–479	513–536	545–560	579–602	609–629	616–640	632–653	642–669	661–684	673–703	692–723	704–735
Late	424–479	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	685–703	704–723	724–735	736–800

(<https://www.esboces.org/cms/lib/NY01914091/Centricity/Domain/533/iready-placement-tables-2018-2019.pdf>)

D. Review for Reclassification

1. **Review Personnel:** The Head of School has the authority to make final decisions about reclassification and it is his/her signature that will be on the *Notification of Reclassification* letter. He/she may be assisted in the reclassification determination by the ELPAC Coordinator, the Assistant Principal, the Data Driver, or other employee(s) he/she designates.
2. **Review timeline:** Students' records will be reviewed according to the guidelines listed above in III.A.2. whenever new scores are available for any of the reclassification criteria. Specifically, reclassification will be assessed at any of the following times:
 - a) **Grades TK-2:**
 - (1) Upon release of new ELPAC scores
 - (2) Once F&P Benchmark Assessment scores are available
 - (3) When progress report & trimester report card grades are locked
 - (4) Once iReady diagnostic assessment scores are available
 - b) **Grades 3-8:**
 - (1) Upon release of new ELPAC scores
 - (2) Upon release of individual CAASPP results
 - (3) Once iReady diagnostic assessment scores are available
 - (4) When progress report & trimester report card grades are locked
3. **SSPT Reclassification Process:** If an ELL in grades 1-8 meets the ELPAC and Comparison of Basic Skills requirements listed in III.A.2, but not the Teacher Evaluation and Curriculum Mastery criteria, then the student may be referred to Endeavor's Student Support and Progress Team (SSPT) process. The members of the SSPT will discuss the linguistic and academic achievement of the student. The SSPT will review the most recent ELPAC results, Basic Skills results, and any student work that will support the reclassification recommendation and document their findings. Based on an analysis of student data, the SSPT will either recommend the student for reclassification or develop an intervention plan to address the student's academic needs. In the case of reclassification, an intervention plan may also be implemented if deemed necessary. The following may be

considered by the SSPT to determine grade-level proficiency: the ELA Interim Assessment, end-of-unit standards-based assessments, and/or authentic student work samples, such as scored writing samples with an attached rubric. If, after careful consideration of grade-level data and work samples, the SSPT recommends reclassification, the following documents or other SSPT formal documentation should be completed and a copy given to the ELPAC Coordinator: *SSPT Reclassification Recommendation Form* and *SSPT Reclassification Meeting Form*.

4. **Parent Notification and Acknowledgement:** Parents of students who meet the criteria to be reclassified as English proficient will be notified via written communication and are required to sign and return the *Notification of Reclassification* letter. Parents who want more specific information or who have any reservations about reclassification will be encouraged to meet with an Endeavor College Prep administrator.

E. **Reclassification Procedures**

1. Once it is determined that a student has met the initial three reclassification criteria listed in III.A.2., the following procedures will occur:
 - a) A *Notification of Reclassification* letter will be generated.
 - b) The letter will be signed by the parent or guardian of the student to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient. This may be done during a conference with the parent, or by sending a copy of the letter home to be signed and returned to the school.
 - c) The signed letter will be filed in the student's cumulative record. When the student transfers from Endeavor, a copy of the signed letter will be kept in a separate file at Endeavor College Prep.
 - d) The student's status will be changed from EL to RFEP in CALPADS and the School's student information system, Illuminate. The parent notification date (the date the notification was sent to the parent/guardian) will then be entered into Illuminate and CALPADS as the reclassification date of the student.

F. **Monitoring of RFEPs**

1. Students who are reclassified to RFEP will continue to be monitored for four years after their reclassification. During this monitoring period, ELPAC testing will not be required.
2. Students grades and i-Ready scores, as well as any applicable CAASPP scores and/or F&P levels, will be used to monitor progress of students reclassified within the last four years. At the end of each trimester, a team will meet to discuss whether the student is or is not making adequate progress. In the instance that a student is not making adequate progress, the team will also suggest supports that should be put into place in order to support the student. A notification that includes the student's aforementioned scores and the suggestions made by the team will be provided to parents at least twice during the school year.

3. Teachers will meet weekly for professional development. Many of the professional development topics will help teachers to meet the needs of students learning English and those of students who have been reclassified.

IV. **ELL Students with Disabilities Participating in the General Education Curriculum and Reclassification of ELL Students with Disabilities**

- A. All ELLs who have IEPs will have ELD goals included in their IEP. The ELD goals will be set and monitored by the IEP team. Students with disabilities who have been classified as ELL may require special consideration when making decisions about program supports and reclassification.
- B. Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level. In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code listed in the previous section. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. There are two student profiles for which it is appropriate for IEP teams to gather pertinent information in following a comprehensive approach to make decisions about program supports and reclassification. These profiles are described in the following sub-sections.
 1. **Elementary English Learners with Disabilities and Basic Literacy Skills Assessment:** All EL students with disabilities participating in the general education curriculum must participate in the Basic Literacy Skills Assessment for their grade level. Students will be assessed using the i-Ready diagnostic and/or F&P. Any designated support or accommodation listed on a student's IEP must be available to the student for the Basic Literacy Skills Assessment (e.g., i-Ready and F&P). Examples of accommodations include but are not limited to: read aloud/text-to-speech for reading passages, use of a dictionary, and use of a scribe or speech-to-text for composing extended writing tasks. For ELs who did not reach the established criteria score or for students with disabilities who could not participate in a valid administration of the assessment, such as students with low incidence disabilities, the IEP team can use results from another valid and reliable assessment for comparing the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level. This comparison supports determining whether the student has achieved sufficient mastery of the basic skills for reclassification.
 2. **Secondary Long-term English Learners with Disabilities in Grades 6-8:** When students in grades 6-8, who have had the benefit of at least six or more years of ELD support, do not meet the four criteria of reclassification, as established in the previous section, it is possible for the IEP team to consider reclassification based on alternate means to examine the impact of his/her disabilities on English language development. Elementary and secondary students on the alternate curriculum can be reclassified if they

meet the criteria identified in the policy for students on the alternate curriculum.

3. **Secondary Long-term English Learners with Disabilities and on Alternate Curriculum in Grades 6-8:** Secondary students on the alternate curriculum in grades 6-8 who have had the benefit of six years or more of ELD support and are identified as LTELs can be reclassified using guidelines that account for the impact of his/her disability on English language proficiency.

C. Criterion for Reclassification of Long-term English Learners with Disabilities

1. **Criterion 1: Assessment of English Language Proficiency (ELP)**

- a) The IEP team will use the most recent administration of the ELPAC Summative Assessment as the primary evidence that a student has met the criteria demonstrating English language proficiency. Consider for reclassification those students who score as follows: Overall Proficiency Level of 4. If the student does not meet the above ELPAC measure, the IEP team may use the alternate measure of determining that the student has demonstrated an appropriate level of English language proficiency commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level.

2. **Criterion 2: Teacher Evaluation of Student Academic Performance**

- a) The IEP team will use grades from the most recent reporting period as the primary measure for Criterion 2. A grade of 3 or better in grade level Reading and Writing courses can be used to fulfill this criterion. If a student does not have a grade of 3 or better, the IEP team may use the alternate measure of the student's classroom performance based on his/her IEP goals for ELD and all literacy domains (reading, writing, listening/receptive language, speaking/expressive language). The IEP team must review the extent to which the student is mastering the content as evidenced by the IEP goals and grade-level expectations, progress on curriculum-based measures and/or formative assessments, and/or student work samples, and compare the student's progress to native English-speaking peers with similar disabilities in the same grade level.

3. **Criterion 3: Comparison of Performance in Basic Skills**

- a) All LTEL students with disabilities will participate in the i-Ready diagnostic as the selected assessment of basic skills in English. Students who achieve an on-grade level score on the assessment have demonstrated grade level skills in English. In lieu of testing on grade level on the i-Ready diagnostic, teams may consider the ELA SBAC of "Standard Met" or "Standard Exceeded" to meet Criterion 3 for reclassification. If the student does not meet the requisite scores of either of these two assessments, the IEP team may use the alternate measure of determining that the student has demonstrated an appropriate level of performance in ELA Basic Skills that is commensurate with his/her abilities when compared to native

English-speaking peers with similar disabilities in the same grade level.

4. **Criterion 4: Parent/Guardian Opinion and Consultation**

- a) The parent/guardian must participate in the IEP team meeting (preferably in person, but via phone when necessary) where the student's progress toward the criteria for reclassification is discussed. The IEP team should obtain parent/guardian opinion throughout the discussion. If Endeavor College Prep and the parent/guardian determine that the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities and no longer needs ELD services, the student will be recommended for reclassification. If Endeavor College Prep and/or parent/guardian cannot reach agreement on reclassification, then the student will continue ELD services and instruction.

D. **The Process to be Followed**

1. **Preparatory Activities**

- a) **IEP Team:** Prior to initiating the reclassification process, the IEP team shall conduct a review of records to determine overall progress towards reclassification. The review should include specific instructional strategies used, targeted interventions implemented, and any accommodations and/or modifications provided during instruction in ELD. The IEP team can choose to document this using Attachment B³ or a similar document. Instructional interventions should reflect consideration of student's individual needs, implementation of goals and objectives as stated in the student's IEP, and formal and informal assessment data. If upon completion of Attachment B, Records Review, the team concludes that there has been insufficient opportunity for implementation of the interventions, the team should formulate a plan to further support the student using the data gathered. The team may reconvene at a later date to consider reclassification. After completion of this review, if the IEP Team concludes that the student's lack of progress towards reclassification is not due to a lack of access to intensive, individualized instruction and that the student's proficiency in English may be impacted by his/her disability, the IEP team should proceed to complete Attachment C or a similar document.
- b) **IEP Team:** Prior to the IEP meeting, a member of the IEP team shall gather and have available the following information for the student: Name, date of birth, student ID, school, location code, grade, IEP case manager, number of years in EL program, performance on English language proficiency assessments, most recent grades, performance on Basic Skills assessments (CAASPP, F&P, i-Ready, etc).

³ Attachments B and C can be found in the LAUSD Bulletin 6890.1:

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/22/policies/BUL%206890.1%20LTEL%20Reclassification.pdf>

- c) **ELD Coordinator:** Prior to the IEP meeting, the ELD Coordinator will prepare Notification of Reclassification documentation to bring to the meeting for the parent or guardian to sign should the parent or guardian agree with the IEP team findings and a recommendation for reclassification.
2. **IEP & Reclassification Meeting Participants:** When a student's IEP team meeting is to include a consideration of reclassification, the following participants must be in attendance and signature is required to confirm attendance.
- a) Parent/guardian (attendance via phone is permissible for parent only)
 - b) Student, whenever appropriate
 - c) EL representative – this may include, but is not limited to the ELD Coordinator or an ELD Teacher. The ELD Teacher and the General Education Teacher may be the same individual in some cases.
 - d) Special Education Teacher
 - e) General Education Teacher
 - f) School Administrator
3. **During the Meeting:** After it has been determined that a student may be fluent English proficient compared with peers who are native English speakers with similar disabilities, the IEP team shall complete Attachment C or a similar document in order to record the IEP team's reclassification determination. Attachment C or a similar document must be completed by the IEP team during the IEP meeting to allow for discussion and parent or guardian input. The IEP team should ensure that the parent/guardian signature is obtained. If a parent, guardian refuses to sign the form, the student will not be recommended for reclassification and will continue to receive ELD services. Note: the parent may disagree with the IEP and still sign the worksheet to start the reclassification process. The parent should also sign the *Notification of Reclassification* letter, which will be placed in the student's cumulative record.
4. **After the Meeting:**
- a) A member of the IEP team will upload a copy of signed Attachment C or a similar document in the Attached Documents section of the IEP Management screen in Welligent. The original documents (Attachment B and C or similar documentation) will be placed in the student's cumulative record and another copy will be provided to and kept by the ELD Coordinator.
 - b) If the student is reclassifying, a copy of the *Notification of Reclassification* will also be kept by the ELD Coordinator.
 - c) If the student is reclassifying, the ELD Coordinator will inform a member of the Endeavor Operations team of the student's new status. A member of the Endeavor Operations team will enter the parent notification date and update the student's status in CALPADS and Illuminate.

- d) If the student is reclassifying, the ELD Coordinator will inform teachers that the student’s status has changed and inform the Data Driver or another member of the Operations team. The Data Driver or member of the Operations team will make any necessary changes to the student’s schedule.

V. **Instructional Program for ELL Students**

A. **Standards-aligned instructional program:** Endeavor College Prep’s instructional program for ELLs is research-based and aligned with Common Core State Standards, Next Generation Science Standards, California ELD Standards, and the California ELA/ELD Framework.

B. **Staffing to provide instruction and support to ELLs:** All classroom teachers provide ELD support through an integrated Structured English Immersion (“SEI”) program. Instructional Assistants and classroom teachers provide support to ELLs in small groups during Differentiated Instruction Time. Classroom teachers in K-5 provide ELD instruction during Designated ELD within the classroom. In grades 6-8, an ELD teacher and classroom teachers provide ELD instruction during Designated ELD in a separate ELD classroom or other setting.

C. **The Structured English Immersion Model**

1. Based on research, we believe that the best approach is through an inclusive SEI program. In an inclusive SEI program, ELL students are fully included with their English fluent peers. The program provides some of the extra supports students need, while immersing them in the English language. The results from SEI have proven most successful in the middle grades. In large-scale studies in California, Arizona, and Massachusetts, students have “consistently scored higher than those enrolled in traditional bilingual programs.”⁴
2. With the empirically proven success of SEI, our core instructional program was designed to meet the needs of our ELLs and we believe that our intense focus on literacy and quality of our literacy instruction will accelerate most students to mastery of standard academic English. This means that our ELL students are served within our general education classrooms, by our team of skilled general education teachers, during the regular school day. With this as the foundation of our literacy program, students may also be re-grouped and pulled by a teacher for additional instruction based on need. ELLs will also receive support during Differentiated Instruction Time and/or designated ELD time, as described in sections V.D.2-4 below.
3. For students learning English, teachers will use strategies effective in meeting their specific literacy needs. These strategies may include, but are not limited to:
 - a) Pre-teaching of key vocabulary
 - b) Peer tutoring with students who demonstrate more advanced English skills
 - c) Use of native language to clarify words or concepts

⁴ Arizona Department of Education, July 2004”The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large –Scale Comparison” found at <http://epsl.asu.edu/epru/articles/EPRU-0408-66-OWI.pdf> accessed on 11/6/08.

- d) Supportive culture of high expectations and discipline
 - e) Predictable class structure
 - f) Extended time for literacy (reading and writing) instruction
 - g) Word Walls or Vocab Walls to reinforce academic vocabulary
 - h) Phonics, decoding, and fluency groups
 - i) Small, leveled guided reading groups
 - j) Systematic reading strategy and textual analysis instruction
 - k) Independent reading at each student’s level
 - l) Frequent use of “think-pair-share,” turn-and-talks, and other cooperative learning strategies
 - m) Use of graphic organizers and images
 - n) Reinforcement of ELA standards in all content areas
 - o) Explicit vocabulary instruction in all content areas
 - p) Group work in all content areas
 - q) Frequent use of assessments and specific feedback from teachers
 - r) Frequent communication with and engagement of parents in supporting academic and behavioral expectations
4. **Occurrence and length of time:** Integrated ELD takes place in all academic areas throughout the entire instructional school day. As a result, ELD students receive a minimum of four hours of integrated ELD time per day.

D. Other pieces of the instructional program: We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week. Based on strategies proven effective at high-performing schools with similar student populations, the supports Endeavor College Prep offer include, but are not limited to:

1. **Effective Classroom Management and Effective Teaching Techniques:** Teachers at Endeavor College Prep are experienced professionals, dedicated to minimizing student misbehavior and maximizing each student’s involvement in class. Students are engaged in a meaningful way, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for students to interact with the material and use frequent checks for understanding to ensure that no students fail to master the content. It is expected that students are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class. Teachers also receive multiple hours of professional development to learn and practice the behavior management techniques set forth in Doug Lemov’s *Teach like a Champion*.
2. **Differentiated Instruction Time**
 - a) While our goal is mastery of the state content standards for all children in every subject, we recognize that not all children learn in

exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of students within a single class period.

- b) Endeavor College Prep teachers spend extra time working with the most struggling students, regardless of ELL or Special Education status, in small group settings in order to best accelerate their learning and catch them up to grade-level standards of performance. While the curricula used for this targeted intervention varies based on students' specific needs, teachers will use an even more frequent assessment regimen to ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.
- c) During this time, ELLs in grades K-8 receive support in small groups with their English fluent peers. Teachers use assessment data, classroom observations, iReady data, and other tools to identify student's unique needs, strengths, and weaknesses. Teachers consistently meet the widespread learning needs of their students using such differentiation strategies, such as:⁵
 - (1) flexible ability groups
 - (2) leveled readings
 - (3) learning centers
 - (4) varied time allotments or staggered due dates
 - (5) group or partner work
 - (6) learning logs, reading journals, or page goals
 - (7) individualized or skill-based practice sets

While the exact process or product that evidences mastery may vary from student to student, differentiated instruction time allows for all students to achieve success with the same content standards and with the support of being in a small, leveled, group.

d) Occurrence and length of time:

- (1) **Transitional Kindergarten and Kindergarten:** Students receive fifty (50) minutes of Differentiated Reading ("Diff Reading") and thirty (30) minutes Differentiated Mathematics ("Diff Math") per day Monday through Thursday.
- (2) **1st grade:** Students receive sixty (60) minutes of Differentiated Reading ("Diff Reading") and forty (40) minutes Differentiated Mathematics ("Diff Math") per day Monday through Thursday.
- (3) **2nd grade:** Students receive sixty (60) minutes of Differentiated Reading ("Diff Reading") and thirty-five (35)

⁵ These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.

minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday.

- (4) **3rd grade:** Students receive sixty (60) minutes of Differentiated Reading (“Diff Reading”) and thirty-five (35) minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday, and twenty (20) minutes of Differentiated Reading on Friday.
- (5) **4th grade:** Students receive sixty (60) minutes of Differentiated Reading (“Diff Reading”) and fifty (50) minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday, and thirty (30) minutes of Differentiated Reading on Friday.
- (6) **5th grade:** Students receive fifty (50) minutes of Differentiated Reading (“Diff Reading”) and fifty (50) minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday, and thirty (30) minutes of Differentiated Reading on Friday.
- (7) **6th grade:** Students receive sixty (60) minutes of Differentiated Reading (“Diff Reading”) and fifty (50) minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday.
- (8) **7th and 8th grade:** ELLs receive fifty (50) minutes Differentiated Mathematics (“Diff Math”) per day Monday through Thursday.

3. Designated ELD Time

- a) **Design:** All ELLs at Endeavor College Prep receive designated ELD time, where ELLs receive additional support. The instruction is aligned with Common Core State Standards and the California ELA/ELD Framework.
- b) **TK-6:** ELLs receive at least thirty (30) minutes per day, five (5) days per week, of designated ELD time. During this time, students are grouped by their ELP to receive additional support with reading, writing, listening, and speaking. This time is spent in small groups within the classroom or in a separate setting, such as the ELD classroom.
- c) **7-8:** ELLs are pulled out into the ELD classroom or another separate space with an ELD or classroom teacher for designated ELD time for fifty (50) minutes per day four (4) times per week. Class sizes do not exceed twenty (20) students. During this time, students receive support with reading, writing, listening, and speaking.
- d) **Teacher support:** Teachers check in with Instructional Coaches about ELL supports and progress. There is also professional development provided to teachers in order to provide more support to ELLs. Additionally, the ELD Coordinator observes teachers in designated ELD and provides feedback to teachers.

4. **Leveled Reading Groups:** Our daily guided reading groups for students in kindergarten through 2nd grade provide an opportunity for teachers to re-group students by reading ability and/or proficiency with a particular literacy skill. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students' reading achievement is assessed frequently, and student data is analyzed regularly to ensure they are being instructed with books at the appropriate level.⁶
5. **Homework Support:** Homework assignments are often practice of skills the students have already learned but are continuing to work with in order to achieve mastery. This means that students will be prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination. Students are supported in their efforts to complete homework by having an agenda or planner to record daily assignments. Students and their families are also able to contact teachers on their cell phones or via ClassDojo during the evening to receive additional homework assistance.
6. **Frequent Assessment, Feedback, and Communication:** We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, teachers quickly score assessments and return these tools in a timely manner so that students can immediately correct and learn from their mistakes. Progress will be communicated to families each week through completed work packets, including, but not limited to, scored homework, class assignments, tests, quizzes, and AR student records. Progress will also be communicated through formal progress reports and report cards. There are three (3) trimesters, at the end of which report cards are sent home, and within each trimester, there are two (2) progress reports. In addition, parent-teacher or student-led conferences occur, at minimum, twice per year. Students and families also have access to each teacher's cell phone number, and teachers and school leaders make themselves available for concerns or questions each evening and on weekends. Classdojo is also used to communicate between staff and parents daily. Staff record behavior information in the form of merits, demerits, and notes on students' profiles daily on Classdojo. Updates, homework, and other information are also conveyed through the program. Staff and parents can also communicate via messaging on the Classdojo application or website. Parents also have access to the Parent Portal on Illuminate where they can check their student's grades and standardized assessment results.

E. Resources for SEI, Designated ELD, and Differentiated Instruction Time

⁶ Students in grades three through eight will also be included in leveled guided reading groups when appropriate.

1. **SEI and Designated ELD K-6:** *Benchmark Advance* curriculum is used for ELA instruction and *Eureka Math* curriculum is used for math instruction.
 - a) *Benchmark Advance* is a comprehensive English Language Arts program from Benchmark Education Company for transitional kindergarten through sixth grade. It is built to address key shifts in curriculum and instruction to meet the demands of the new standards. Rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with strong resources for differentiated instruction and responsive teaching based upon ongoing assessments. *Benchmark Advance* includes ELD materials that pair and support the ELA lesson. These materials are used during Designated ELD time to support ELLs in their ELA growth and English language development (<http://benchmarkadvance.com/>).
2. **SEI 7-8 ELA:** Teachers are provided resources based on work by Uncommon Schools, and adapt it to the students' needs. This curriculum is aligned to the Common Core State Standards. It is a novel-based curriculum that incorporates non-fiction and supplementary texts. The foundation of the curriculum is centered around critical thinking and marshalling evidence (<https://broadfoundation.org/wp-content/uploads/2016/03/1864-uncommonschooswhitepaper.pdf>).
3. **Designated ELD and Newcomer-Specific Designated ELD 7-8:** National Geographic and Cengage Learning Inside curriculum for middle school is aligned to Common Core State Standards and ELD standards. Inside offers five levels of curriculum that address varying ELP levels. It is designed so that students experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts. The curriculum provides comprehensive reading, language, and writing support. More specifically, it provides intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis and writing.
4. **Differentiated Instruction K-8:** A combination of iReady, AR, and small group instruction with a teacher are used during Diff Reading.
 - a) **i-Ready:** *i-Ready* makes differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs, empowers teachers every day to make more informed instructional decisions, and motivates students with access

to their own personalized path to growth. *i-Ready Instruction* delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready*'s online K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready Instruction* is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. *i-Ready Instruction* taps into the rich data from the *i-Ready diagnostic* to deliver personalized learning paths to growth for each student, balancing rigor and reachability, meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress, and provides digital instruction that is proven to drive gains for students of all levels and is backed by evidence for ESSA (<https://login.i-ready.com>; <https://www.cde.state.co.us/uip/i-ready-assessment-description>)

- b) **Accelerated Reader:** Renaissance Learning's Accelerated Reader products equip teachers with insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow (www.renaissance.com). Teachers set reading zones within the Zone of Proximal Development for each student and track each students' progress through page goals and scores on reading quizzes. Reading zones are moved as the student progresses in comprehension of texts.
- c) **Small group instruction:** Teachers analyze the diagnostic data from iReady to form groups of five (5) to seven (7) students who have common skill or ELP needs. Teachers pull resources from i-Ready, readworks, newsELA, and other sites with differentiated reading materials. Teachers also use exit tickets, quizzes, and assessments to determine student need and re-teach skills.

F. **Newcomer ELLs:** Newcomers who have recently moved to the United States from a non-English-speaking country will receive the most intensive support in their first year in the United States. In grades 7-8, newcomers will be pulled out for two sections of Designated ELD with other ELLs. Additionally, when possible with the schedule, newcomers will receive an extra twenty (20) minutes daily of Newcomer-specific Designated ELD instruction, including cultural and school knowledge during breakfast and homeroom time. The remainder of the day, newcomers will participate in mainstream classes under the SEI model, where they will receive differentiated or modified materials that support their learning.

G. **Monitoring of ELL Progress**

- 1. Through ongoing and regular data analysis, with an emphasis in English Learners growth, the instructional leadership team is consistently evaluating

the impact our ELD program is working. Data is analyzed throughout the year to determine whether ELLs are progressing at an appropriate rate in their language development and to determine whether any further supports are necessary. Sources for these data include, but are not limited to:

- a) **Interim Assessment (“IA”)**: ELLs will take IAs in all of their core content classes, as well as an ELD IA or ELPAC Practice Test. The ELD IA or ELPAC Practice Test will assess students’ ELP in reading, writing, speaking, and listening. This will allow teachers to track and monitor students’ ELD progress and ELP growth.
 - b) **iReady**: ELLs, along with all students, will take an iReady diagnostic during the first 30 days of school and again in November and February that indicates their grade-level standard progress. All students receive growth goals that will help identify and monitor progress toward grade level proficiency. In full-day professional development sessions after each diagnostic, teachers analyze the data for all students, and create groups with specific plans in place to support growth toward grade level proficiency. Through i-Ready reports, student growth is tracked and monitored between diagnostics. In November and February, ELL data is identified through the Student Growth tool on i-Ready and purposefully tracked to ensure progress or small group intervention will be put in place to encourage progress.
 - c) **AR**: Teachers monitor AR progress weekly to ensure students are reading an appropriate number of books at their individual independent reading level and comprehending the books they read.
 - d) **Weekly or bi-weekly assessments in ELD in grades 7-8**: The ELD teacher will conduct frequent formative assessments to ensure students are mastering the material being taught in the ELD class. Analysis of those results will inform material that needs to be retaught and/or students in need of additional intervention.
2. Minimum Progress Goals for ELLs
 - a) The goal at Endeavor College Prep is that each ELL will progress one EPL each year.
 - b) No student should spend more than two years at the same EPL.
 - c) Every student should meet the criteria for reclassification before the end of their sixth year of being enrolled at Endeavor College Prep.

VI. Program Evaluation

A. **Monitor and evaluate**: Endeavor College Prep will use the following to monitor and evaluate the effectiveness of our ELL program and instruction:

1. Individual student improvement on the ELPAC test from year to year
2. Individual student improvement on state standardized tests, including, but not limited to, CAASPP in grades 3-8
3. Individual student improvement on the ELD IA.
4. School-wide EL reclassification rate
5. School-wide subgroup reports for grades 3-8
6. School-wide and grade-level cohort growth on the ELD IAs

- B. **Professional development:** The results of this evaluation will drive our professional development needs as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Language Learners.
- C. **Quality of Curriculum:** These results will also be used to evaluate the effectiveness of the curriculum being used. If deficiencies are revealed through this analysis, the curriculum may be supplemented with other resources or replaced with a more effective curriculum.