

English Learner Master Plan

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Introduction

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Mission

The mission of Urban Corps of San Diego County Charter School, through classroom and field experience is to transform lives by developing literate, educated lifelong learners and achievers who understand their social and political culture; use mathematics, scientific methods and critical thinking skills to problem solve; develop positive values; and make significant contributions to society.

The mission and vision of Language Education at Urban Corps Charter School

UCCS is committed to increasing personalized learning experiences which begin with the linguistic and cultural strengths of our students. This plan lays out the educational pathways for English Learners at the school and the vision that all students will graduate not only proficient in English, but also prepared for college and career. It also outlines the goals for English Learners and the systems that support their progression throughout all aspects of the school and job training program.

The English Learner Master Plan (ELMP) provides a clear statement of policies related to the development, implementation and evaluation of English learner programs and services. The ELMP provides specific procedures for the identification, assessment and placement of students; the reclassification of students; the notification and involvement of students as educational partners; and the annual evaluation of the English learner program.

Objectives:

- Ensure all English learners achieve English language proficiency within a reasonable period of time (Element 4A-C)
- Promote the academic success of all English learners (Element 3)
- Develop cross-cultural awareness within the school community (Element 3D)
- Promote assets-based mindset for all students that affirms students' cultures and languages (Element 1A)
- Encourage bilingual and multilingual learners in their language development and its contribution to postsecondary success (Element 1E, 4A)
- Increase student engagement as educational partners in order to meet their unique educational needs (Element 1D)
- Maintain a coherent and articulated practice that prepares students for college and career (Element 2B, 2E, 2G)
- Provide ongoing, research-based professional development for all leaders and educators who share in the responsibility of EL progress (Element 3A-B, 3D)
- Monitor program effectiveness annually, including the use of data to demonstrate student achievement and growth, the use of appropriate assessments and the variety of program offerings (Element 2A, 3A, 3C)
- Monitor student progress of all EL typologies within SEI and ELM classes and ensuring the assessment and supports for ELs with Disabilities (Element 1B, 1E)

- Adhere to all federal and state mandates (Element 1E)

The mission and vision for language education at Urban Corps are aligned with the following principles of the California [EL Roadmap](#) (ELR).

CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

This document was developed from the English Learner Master Plan Playbook (Center for Equity for English Learners, Loyola Marymount 2021), which proposes four essential goals for LEAs English Learner Master Plans:

1. Create **equitable, coherent, and sustainable systems** of EL services
2. Develop **equity-driven processes** to build LEA-wide capacity to **deliver evidence-based programs and practices** that leverage EL students' assets and address their specific needs
3. Establish **effective family-community engagement** systems to foster collaborative partnerships
4. Implement a local **accountability model that ensures EL students' success**

English Learner Master Plan Goals and Components



Who are Urban Corps' English Learners?

Urban Corps Charter School serves young adults ages 18-26 in the attainment of their high school diploma. All students are designated as twelfth graders upon enrollment. At the time of ELMP adoption, UCCS is comprised of: 84% English Learners, of which 35% are Adult English Learners, approximately 20% are Newcomers, and 15% are Long Term English Learners (LTELs). Additionally, most Newcomers are recent refugees. Within our English Learners are also a diverse group of Students with Limited or Interrupted Formal Education (SLIFE) that have significant learner needs. Further detail is included in the description of programs.

Why an English Learner Master Plan?

The reauthorization of the Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act (ESSA, 2015)⁵ holds LEAs, along with schools, accountable for educating ELs and includes requirements for standardization of identification and reclassification processes for ELs. However, LEAs must be guided by more than federal, state, and legal mandates. Local policy documents such as an EL Master Plan have the potential to be bold, visionary, and aspirational.

With the passage of [Proposition 58](#) (California Ed.G.E. – Education for a Global Economy, 2016), Californians overwhelmingly (73.5%) repealed Prop 227 and overturned 18 years of restrictive language policies. This was followed by the historic state board of education's adoption of the [California English Learner Roadmap](#) policy (2017), and the publication of the [Global California 2030 Initiative](#) (2018). These most recent policies and initiatives pave the way for LEAs to recommit, reimagine, and reignite the collective will to develop and implement an LEA English Learner Master Plan that goes beyond the minimum compliance requirements and alignment to the *Castañeda* standard (1981), which mandates that programs for language-minority students must be: 1) based on a sound educational theory, 2) implemented effectively with sufficient resources and personnel, and 3) evaluated to determine whether they are effective in helping students overcome language barriers. As a whole, federal and state guidelines comprise language and education policies that offer educators and community members the opportunity to apply and focus on these in their specific contexts.

Although states' roles in education vary, relevant EL research paired with federal and state mandates for EL education provide clear guidance for policy makers and educational systems to transform teaching and learning for our nation's 5 million English learners, 1.1 million of whom reside in California. The recent adoption of the CA English Learner Roadmap comprehensive policy for EL education affords LEAs the opportunity to align EL local policy to a framework that is research-based and builds upon EL strengths through coherent approaches to address key barriers in education in order to bolster EL students' educational opportunities and to create systems that support the realization of their academic, linguistic, and social potential.

The EL Master Plan serves, then, as the LEA's collective commitment to "shift the paradigm to focus on the provision of opportunities to learn for ELs."

The UCCS ELMP is in compliance with and guided by the following propositions, initiatives and frameworks.

[Proposition 58](#) (California Ed.G.E. – Education for a Global Economy, 2016)

[California English Learner Roadmap](#) policy (2017)

[Global California 2030 Initiative](#) (2018)

[Common Core State Standards](#)

California English Language Development ([ELD Standards](#)) (2012)

California's [English Language Arts/English Language Development Framework](#) (2014).

[CDE LCAP Webpage](#)

Development

This plan was developed in Spring 2022 and was designed to put into practice the idea that language learning and subject specific content learning are most powerful when they happen together. It will be reviewed and updated as needed as the program evolves and strengthens. UCCS acknowledges the unique and diverse needs of its student population, especially its English Learners. The ultimate goal for ELs is full participation in the community and in the world, beginning with classroom-based learning and job training, and preparing all students to be successful in the world. This begins with creating a sense of belonging, purpose, challenge and ultimately student success.

This document makes clear UCCS's legal obligations to English Learners. However, UCCS is committed to more than compliance. The EL Master Plan is intended as a reference document to ensure that all stakeholders understand the program offerings and uphold the standards outlined within.

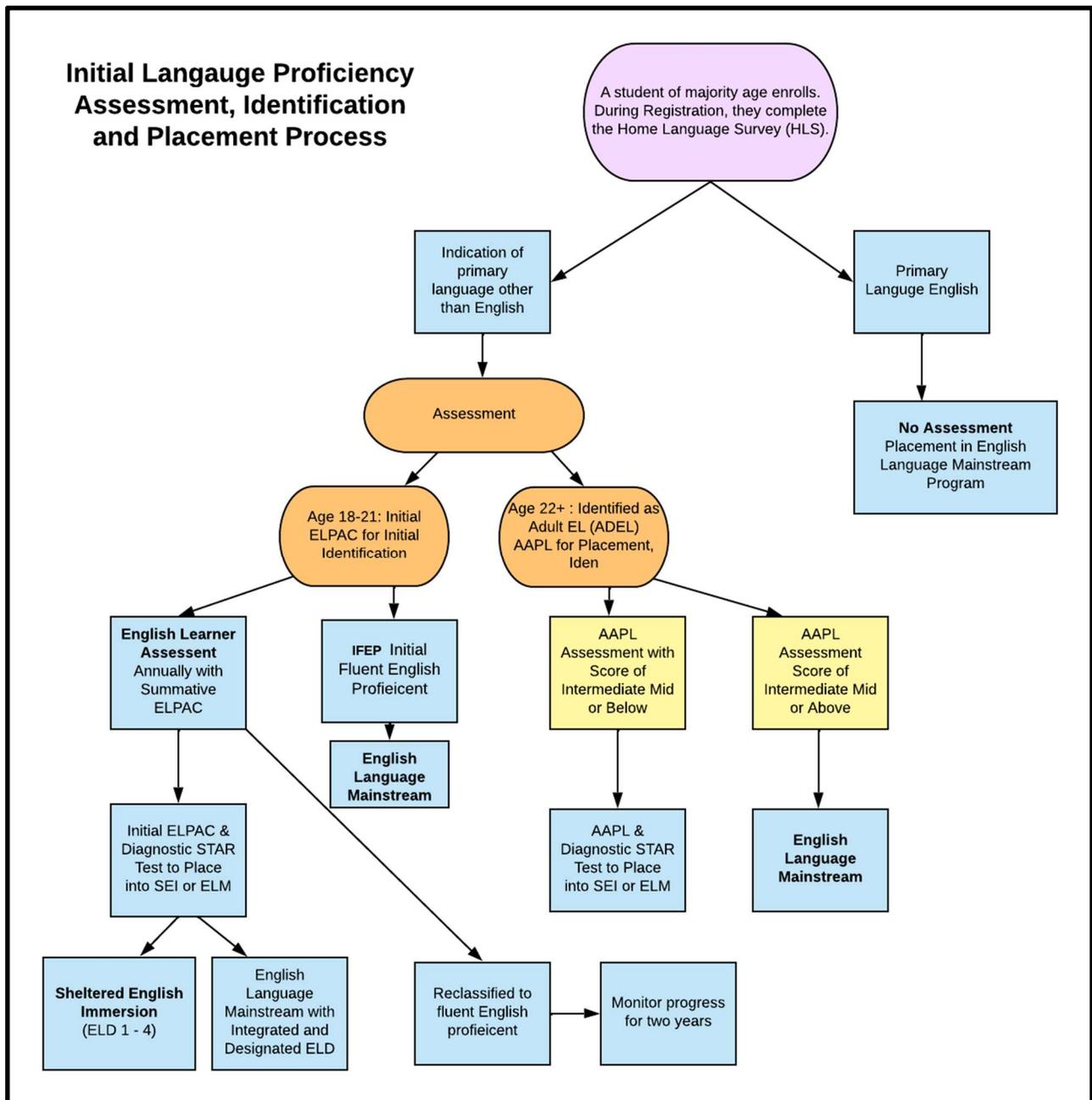
This document was originally developed with the guidance of the San Diego County Office of Education department of Multilingual Education, Equity, and Global Achievement and utilized the English Learner Master Plan Playbook (2021) from Loyola Marymount University's Center for Equity for English Learners. Additional resources are included at the end of the ELMP document.

Assessment and Placement

The figure below illustrates the initial assessment and placement process, along with the progress monitoring and annual assessments used to monitor English Learner progress.

If a student responds to any of the following Home Language Survey questions (see page 8) with a response other than “English,” they will be assessed for language proficiency via Initial ELPAC or local assessment for Adult English Learners (ADELS, 22+ years old). “Primary language” refers to the responses given to the Home Language Survey.

All students placed into ELM received supports including SDAIE as well as designated ELD (see page 17).



Upon enrollment, all students complete a Home Language Survey.

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. If any of the following questions are answered with a language other than English, the student of majority age will be assessed via the Initial ELPAC (or local assessment for those designated Adult EL).

1. Which language did you first learn to speak?
2. Which language do you most frequently read at home?
3. Which language do you most frequently speak at home?

Notification

As students of majority age, the students will be notified directly if they are identified as an English learner, whether it be through initial assessment or through review of their previous school record. At any time, students may request further information regarding their English Language Acquisition Status and the process of reevaluation and/or reclassification.

[Initial Letter](#)

[Annual Notification Letter](#)

Reclassification

Reclassification is the process for assessing EL students, using both formative and summative assessments, to determine whether an EL has progressed such that they should be reclassified as Fluent English Proficient (RFEP). This assessment relies on evidence demonstrating that the student has achieved a level of English proficiency and academic advancement that is comparable to their peers. Multiple criteria are used to establish reclassification:

Criteria:

- 1a. English Language Proficiency Assessments for California (ELPAC)
(SS aged 18-21 ONLY)**
Overall ELPAC Score: Level 4 or Higher
- 1b. ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
(SS aged over 21)**
Overall Score: I-4 or Higher
- 2. Basic Skills Comparison**
Diagnostic performance indicators identified with ELM benchmark assessments, and schoolwide Reading grade level equivalencies, will be comparable to that of students' English proficient peers (i.e. STAR Reading).
- 3. Teacher Recommendation**
Evaluation of Academic Performance based on ELM course completion and progress reports (e.g. GPA of 2.0 or higher).
- 4. Student Consultation and Agreement**

Follow-Up

Reclassified students are monitored for a minimum of two-years to ensure their academic success. The following data is used to monitor progress:

- STAR Reading Assessment
- Academic Course Benchmarks
- Unit Reflections / Progress Reports

English Learner Definitions

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Adult English Learner (ADEL): Beginning July 1, 2020, a new English Language Acquisition Status (ELAS) code of ADEL – Adult English Learner was distinguished in CALPADS. LEAs use the ELAS of ADEL for students who are 22 years old or greater, and who are enrolled in K-12 charter schools that have federal partnerships with Workforce Innovation and Opportunities Act (WIOA), Job Corps, California Conservation Corps, or YouthBuild. These students are not eligible to take the Initial or Summative English Language Proficiency Assessments for California (ELPAC), do not qualify for Title III funding or services, and therefore are not included in the English Learner student group on the California School Dashboard.

English Learners with Disabilities (EL SWDs): ELs who are eligible for special education are identified as students who are ELs with disabilities (EL SWDs). EL SWDs are students who have been identified as ELs and have a current Individualized Education Program (IEP) or 504 plan that is specifically designed to meet their educational needs

Students with Limited or Interrupted Formal Education (SLIFEs): Students with Limited or Interrupted Formal Education (SLIFE) is an umbrella term used to describe a diverse subset of the English language learner population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited backgrounds in reading and writing in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002). Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife.

Program Options and Overview

UCCS is committed to a welcoming and affirming educational system that provides evidence-based program options for all students, recognizing that varied typologies of students have diverse needs. The [Global California 2030](#) initiative aspires to ensure students are ready to live and compete in a diverse, multilingual world.

Structured English Immersion is a program designed for English learners, which provides nearly all classroom instruction in English, but with curriculum and a presentation designed for pupils who are learning English. SEI is a sheltered ELD instructional track designed for EL students who score at less than reasonable fluency. This program specifically serves those with limited English knowledge (scoring ELPAC Novice or true beginners).

Alternately, English Language Mainstream (ELM) is designed for English learners that are proficient in English but still need additional supports such as SDAIE strategies for specific content areas. This may include a variety of ELs such as LTELs, Adult ELs, and other English Learners.

UCCS offers Structured English Immersion that has been specifically designed for the diverse needs of learners within its community. These courses use research-based strategies such as sentence frames, front-loading vocabulary, spoken language supports and other diverse language instructional strategies. Many EL students enrolled at UCCS are recently immigrated, refugee, adult learners with limited formal education, and/or extremely limited exposure to the English language. Students are enrolled into a strategically designed tier-structured, and explicitly paced, sheltered ELD program to build a strong foundational understanding of the English language and academic skills needed to be successful in both English Language Mainstream courses and the general education program.

Many UCCS students were not successful in the traditional school system or have recently immigrated to the United States as a part of UN Refugees programs. Our model consists of a combination of paid vocational education and content area academics as a result of UCCS's partnership with private non-profit and state sponsored environmental conservation training programs. As the educational provider to the Urban Corps of San Diego County and California Conservation Corps, academic schedules are designed to accommodate the paid vocational training of these programs. Students are scheduled for 32-40 hours of paid vocational training and 10-15 hours of academic classes per week. As a result, the vocational training schedule significantly influences the course schedule for ELs. Unlike traditional academic programs, students are not coming to academic classes five days per week.

Considering our EL students' individual needs, and to facilitate transition out of our SEI program within a reasonable time period, our school schedules more EL services for the least English proficient EL students than for the more proficient ones, a practice supported by the US Department of Justice and US Department of Education's publication: *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*. Research suggests that participants require a range of 90-120 guided learning hours to progress through each ELD

level. In step with this research, and in order to support transition from the SEI course continuum to our ELM course track within a reasonable amount of time, ELs in this program are scheduled for four periods of ELD course per day as well as Mathematics, Health, and Life Skills courses for the remaining periods. These classes may be sheltered with other language learners or heterogeneously grouped with students in the ELM program. All English Learners receive integrated supports as outlined on page 11. These courses allow ELs to access coursework required for their High School Diploma while they work toward English proficiency. Once an EL student from SEI to the ELM track, they are scheduled for grade appropriate content area courses with industry standard EL accommodations and modifications. Despite the delayed enrollment in other core content areas, interim academic deficits in other subjects are remedied within a reasonable length of time. The SEI and ELM tracks are designed to graduate ELs with no transfer credits within four years. Such a model is in compliance with the US Dept. of Education's definitions of reasonable time frame, as well as parity of participation in the standard instructional program and meaningful access to all curricular and extracurricular programs. There are no structural barriers within the design of the EL program that would prevent EL students who enter high school with beginner-level English proficiency from graduating within four years, with the prerequisites to enter college.

Students are placed into SEI are grouped into one of four tiered levels: ELD 1, ELD 2, ELD 3, or ELD 4. Initial assessments measure students' reading, writing and listening skills and determine their level of understanding and use of academic language. ELD 1 provides ELs with foundational knowledge of the Latin alphabet, phonemic awareness, and basic functional English necessary for further language acquisition. Students' progress within and up to ELD 4. Instruction in SEI courses is structured and planned in coordination with designated ELD instruction and informed by both the CA ELA/ELD framework and ELA standards (CCSS). Materials are adapted, and scaffold support is provided as needed.

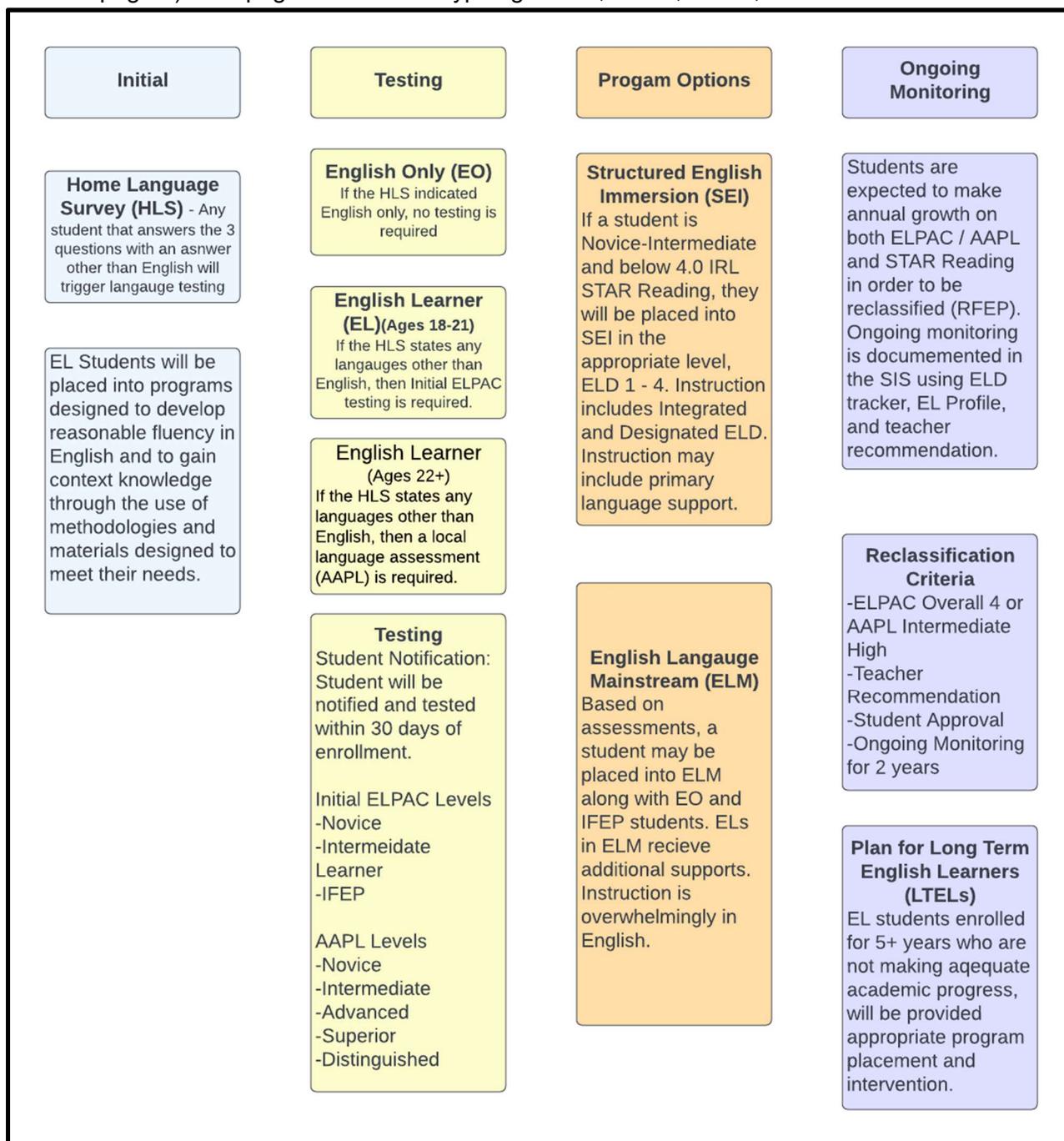
Each level of the SEI course participates in summative assessments each semester for review and placement into subsequent levels. Upon successful completion of ELD 4, students demonstrate minimum reading, writing, speaking and listening skills to be placed into ELM courses. Students completing ELD 4 must demonstrate STAR Reading and Math scores that are equivalent to the average ELM student range (approximately GE 6.0 on STAR Reading). Newly mainstreamed students are monitored closely during their first 2 semesters in order to ensure their success.

The **English Language Mainstream (ELM)** option is for students who score at reasonable fluency in English to be placed into mainstream courses with an integrated and designated ELD instructional approach.

Student academic progress is monitored jointly by teachers and the Director of Academics to ensure that placement is appropriate. Students in ELM courses demonstrating proficiency in reading and writing, in English, are potentially eligible for reclassification dependent upon ELPAC scores and Teacher Recommendation.

Program Option and Progress Monitoring

The following chart further explains program and placement options after initial placement (see chart on page 7). See pages 9-10 for EL typologies: EL, ADEL, RFEP, etc.



At the adoption of this plan, the AAPL assessment is used as a local measure for Adult English Learners for both initial placement and ongoing assessment. This assessment is correlated to the ELA/ELD framework. The AAPL is used to assess the English proficiency

of ADELs who, due to age, are ineligible to take the Initial ELPAC. Additionally, students whose primary language is not English, will be provided a test in their primary language and/or appropriate accommodations in order to participate in the assessment, such as a translator. This will be used to determine placement as well as to develop a profile in order to monitor student progress and provide specific supports needed.

SEI Course Continuum

UCCS ELD Course Continuum		ELD 1	ELD 2	ELD 3	ELD 4	ELM
	Time in US School	<1 Year	<1 Year	<2 Years	<3 consecutive years	Varies
	Average Lexile Range	BR400L - BR125 L	BR120 L - 125 L	130 L - 400 L	405 L - 650 L	600+ L
E v a l	STAR Reading Test (IRL)	<1	1-1.6	1.7-1.9	2-3.4	4.0+
	Writing Sample Score (Semester Evaluation Rubric & corresponding course level writing goals)	3 / 5	3 / 5	3 / 5	3 / 5	
	Coursework Passing Grade	70%	70%	70%	70%	
	SLOs Formative and Summative Assessments	80%	80%	80%	80%	
	Teacher Recommendation for Advancement	YES	YES	YES	YES	
	ELPAC Overall	Level 1	Level 1	Level 2	Level 2 or 3	Level 3-4
	AAPPL (22+)	Novice Low	Novice Mid	Novice High	Intermediate Low - Intermediate Mid	Intermediate Mid - Intermediate High

Student Learning Objectives

The SEI courses are guided by Student Learning Objectives (SLOs, previously called Can Do's) modeled after the CA ELD Framework. These outline the functional language targets in reading, writing, speaking and listening as students progress through ELD 1 - 4. Similarly, SLOs for ELs in ELM are used for progress monitoring. These SLOs align with the CA ELD Framework. These Can Dos focus on interpersonal and interpretive communication that is of value to all students in job training as well as in college and career.

Seal of Biliteracy (SSB)

UCCS does not currently offer the Seal of Biliteracy but is working towards pathways to recognize the value of students' language proficiency in languages other than English. UCCS encourages students to pursue biliteracy or multiliteracy in high school and beyond.

The SSB, per [Assembly Bill 815](#) became effective January 1, 2012, and was amended in 2017 per [AB 1142](#), effective January 1, 2018. [California Education Code sections 51460–51464](#) establish the SSB program and its requirements. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

Staffing

UCCS is committed to ensuring equitable educational programs and learning environments for the advancement of English learners, therefore all personnel are appropriately credentialed. All UCCS staff possess CLAD or English Learner Authorization and are appropriately credentialed to instruct English Learners. This includes teachers in SEI and ELM programs. ELs in TK–12 public schools in California are required to receive services designed to meet their linguistic and academic needs, from authorized teachers, based on assessments made by the local educational agency (LEA). Teachers provide Designated and Integrated ELD (SDAIE) to EL students.

Recruitment and Hiring

The administration recruits and hires staff that meet the needs of the unique population of ELs at UCCS. This includes hiring and recruiting staff that are not only appropriately credentialed and qualified, but prioritizing those who are multilingual so as to provide additional support to English Learners in their primary language, whenever possible.

Designated and Integrated ELD

The goal of the English Language Mainstream program is to ensure that EL students who have transitioned from SEI or have been assessed and placed into ELM continue to progress linguistically and academically to meet grade level and proficiency level ELD standards as well as grade level content standards. These students receive appropriately differentiated instruction including designated ELD (dELD) and integrated ELD (iELD), scaffolded academic content instruction and support, and have access to the same college and career readiness programs as all other students. This program also meets the needs of newly reclassified students to ensure that their linguistic and academic skills are comparable with the performance of their English-proficient peers.

All English Learners receive both integrated (iELD) and designated (dELD) supports (Torlakson, 2015; Thurmond, 2019).

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]*).

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]*).

Integrated ELD

Integrated ELD is provided to ELs throughout the school day and across all subjects by teachers who have the EL authorization with their credential. The California ELD Standards are used in tandem with the California State Standards for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD

It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs. Rather, dELD instruction is for use as a protected time, during which ELs receive the type of instruction that accelerates their English language and literacy development (CA ELA/ELD Framework, Chapter 2, p 188). All ELs receive 30-60 minutes for dELD as part of their school day.

dELD instruction must occur daily for all ELs until they are identified as RFEP. The objective of dELD lessons is to increase student proficiency in English, as measured by the CA ELD Standards and ELPAC.

High Impact Essential Practices for Designated ELD

- Fostering Academic Interactions
- Using Complex Text
- Flexible Grouping based on formative assessment and areas of student needs

Monitoring English Learner Student Progress

[CDE RFEP Monitoring Letter](#)

Reclassified students (RFEP) will be monitored for two years beyond their reclassification date. Once reclassified, students will be monitored for continued progress; if there is a persistent language barrier, the school will offer additional language support as needed.

Monitoring happens throughout the school year and includes review of the following:

- Benchmark Assessment Scores
- Reading Assessment Growth (STAR Reading completed at the end of each semester)
- Report Card Grades
- Formative assessments and qualitative data provided by teachers via Unit Reflections
- ELPAC / AAPPL scores

Additionally, newly mainstreamed students (those moving from SEI to ELM after successful completion of ELD 4) will be similarly monitored for 2 semesters and may be identified as in need of additional language support. For example, if students have course grades on progress reports of 60% or less, non-growth end-of-semester STAR Reading scores, low formative assessment scores and/or are not fully engaged and active in ELM courses, they may be identified for further supports. Supports include but are not limited to the following: specialized academic intervention including language labs or one-on-one tutoring, additional designated support time, placement into intervention classes (such as Integrated Reading).

Primary Language Use and Support

Primary language support is the use of students' home languages for dELD and iELD instruction. The purpose of providing primary language support is to make instruction in English as comprehensible as possible for ELs, so they learn both academic content and acquire additional English. Primary language support is especially important in non-bilingual program models. Teachers who speak or are familiar with their students' home languages can, and should, use them to support learning and language development.

Teachers' use of primary language support should always be judicious, strategic, and informed by students' needs. Accordingly, teachers should make strategic decisions about how and when to use the primary language to present this information. A teacher should not randomly code-switch, which can lead to over-reliance on the primary language and confusion by students. Instead, teachers should explicitly explain to students why and how they are using the primary language to provide support and scaffolding. Effective and strategic primary language support is not in-the-moment translation. Highly effective primary language support might occur in small group instruction that includes only students identified as in need of these supports (as determined through formative instruction).

Primary language support can also be used for clarification throughout the day. Monolingual English-speaking teachers or teachers who do not speak the home languages of all of their students can still effectively incorporate their students' home languages into the classroom, for example: by allowing students to do prewriting in the home language; setting up a bilingual lending library; or having students use or create bilingual glossaries and dictionaries. Students are provided grade-level core content that is appropriately differentiated and scaffolded in English, with primary language support for clarification (but not instruction) throughout the day.

Access to College and Career Readiness Programs

All students, including all English Learners, have access to elective and/or enrichment courses as well as career readiness programs. All students have access to vocational education job training (including certifications and various tool training) along with the accompanying career development courses, and LifeSkills (including social emotional learning, personal finance, etc.).

Urban Corps Charter School's program centers on the collaboration between the academic high school courses and the corps job training programs. All students participate fully in both. Additional support is provided in English Language Development (ELD) courses to develop the specific speaking, listening and other communication skills required to be successful in the job training program. Can-Dos for the SEI program as well as the ELM program are not only aligned with ELD Framework and CCSS ELA standards, but also specific college and career readiness skills.

ELs with Disabilities

[CDE Reclassification Criteria/Guidance](#)

[California Practitioner's Guide](#)

English Learners with disabilities (EL SWDs) will have the same access to the current ELD instruction and support as their nondisabled peers. The school provides services to EL SWDs that are mandated by state and federal laws. This includes ELD instruction and any necessary special education supports to provide students access to the core curriculum.

Appropriate accommodations and appropriate instructional strategies that focus on language acquisition, scaffolding techniques and proven methodology with ELs including those with disabilities promote academic success for all students. All IEP and/or 504 review teams will include an ELD teacher or other language specialist.

In the case of a student diagnosed with a disability prior to entering UCCS for the first time, accurate assessment and identification of a student with disabilities who may be an English learner requires that educators use appropriate assessment accessibility resources (e.g., universal tools, designated supports, and accommodations) when assessing English language proficiency using the Initial ELPAC. Additionally, using appropriate accessibility resources in the classroom throughout the year and getting feedback as to whether they are effective ensure that a student's English language proficiency is accurately assessed and that appropriate instruction is provided.

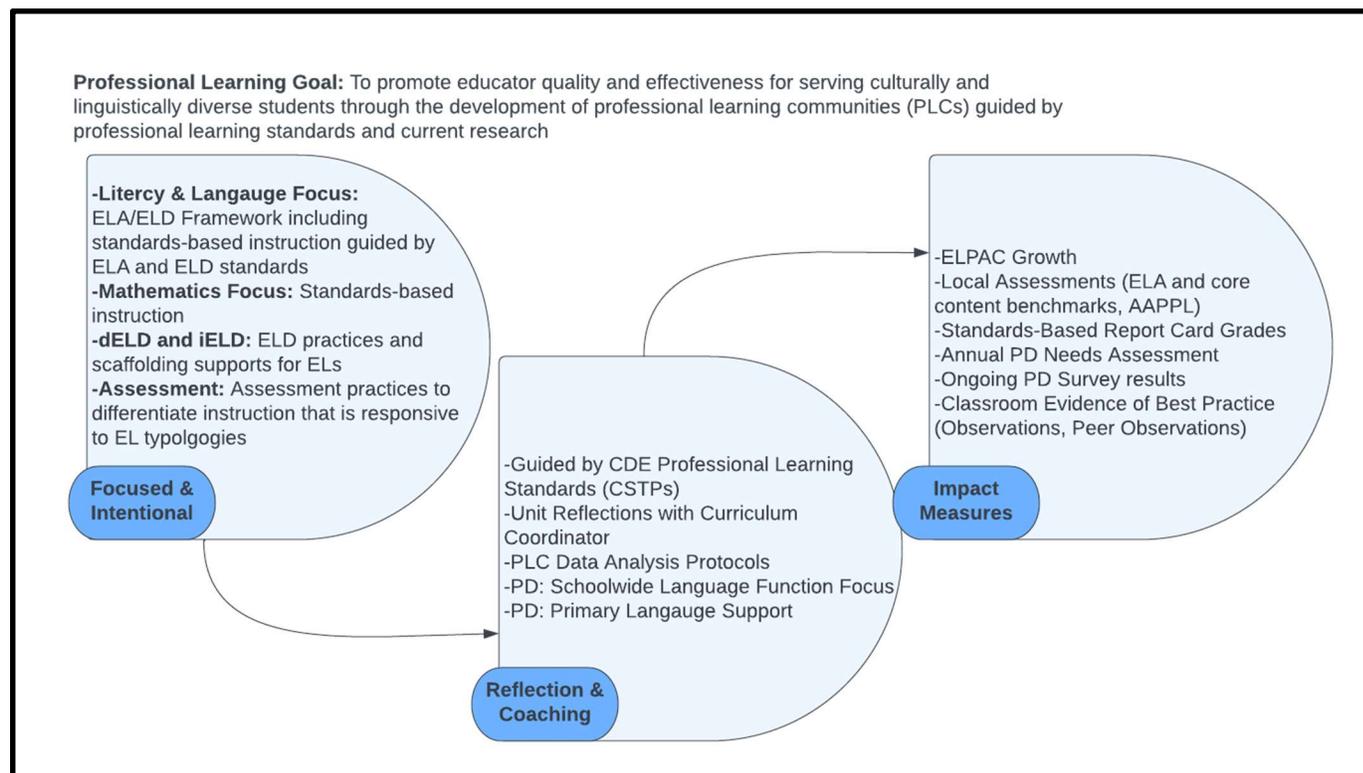
Alternate assessments are locally decided and can only be used by students with significant cognitive disabilities. Because of the unique nature of individual students' disabilities, and because the state does not yet have an alternate assessment to the ELPAC for individual ELPAC domains, the California Department of Education (CDE) does not make specific recommendations as to which alternate assessment instruments to use. The appropriate alternate assessment must be identified annually in a student's IEP. In January 2019, the CDE began development of a statewide Alternate ELPAC for students with the most significant cognitive disabilities. When the Alternate ELPAC is operational, LEAs will no longer locally determine an alternate assessment as all students identified as eligible for an alternate assessment, per their IEP, will take the Alternate ELPAC.

English Learners may be referred for assessment and/or additional services by following the process outlined in the Urban Corps Charter School special education procedures document (Identifying Students with Disabilities).

Professional Development

Professional learning is essential for educators because the students we serve have needs that are not only diverse, but constantly changing based on their context. High-quality professional development (PD) can improve student outcomes. This EL Master Plan advocates for equity for English learners which begins with ensuring that educators and leaders are equipped to improve student outcomes.

PD is provided to classroom teachers, classified support staff, and school administrators and is designed to improve the instruction and assessment of ELs and to enhance the abilities of all staff to understand and implement the curriculum, assessment practice and instructional strategies for ELs. The goal of ongoing professional development is to promote educator quality and effectiveness in order to serve linguistically and culturally diverse students. It includes monthly professional learning communities (PLCs) to identify student growth areas, unit-by-unit reflections and coaching with teachers and the Curriculum Coordinator, quarterly reviews of student progress and training in data analysis protocols, and quarterly professional development to continue to expand the knowledge base and equitable practice of teaching staff. PLCs meet monthly to review English Learner progress on local assessments, course benchmarks, and other formative assessments to determine which students are making progress and which students are in need of intervention.



Professional Development Target Areas (2022-2025):

- Developing and Strengthening Programs and Services to Meet the Needs of Long-Term English Learners
- Meeting the Unique Needs of Newcomers in the Classroom
- Improving Outcomes for English Learners with Disabilities
- Integrated Literacy Applications (via Write Initiative: Writing Redesigned for Innovating Teaching and Equity)

FAMILY-COMMUNITY ENGAGEMENT

As students of majority age, parents and families are widely included in discussion and decision making. However, the students themselves are advocates for their own learning and are valued education partners when it comes to the learning process, engagement, and community building. Further, community members within our job training partners (California Conservation Corps and Urban Corps) and through outside agencies are integral to the success of our English Learners.

All students are valuable resources that should be viewed as assets and celebrated in our school community. Their languages, cultures, talents, and lived experiences are critical resources unique to each school community. UCCS rejects deficits-oriented ideas about the diverse students it supports. Misconceptions often impede student connections with their school.

Urban Corps values include the following:

- Students and communities are key partners in the learning process.
- Students' languages, cultures, talents, and lived experiences are critical resources and assets.
- A commitment must be made to continuous improvement and ongoing reflection of student and community engagement practices.
- Students should be engaged in linguistic and culturally responsive ways.
- A commitment to equity, respect, and transformative reflection around community involvement in and around schools is critical.
- A welcoming environment at school and work is fundamentally important.
- Training on multiculturalism should be ongoing.

Engagement Activities

Students and community members are engaged in the following ways:

- Solicit input on budget allocation and schoolwide decision making including LCAP surveys, quarterly meetings, etc.
- Create a welcoming environment in which students are partners to improve student achievement
- Assist students in accessing community resources
- Promote two-way communication with families through email, student panels, student conferences, etc.
- Provide information via email, newsletters, Homeroom conferences and School Pathways Student Portal regarding expectations, standards, involvement opportunities, student achievement in core classes, and student progress

Translation and Communication

Currently, 15% or more of the student population's primary language is Spanish (59%) or Pashto (20%). Documents will be made available in these primary languages, allowing access for our majority-age students. The school will regularly review the need for further

language translation and will identify gaps in document translation. Additionally, the school will provide translation services as needed for students of majority age to fully understand program requirements, to communicate concerns regarding EL designation process, and to provide access for student engagement and/or feedback.

ACCOUNTABILITY

Accountability Goals

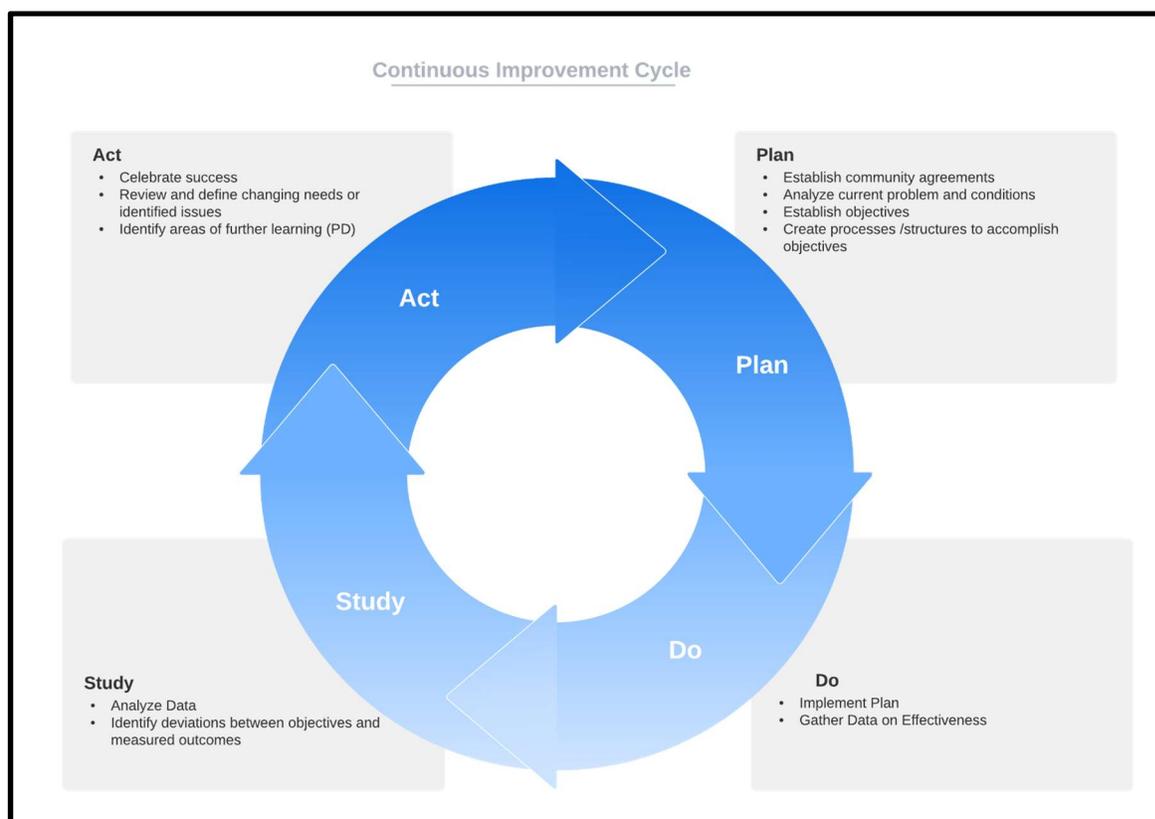
UCCS will adhere to the ELMP and implement it effectively so that students:

- Achieve English proficiency
- Achieve academic success
- Develop a positive self-image and an understanding of and respect for cultural diversity

Accountability work is everyone's responsibility. This includes all teachers, school leaders as well as students as education partners. It is a part of UCCS's daily work and we are accountable to ensure that programs are effective.

Continuous Improvement Cycle

UCCS is committed to continuous improvement and utilizes data to analyze program efficacy, student outcomes, and overall student achievement.



Teachers and administrators participate in continuous improvement throughout the school year including LCAP review and Professional Learning Communities (ELD PLCs, cross-curricular PLCs, Unit Reflections, etc). All plans are made with consideration to the LCAP priorities and goals and decisions are data-driven.

PROGRAM MONITORING AND EVALUATION

An annual review will be conducted to review programs and services for English Learners. The following chart outlines the goals and questions that will guide the annual review.

Goal	Guiding Questions
English Learner programs are fully implemented as described in ELMP	Are English learner programs fully and consistently implemented in ways that meet or exceed requirements of State and Federal law? (e.g. placement of students in appropriate classes)
English Learners have full access to the curriculum	Are English learners given full access to core instruction? Are English learners receiving daily ELD leveled instruction? Are teachers using Integrated ELD in the content areas?
English Learners will master the English language as efficiently and effectively as possible	Are English learners making adequate progress on ELD assessments? What is the status on the State's Dashboard for English Learner Proficiency Indicator (ELPI)? Are more English learners reaching fluency each year? How many students have been reclassified each semester/year?
English Learners will achieve academic success compared to English Only peers	Are English learners making progress on district assessments in content areas (ELD, ELA, math, science, and social science)? How are English learners scoring on the STAR Reading assessment? Are they above or below standard? Are English learners proportionally represented in Special Education? Are English learners (and R-FEPs) proportionally represented in the graduation rates?
ELs and RFEP students participate meaningful in their own education	Do English learners and R-FEPs participate in school activities as much as other students? Is the rate of EL engagement increasing?

The monitoring process is designed to establish high expectations for all students and to provide a framework to ensure that the student and school outcomes are achieved. It promotes involvement of all stakeholders in planning, implementation and evaluation phases and ensures that program evaluation is part of the school improvement initiatives.

EL Program Monitoring will include the following activities:

- Data analysis based on ELPAC, AAPPL, SEI Progress & Advancement Data, STAR Reading Scores, Benchmark Assessment scores, classroom observations (monthly), student work sampling, and student progress monitoring (SEI advancement, newly mainstreamed students, RFEP students and ELs in ELM)
- Ongoing coaching and professional development for teachers and school leadership including staff feedback and input
- Annual ELD program reviews (SEI, dELD and iELD)

Resources:



- Template adapted from

Resource Compendium to English Learner Master Plan Template adapted from: Armas, E., Lavadenz, M., Rozsa, N., & O'Brien, G. (2021). *English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students*. Loyola Marymount University Center for Equity for English Learners.

- <https://www.cde.ca.gov/sp/el/>
- <https://www.cde.ca.gov/sp/el/rm/index.asp>
- <https://www.actfl.org/>
- <https://www.sdcoe.net/educators/multilingual-education-and-global-achievement>

AAPL to ELPAC Vertical Alignment

The graphic below illustrates the alignment of ACTFL standards as compared to the ELD Framework and the Overall Proficiency levels of the ELPAC. This is used as a guide to determine the corresponding level of Adult ELs that are ineligible for the CA ELPAC Initial and/or Summative exam. If a student, while enrolled at UCCS, becomes ineligible for the ELPAC, the AAPL assessment, which utilizes ACTFL standards, will be used for progress monitoring purposes and possible reclassification. For Adult ELs that enroll at the age of 22 or above, the AAPL will be used for initial and subsequent assessments.

