MULTILINGUAL LEARNER MASTER PLAN 2024-2025

Sharing the Responsibility for Educating Our Children

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INTRODUCTION

ISANA's mission is to provide a school where all students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities for all students. In furtherance of this mission, ISANA is committed to working in concert with administrators, teachers, community members, students, and parents to provide the most effective instructional programs for our Multilingual/English Learners (ML/EL).

To ensure full and effective implementation of the MLL Master Plan, ISANA will provide ongoing professional development for administrators, teachers, and other personnel to help each school develop and implement effective programs that are congruent with the MLL Master Plan and to monitor implementation. ISANA's MLL program and services will comply with all applicable legal requirements.

IDENTIFICATION, ASSESSMENT AND MONITORING PROGRESS (EL 06, 19)

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section as part of the enrollment process. "Initial enrollment" is defined as the first time a student enrolls in a California public school; therefore, the HLS is only administered once for each student. The purpose of the HLS is to determine if a language other than English is used in the student's home. The HLS is not used to determine a student's language classification or immigration status. The survey includes the following four questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

If the answer to any of the first three questions on the HLS indicates a language other than English, the student will be assessed using the current Initial English Language Proficiency Assessment for California (ELPAC).

However, if the response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. ISANA staff will research the student's home language background using indicators such as the following, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the student must be administered the Initial ELPAC.

Students will be assessed within the first 30 calendar days after school begins. In addition, parents will be notified of the assessment results and program placement within 30 calendar days of initial enrollment. Student scores on this assessment determine their individual proficiency level for the purposes of planning their instruction.

On June 14, 2024, the California Department of Education (CDE) signed Assembly Bill 2268 into law, which amends the state requirement regarding the ELPAC. Effective immediately, the ELPAC requirement no longer applies to Transitional Kindergarten (TK) students. Students enrolling in TK will still be required to complete the HLS but will not be eligible for testing. TK students will be eligible for testing using the Initial ELPAC upon enrollment in kindergarten.

English Language Proficiency Assessment (ELPAC)

The Summative ELPAC is used to fulfill the requirements under Every Student Succeeds Act ("ESSA") for annual English proficiency testing. Parents are notified in writing of the assessment results and program placement within 30 calendar days of initial enrollment. The written notifications are in English and in the student's primary language.

All currently enrolled ML/EL students will be assessed for English language proficiency through ISANA's administration of the Summative ELPAC during the annual assessment window. ML/EL students with an active individualized education program ("IEP") or Section 504 Plan will be assessed for English language proficiency using accommodations, modifications, or the Alternate ELPAC as specified in the pupil's IEP or 504 Plan.

Initial Language Classification/Status

A student's initial language classification or status is determined by their overall performance on the initial ELPAC. Based on the performance level, a student may be classified as follows:

English Learner (EL): The overall performance level on the initial ELPAC is Novice or Intermediate.

Initial Fluent English Proficient (IFEP): Students are designated as IFEP when they fall within the score range designated by the California Department of Education (CDE). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Monitoring Progress

ISANA utilizes the Ellevation platform to organize all ML/EL student data, support critical meeting and monitoring processes, enable accurate reporting and support instructional planning for ML/EL students. This system provides online access to administrators, classroom teachers, and resource specialist teachers with key EL information including language proficiency progress, programming and instructional recommendations.

Multilingual/English Learner students' language development and growth are monitored by teacher observations, the Summative ELPAC, and students' academic progress. Ongoing monitoring of ML/EL student achievement happens at various levels. For example, Instructional Coaches hold regular grade level team meetings to examine student data (e.g., ELA and math assessment data) to identify areas of progress, areas of need, and to suggest modification of English language instruction to meet the needs that are revealed by data analysis. ML/EL students' progress toward the ELD standards is examined throughout the year through ELA assessments (such as curriculum-based assessments and i-Ready Diagnostic assessments), and digital ELD Portfolios.

Digital ELD Portfolios (via Ellevation) are used to monitor and document language acquisition for English Learners. Digital ELD Portfolios include progress reports, work samples, and other documents related to the reclassification process. More information about Digital ELD Portfolios is included in the "Reclassification and Monitoring of Reclassified Students" section of this plan.

PARENT/GUARDIAN NOTIFICATIONS AND INVOLVEMENT (EL 07)

Initial Notification

Parents/guardians of ML/EL students, as well as parents of IFEP students, are notified of their child's initial English language proficiency assessment results. The initial notification is sent to parents/guardians within 30 days after the beginning of the school year and includes:

   a) Their child's initial English language proficiency level
   b) How the level was assessed
   c) Their child's language designation
   d) Descriptions of program options
   e) Program placement
   f) Exit criteria
   g) If the child has an active IEP how such program will meet the objectives of the IEP

Annual Notification

Parents/Guardians of ML/EL students are informed annually of their child's status as an EL student. The annual notification is sent to parents/guardians no later than 30 days after the beginning of the school year and includes:

a) Their child's proficiency level

b) How the level was assessed

c) The status of the child's academic achievement

d) Their child's language designation

e) Descriptions of program options

f) Program placement

g) Exit criteria

h) For ELs on an active IEP, how such program will meet the objectives of the IEP

The annual notification shall also include the following information if the child is a Long-term English Learner ("LTEL") or at risk of becoming an LTEL (known as a Potential Long-Term English Learner or PLTEL):

a) A statement indicating the child is a LTEL or PLTEL;

b) The manner in which the program for English language development instruction will meet the educational strengths and needs of students designated LTEL or PLTEL; and

c) The manner in which the program for English language development instruction will help students designated LTEL or PLTEL develop English proficiency and meet age-appropriate academic standards.

Additionally, once an ML/EL student is identified, school leadership meets with parents of ML/EL students in a whole group setting, or an in individual conference if requested by parent, to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of this meeting is appropriately documented in the student's digital record.

District-level English Learner Advisory Committees

Each ISANA academy hosts monthly District-level English Learner Advisory Committee ("DELAC") meetings.   DELAC members include parents/guardians of ML/EL students and ISANA staff members.   At the monthly meetings, the DELAC reviews and advises the Principal on issues

including, but not limited to: ML/EL instructional program and services, the reclassification procedures, ML/EL Master Plan, written notifications to ML/EL parents/guardians, ML/EL performance data, and the Local Control Accountability Plan (LCAP). Each respective Principal conveys the DELAC's input, recommendations, ideas and advice to the ISANA governing board through the principal's report to the Board. The Principal also conveys feedback from the DELAC to the Board through reports on parent feedback surveys. All this input is used to guide the updating of the ML/EL Master Plan and to bolster programs and services for ML/EL students.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION (EL 18, 19)

EL Instructional Program Overview

Each school within ISANA Academies has an educator designated as the Multilingual/English Learner Coordinator. Schools also have the support of a network-wide Multilingual Learner Coordinator. The network-wide MLL Coordinator, alongside the school site MLL Coordinator and principal, are the key communicators and coordinators for reclassification, ELPAC administration, ML/EL student achievement and data analysis, and monitoring the progress and performance of ML/EL students. In addition, the network-wide MLL/EL Coordinator provides the school site leadership coaching and professional development opportunities such as best practices for English Learners, implementation of ELD standards, Integrated and Designated ELD and other related topics.

ISANA is committed to implementing a program for each ML/EL student that is designed and implemented to increase English language and provide access to the core curriculum. ISANA provides a comprehensive ELD instructional program that is integrated to core lessons and tailored to each student's academic goals and individual language learning needs. Our ELA/ELD program is built on the California Framework and the Common Core State Standards with the aid of our adopted literacy curriculum. Primary language support may be used to motivate, clarify, direct, support, and explain concepts.

Curriculum and instruction related to the California Common Core State Standards for ELA/Literacy focus on five key themes of a robust and comprehensive instructional program in ELA/literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language.   They also encompass all three parts of the California ELD Standards:

"Interacting in Meaningful Ways" (collaborative, interpretive, and productive), "Learning About How English Works" (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and "Using Foundational Literacy Skills."

Our program provides a systematic approach to **Designated ELD** that builds into and from core instruction while providing dedicated time for developing academic English language skills. The Designated ELD lessons support the content covered during core instruction to promote the success of ML/EL students. Designated ELD instruction is a critical component of the instructional program for every ML/EL students, and this instruction is provided at the same level as other core instructional areas. Further, ML/EL students receive targeted Designated ELD instruction at their proficiency level. The Designated ELD lesson will comply with ELD standards to ensure ELs are able to develop English proficiency.

Every ML/EL will be provided with protected time of at least 30 minutes of Designated ELD instruction during the regular school day. Designated ELD instruction may take place within the classroom while non-EL classmates participate in other academic activities (e.g., academic language development, writing, or computer assignments). Additionally, this instruction may be delivered to the entire grade level as students within the grade level are grouped by proficiency and each group is taught by a teacher, while other grade level teachers provide instruction to the non-EL students.   If families have any questions about Designated ELD instruction, they are encouraged to contact the Principal.

Integrated ELD is provided to ML/EL students throughout the school day and across all subjects by classroom teachers. For Integrated ELD, the program identifies ELD standards that are addressed while teaching the core lessons. In these lessons, as well as lessons in other content areas, teachers address ELD standards in tandem with content standards while using SDAIE strategies (Specially Designed Academic Instruction in English). SDAIE is a teaching approach that allows ML/EL students full access to key curricular concepts while acknowledging their ability to communicate extensively or proficiently in English. Teachers, for example, help students to establish a link between their prior knowledge and the material through activities such as think-pair-share, quick-

writes, and anticipatory charts. Teachers develop specific language objectives that detail, for example, the key vocabulary or language structure that students are to learn.

To enhance academic achievement using the SDAIE method and ELD strategies, teachers:

1. Activate and build on prior knowledge
2. Use reading comprehension strategies such as questioning and visualizing and provide multiple opportunities to employ learned comprehension strategies
3. Explicitly teach vocabulary and how to use morphological knowledge and context clues
4. Engage students in peer discussions
5. Provide frequent exposure to rich oral and written language
6. Foster word consciousness and language play
7. Promote rich classroom conversations engaging all students in academic conversations
8. Expose students to a wide range of texts across a variety of disciplines
9. Provide opportunities for students to develop and apply foundational literacy skills

Integrated ELD and Designated ELD instruction are provided by teachers who meet the qualifications set forth in the "State Qualifications and Professional Development" section below in classroom settings. This instruction is scheduled and tailored to meet our students' needs. For example, students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language proficiency, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, during which students process content and information.

The program is individualized for students depending on where they are in the English language continuum. The program includes an array of standards-aligned lessons and activities that sync to the core curriculum and are crafted for daily use for ML/EL students at all proficiency levels. The program allows teachers to employ these tailored lessons, activities, and resources to serve students based on their respective proficiency levels (Emerging, Expanding, or Bridging). These lessons provide a laser focus on language that meets each student at their language learning level, helping students to develop their metalinguistic knowledge and master how English works.

Long-Term English Learner and Potential Long-Term English Learner Support

ISANA defines students designated as LTEL or PLTEL as EL students to which the following applies:

- LTEL: An EL student who has been in a US school for 6 years without reaching levels of English proficiency and reclassifying. This will typically be students in 5th-8th grade.

- PLTEL: An EL student who has been in a US school for 4-5.9 years without reaching levels of English proficiency and reclassifying. This can be students in 3rd-8th grade. A PLTEL student is also sometimes referred to as an At-Risk-LTEL.

ISANA will ensure that all LTEL and PLTEL students are designated a specific staff member to monitor their language status, test results, goals for meeting grade-level standards and reclassification via Ellevation. All LTEL and PLTEL students and their parents meet at least twice yearly with the designated staff member to review current language status, program placement, test results and goals for meeting the reclassification criteria and accelerated academic progress targets. The designated staff member is also responsible for documenting the student's academic needs and support/interventions put in place as needed using COST forms and/or other documentation forms such as the LTEL/PLTEL Student Goal Sheet. LTELs and PLTELs with an IEP will have their goals set forth in their respective IEP as opposed to the Student Goal Sheet.

Supports for Students Incurring Academic Difficulties

Ongoing monitoring of ML/EL students allows us to provide the necessary support and instruction for students incurring academic difficulties. Instructional Coaches hold regular grade level team meetings to examine students' academic progress. When ML/EL students who are incurring academic difficulties while learning English are identified, Instructional Coaches help teachers plan instruction accordingly and identify the appropriate interventions to put into place.

In-class supports include teacher-led small group instruction and adjustments to lesson plans to accommodate the student's needs. Teachers also ensure students receive out-of-classroom supports by, for example, providing one-on-one instruction outside the class and access to support from intervention staff.

Teachers also infuse culturally relevant pedagogy into the classrooms to support ML/EL students and others. Culturally relevant pedagogy validates students by embracing the cultures from which students come from, integrating students' cultures in the learning process, and motivating students to learn by making learning relevant. In addition, tailored grade-level collaborative units and projects contain differentiated lessons for ML/EL students. Classroom instruction incorporates the use of SDAIE and other instructional strategies, scaffolding techniques and graphic organizers as well as Integrated and Designated ELD instruction. ML/EL students also have opportunities to receive additional support through interventions such as before-school and after-school tutoring, or small group instruction during the school day by the teacher or other instructional educators.

Our practice of providing preventative supports and interventions for any student (ML/EL or non-ML/EL) who are struggling academically involves the use our Multi-Tiered Systems of Support (MTSS) model. ISANA uses this model to give targeted support to students who are struggling with academics, behavior, and/ or social emotional skills. MTSS consists of having a strong Tier 1 Instruction/Universal Supports to meet the needs of the greatest number of students with diverse learning needs. Tier 2 supplemental supports are described as targeted intervention, typically delivered in small group setting. A student still struggling, after classroom interventions are not yielding results is then recommended to begin the process of the Coordination of Services Team (COST) referral program. The COST program includes meeting twice a month between the Principal, Instructional Coach, School Psychologist, School Counselor, Academic Interventionist, and Resource Specialist Program Teacher in which the team reviews teacher recommendations for students who are struggling behaviorally and/or academically and puts a plan into place to support the students. ML/EL students who are brought to the attention of COST are identified as such on the referral form. Supports available through COST include but are not limited to consultation/collaboration with general education teacher on instructional strategies, Tier 1 Instruction/Universal Supports & 2 academic/supplemental supports, Tier 1 & 2 behavioral intervention, and school-based counseling. If the student is not successful with the accommodations and interventions put into place through COST, the student is referred to a Student Success and Progress Team (SSPT) meeting to provide a more intensive intervention plan.

Instructional Materials

ISANA currently uses the following instructional materials and instructional resources to support ML/EL students in all grades:

- **American Reading Company (ARC) Core (K-8th grade)** - This program was selected because of its comprehensive approach to reading and writing instruction, its emphasis on ongoing, embedded formative assessments and focus on strategic small group instruction. In addition, the program's Independent Reading Level Assessment (IRLA) is a student responsive reading assessment which guides teachers to look at the student's ability to construct meaning from text based on the totality of what s/he knows and can already do— and empowers the teacher to identify what comes next. IRLA Toolkits provide specific small-group strategy lessons to allow teachers to shift from traditional, static guided reading groups to a model where students move from group to group as they master specific skills. In addition, the Multilingual Learner Guide gives specific support for how to use ELD designated instruction to maximize the impact of expert coaching (with the IRLA and IRLA Toolkits) and a high volume of reading practice. It is organized to provide high-leverage *Power Goals* specific to students who are developing reading skills as they acquire English language proficiency, and vice-versa. The program includes expertly curated classroom libraries of non-fiction and fiction books that are of high-interest and culturally relevant. Finally, ARC Core fully meets the expectations of alignment to EdReports.org's Gateway Criteria of Text Quality, Building Knowledge and Usability.

- **Ready Classroom Mathematics (K–7th grade)** is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. Ready Math was created with ML/EL students in mind and integrates language development and mathematics instruction to support all students in their learning. The program includes:
  - An instructional design that allows students to take ownership of their learning
  - Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
  - In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential

- **Illustrative Math- Algebra (8th grade)**- This curriculum builds on foundational principles for supporting language development for all students. Embedded within the curriculum are instructional routines and practices to help teachers address the specialized academic language demands in math when planning and delivering lessons, including the demands of reading, writing, speaking, listening, conversing, and representing in math. Therefore, while these instructional routines and practices can and should be used to support all students learning mathematics, they are particularly well-suited to meet the needs of linguistically and culturally diverse students who are learning mathematics while simultaneously acquiring English.

- **i-Ready (Grades K-8)** – i-Ready is a computer-based program that provides a personalized path for each student using online tools and lessons based upon their areas of need in both ELA and mathematics. It is research-based, has a track record of predicting how well students would score on the Smarter Balanced Assessments, and provides targeted, differentiated assessment and instructional resources for teachers. i-Ready allows educators to pinpoint students' strengths and knowledge gaps, monitor student growth, make informed instruction decisions, and design individualized instruction based on students' unique needs. i-Ready was designed with ML/EL students in mind, leveraging guidance from organizations such as the Council of the Great City Schools, the English Learners Success Forum. Principles of i-Ready support for ML/EL Learners include: promoting engagement and access, integrating strategic scaffolds and supporting academic language development. Studies have shown that students who received recommended levels of i-Ready Personalized Instruction experienced greater learning gains in mathematics and reading than those who do not.

In addition to these resources, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life. Technology is also used as a tool for language acquisition. As part of our monitoring process, we carefully review the effectiveness of our instructional materials and make modifications, as necessary, to support our students.

STUDENT PLACEMENT/LANGUAGE ACQUISITION PROGRAM DESCRIPTION (EL 17, 18, 19)

ISANA provides ML/EL students with a Structured English Immersion (SEI) Program. The SEI program provides nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. The goal of this program is acquisition of English language skills so that ML/EL students can succeed in an English-only mainstream classroom. Teachers have specialized training in meeting the needs of ML/ELs, and strong receptive skills in the students' primary language.

RECLASSIFICATION AND MONITORING OF RECLASSIFIED STUDENTS (EL 14, 19)

Reclassification Procedures

ISANA's reclassification policies and procedures are aligned with California Department of Education guidelines. The reclassification process is completed via Ellevation.

ISANA utilizes multiple criteria in determining whether a student is ready to reclassify as fluent proficient in English including, but not limited to, all the following:

a) Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and

b) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (Note: the term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student); and

c) Parental opinion and consultation; and

d) Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. (For specific academic criteria per grade level, please see below "Reclassification Criteria.")

Digital ELD Portfolio in Ellevation

Digital ELD portfolios are maintained for all ML/EL students to monitor their progress in English Language Development. This tool allows school site Leadership teams to measure student progress and maintain evidence of student language acquisition and growth. This tool is utilized in the reclassification process. The Digital ELD portfolio will be available electronically on the Ellevation platform and will include documentation with the following information:

a) Language and academic performance assessments
b) Work samples, such as writing samples and other similar assignments.
c) Participants in the reclassification process
d) Decision regarding reclassification

Reclassification Criteria:

The goal for reclassification is for all ML/ELs to gain fluency in English in a non-threatening, supportive setting. ISANA uses the following criteria for reclassifying ML/ELs:

Reclassification Measure	Reclassification Criteria by Grade Span
1. English Language Proficiency Assessments for California (ELPAC)	**Kindergarten-Grade 8:** • Overall Performance Level (PL) 4 on the ELPAC Summative or for ONLY those eligible for the Summative Alternate ELPAC an Overall Performance Level (PL) 3.
2. Teacher Evaluation	**Kindergarten-Grade 8:** • Level 3 or higher on both Section A: Receptive Skills and Section B: Expressive Skills on the Observation Protocol for Teachers of English Learners (OPTEL)
3. Basic Skills Assessment	**Kindergarten-Grade 8:** • Score of On-Grade Level on most recent Diagnostic Assessment Or • Score of Standard Met or Standard Exceeded on the English Language Arts (ELA) Smarter Balanced Assessment (SBA) (Grades 3-8 only) Or • Score of on or above grade level on a verifiable test of reading (such as Lexile levels on i-Ready or Independent Reading Language Assessment level in ARC Core)

4. Parent Opinion and Consultation	Once the student meets the reclassification criteria, the parent/guardian is consulted during the reclassification meeting. The parent is provided the *Notification of Reclassification* letter acknowledging the student's change in language classification to Reclassified Fluent English Proficient (RFEP).

EL Students with Disabilities Participating in the General Education Curriculum

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, the Individualized Education Program (IEP) team may determine 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 addition, IEP teams will consider assigning testing accommodations, in accordance with annual CDE guidelines to ensure that we are providing equitable access to students with IEPs.

During the IEP process, school teams will determine if a student requires additional language support or is ready to reclassify based on comprehensive data collected by the IEP team. Recommendations from the IEP team will be discussed during the IEP meeting and will only be implemented with parent consultation and agreement. A student with an IEP is eligible for reclassification under the Alternative Reclassification Criteria. The table below outlines this criterion. If the IEP team believes that a student continues to benefit from ELD services, because they have not fully developed English language proficiency, reclassification at this time may not be appropriate.

Criteria	ISANA Reclassification Criteria	ISANA Alternative Reclassification Criteria for ML students with IEPs.
1. English Language Proficiency Assessment for California (ELPAC)	Overall Performance Level (PL) 4 on the ELPAC Summative or for those eligible for the Summative Alternate ELPAC an Overall Performance Level (PL) 3.	No Alternative Criteria Criteria 1 remains the same for students with active IEPs.
2. Teacher Evaluation	Level 3 or higher on both Section A: Receptive Skills and Section B: Expressive Skills on Observation Protocol for Teacher of English Learners (OPTEL)	No Alternative Criteria Criteria 2 remains the same for students with active IEPs.

3. Basic Skills Assessment	Score of on-grade level on most recent diagnostic assessment **OR** Score of Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (grade 3-8 only) **OR** Score of on or above grade level on a verifiable test of reading (Lexile levels on iReady or independent reading language assessment level in ARC Core)	The IEP has demonstrated an appropriate **LEVEL OF PERFORMANCE** in **BASIC SKILLS** when compared to an English-proficient student with similar disabilities in the same grade level, using the following measures: iReady Lexile Score and Placement **OR** iReady Score and Placement OR Independent Reading Level in ARC **OR** SBA Score/Level **OR** CAA Score/Level
4. Parent Opinion and Consultation	Once the student meets the above criteria, a reclassification meeting is scheduled and held with parent/guardian.	Once the student meets the above criteria, a reclassification meeting is held as part of an annual IEP meeting or amendment IEP meeting is scheduled and held with parent/guardian where the parent/guardian will participate in discussion.

Monitoring of Reclassified Students

ISANA will monitor the progress and achievement of reclassified students, using the Reclassified Fluent English Proficient (RFEP) Monitoring Portal in Ellevation. Monitoring forms are automatically assigned to teachers. The completed forms are submitted back through the Ellevation platform. All RFEP students are monitored at the end of each trimester reporting period for a minimum of four years after reclassification to ensure correct classification, placement and additional academic support, as needed. ISANA will maintain a record of RFEP student progress that will include data on the Smarter Balanced Assessments, local assessments, curriculum embedded assessments and teacher evaluation reports. Reclassified students having difficulty will be brought to the attention of the Coordination of Services Team (COST) to begin a closer monitoring process and to determine interventions that may be appropriate. Reclassified students having difficulty will have access to ELD support services. In addition, they will be eligible to receive any other support services that are available to all students.

Appropriate support services may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring
- Specialized reading, writing or math instruction
- Content-based language development support instruction
- After-school academic support
- Intervention services

STATE QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (EL 15, 16, 19)

ISANA is committed to ensuring that all ML/ELs are taught by qualified teachers who are knowledgeable about and proficient in implementing research-based best instructional practices for ML/EL students. To do this, ISANA makes every effort to recruit teachers who are bilingual or have state authorization to teach ELs such as BCLAD, CLAD, SB 1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. Any teacher who teaches English classes for ML/ELs holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

To help ensure access of ML/EL students to all content areas, ISANA provides staff development to all teachers in instructional methodologies and assessments that support the special learning needs of second language students. Professional Development includes training in topics such as:

- Designated ELD instruction
- Integrated ELD instruction
- ELPAC
- Primary language support
- SIOP strategies
- SDAIE strategies
- Implementation of curricula
- Assessment practices
- Language Objectives

This professional development is designed to improve the instruction and assessment of ML/EL students and to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ML/ELs. Our goal in providing professional development is to increase students' English language proficiency. These strategies are targeted to increase the staff member's subject matter knowledge and teaching knowledge to create a lasting, positive impact on the classroom.

MEASUREABLE OUTCOMES AND GOALS

ISANA has established English Language Development in its current LCAP and LCAP Addendum as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up coaching to ensure high quality utilization of effective ELD and high leverage practices at all school sites.

Goal #1: ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.
Measurable Outcomes
Outcome #1: Increased performance on State Standards as measured by CAASPP Assessments: Percentage of students meeting/ exceeding standards **Outcome #2**: Increased Growth/ Performance on State Standards as measured by Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic **Outcome #3**: Increased English Learner Reclassification Rate as measured by CALPADS reports/Dataquest **Outcome #4:** Progress toward English Language Proficiency - Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard
Action #8 English Learners: ISANA Academies has hired a Multilingual Learner Coordinator to support all six ISANA schools. The coordinator assists instructional staff in implementing effective strategies and practices to meet the needs of English Learner (EL) students at various levels. This includes providing training and coaching in EL standards implementation, integrated ELD, and designated ELD, as well as supporting the development of EL programs across all ISANA schools. Additionally, administrators and teachers use the ELLevation platform to monitor EL achievement and progress toward reclassification, inform instruction, provide intervention and/or increased classroom support, and identify students who may not be making timely

progress. The platform also monitors the progress of Reclassified Fluent English Proficient (RFEP) students to ensure they maintain proficiency and receive necessary support. Furthermore, it tracks the progress of Long-Term English Learners (LTELs) and Potential Long-Term English Learners (PLTELs).

Action #9 Long Term English Learners:
ISANA is committed to increasing the number of Potential LTELs and LTELs who successfully reclassify. To achieve this, school teams will provide high-quality learning experiences tailored to the needs of this student group, implementing the following strategies:
● Teachers will conduct Individual Family Meetings (Intake surveys) with families of Potential LTELs and LTELs at the beginning of the school year to provide resources and guidance for families to implement at home
● The ML Coordinator will hold meetings with school site leaders (Principals, APs, and EL Rep) three times a year to monitor the overall growth and reclassification rates of EL and the subsets of Potential LTELs and LTELs.
● School Teams will regularly monitor Potential LTELs and LTELs using ELLevation, including family meetings and goal setting at the beginning of the year, with ongoing check-ins throughout the academic year.
● Professional Development on Integrated and Designated English Language Development (ELD) will be provided to teachers and school site leaders.
● Online tutoring will be offered for LTELs.

Goal#4: ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.
Measurable Outcomes
Outcome#1: Provide a minimum of 4 parent/family workshops specifically targeting families of ELs **Outcome#2** At least 80% of parents/families expressing agree/strongly agree: ● The school seeks and welcomes parent input before making decisions ● The school provides me with access to community resources and support

EVALUATION OF EL PROGRAM EFFECTIVENESS (EL 13, 19)

ISANA is committed to working in concert with administrators, teachers, support staff, students and parents to ensure that the practices, resources, and personnel used at each school effectively implement the program for ML/ELs. ISANA will monitor implementation of the ML/EL Master Plan to determine the effectiveness of the program and the services provided to ML/ELs (including RFEPs). ML/ELs receive ongoing support through the cycle of instruction, assessment, monitoring, and evaluation in all classrooms. Our most recent reclassification data also speaks to the effectiveness of our instructional program. In terms of RFEPs, our schools generally have surpassed RFEP goals as stated in their respective charters.

By monitoring student achievement through on-going analysis of achievement data of ML/ELs, academic needs are addressed, instructional strategies are identified and implemented, and overall program effectiveness is continually evaluated.   In this process, we endeavor to review the degree to which: (i) ML/ELs are attaining English language proficiency comparable to average native speakers of English at the charter school; and (ii) ELs are achieving and sustaining parity of academic achievement with students who entered the school already proficient in English.

In addition, we will provide timely feedback and identify needed modifications to all our educational partners. Finally, we will utilize established internal accountability for administrators, instructional coaches, teachers and educational partners to ensure continuous growth for our ML/EL students.

Glossary of Terms

California Assessment of Student Progress and Performance: The CAASPP are a series of assessments given in the state of California that include the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics; California Alternative Assessments (CAA) in English Language Arts, Mathematics and Science; California Science Test (CAST); and the California Spanish Assessment (CSA). Assessment results are published and made available to families in the CAASPP Student Score Report (SSR). https://www.cde.ca.gov/ta/tg/ca/

California School Dashboard: The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The Dashboard is a key part of major shifts in California K-12 schools that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve. The state measures include chronic absenteeism, graduation rate, suspension rate, and academic performance (which includes performance in English language arts/literacy and mathematics. https://www.caschooldashboard.org/

Coordination of Services Team (COST): COST constitutes a strategy for managing and integrating various learning supports and resources for students. COST teams identify and address student needs holistically and ensure that the overall system of supports works together effectively. A COST is a multidisciplinary team of school staff and providers who:
- Create a regular forum for reviewing the needs of individual students and the school overall.
- Collaborate on linking referred students to resources and interventions.
- Support students' academic success and healthy development.

English Language Development (ELD) Standards: The ELD standards guide teachers in supporting English Learners in the acquisition of English needed for success in content areas. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning.

Designated ELD: Designated ELD is a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English.

Differentiated Instruction: Differentiated Instruction is a philosophy that enables teachers to plan strategically to reach the unique needs of the diverse learners in their classrooms.

English Language Development (ELD): Developmental second language instruction which leads to proficiency in English in the areas of listening, speaking, reading, and writing.

English Learner (EL): ELs are students who have a primary language other than English, and who have limited oral and/or literacy skills in English, as demonstrated by their performance on the California English Language Development Test (ELPAC).

English Language Proficiency Assessment of California (ELPAC): ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. https://www.elpac.org/resources/parent-resources/

Individualized Education Plan (IEP): A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

Home Language Survey (HLS): The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency.

Integrated ELD: Integrated ELS is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.

Long-Term English Learner (LTEL): An EL student who has been in a US school for 6 years without reaching levels of English proficiency and reclassifying. This will typically be students in 5th-8th grade.

Multi-Tiered Systems of Support (MTSS): A framework ISANA uses to give targeted support to students who are struggling with academics, behavior, and/ or social emotional skills.

Multilingual Learner (ML): Multilingual learners are students with a primary or home language other than English who are in the process of acquiring English.

Potential Long-Term English Learner (PLTEL): An EL student who has been in a US school for 4-5.9 years without reaching levels of English proficiency and reclassifying. This can be students in 3rd-8th grade. A PLTEL student is also sometimes referred to as an At-Risk-LTEL.

Reclassification: The process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status.

Scaffolding: Temporary assistance provided by the teacher, determined by an analysis of a student's needs, for accomplishing a specific task; the scaffold must provide the minimum amount of support needed and then be removed when the student is capable of independence.

Structured English Immersion (SEI): An ELD program in which nearly all classroom instruction is in English with the curriculum and teaching methods designed for EL students. SEI includes both designated and integrated ELD.

SDAIE (Specially Designed Academic Instruction in English): A type of instruction in the content areas that uses simplified English, gestures, pictures, graphic organizers, pre-taught vocabulary, and other specialized techniques to provide EL students access to the grade-level core content.