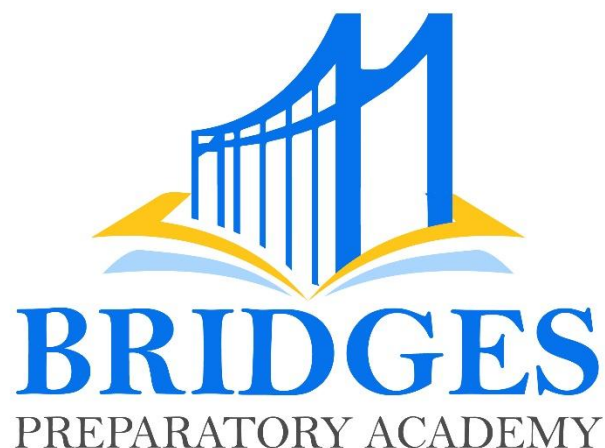




BRIDGES PREPARATORY ACADEMY

English Learner Master Plan

2026 - 2027

How will English Learners' needs be identified at Bridges Preparatory Academy?

Upon initial enrollment, parents complete the Home Language Survey (HLS) on BPA's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home.

The HLS consists of the following four questions:

1. What language/dialect does your son/daughter most frequently use at home?
2. Which language/dialect did your son/daughter learn when he/she first began to talk?
3. What language/dialect do you most frequently speak to your child?
4. What language is most often spoken by the adults at home?

These questions are used to determine a student's home language status as follows:

English Only (EO): If the answers to all four questions on the HLS are "English," the student is classified as English Only.

Possible English Learner (EL): If the answers to any of the questions on the HLS indicate a language other than English, or a combination of English and another language, the student is administered the

state English language proficiency assessment, the English Language Proficiency for California (ELPAC) assessment, to measure his or her level of English proficiency. Additionally, If the parent’s response to the first three questions on the HLS is English and the response to the fourth question is other than English, and there is evidence of significant non-English exposure, then the student is administered the state English language proficiency assessment, the ELPAC.

ELPAC assessment will take place within 30 days¹ of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners, including newcomers and LTELs, will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s Individualized Education Program (“IEP”) or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. For EL students with who have IEPs, BPA will ensure that linguistically appropriate IEPs are developed, including the components required by Education Code Section 56345(b).

BPA staff will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians will be informed of their rights, invited to attend conferences to discuss students’ ELPAC levels and the educational strategies to be used for their children’s English language development, and encouraged to participate in the reclassification process. Progress reports will be sent to parents regularly demonstrating students’ assessed progress. Translation services for meetings and communications with parents of EL students will be provided by BPA as necessary.

Guiding Principles for Educating English Language Learners (adapted and expanded by BPA from LAUSD and George Washington University)

1. English learners are held to the same high expectations of learning established for all students.
2. English learners develop full receptive and productive proficiencies in the CCSS ELD/ELA Standards in the domains of Speaking and Listening, Reading, Writing, and Language consistent with expectations for all students.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.
5. English learners are evaluated with appropriate valid assessments that are aligned to state and local standards and that consider their language development stages and cultural backgrounds.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. The progress of all students is tracked and regularly shared and analyzed publicly at BPA Board Meetings.
7. All teachers deliver standards-based, differentiated instruction using Specifically Designed Academic Instruction in English (SDAIE) strategies in reading, writing, math, science, and social studies to ensure full access to the core curriculum. English Language Learners are fully supported in accessing rich content knowledge and developing academic English across the disciplines. This Integrated ELD instructional approach emphasizes strategic scaffolding and support for meaning making, language development, effective expression, content knowledge and foundational skills.
8. Instruction is designed to ensure that EL students acquire English Language proficiency and master academic content standards required of all California students.
9. Instruction emphasizes the importance of ELA/Literacy in Reading, Writing, Speaking and Listening and Language, and provides opportunities for honing these skills in multiple contexts.

Instructional Services for English Learners

- a. SDAIE: English Learners will receive Specifically Designed Academic Instruction in English (SDAIE), centered around four elements – content, connections, comprehensibility, and interaction – and designed to make instruction comprehensible and grade-level academic content accessible for English Learners. This instructional model supports growing student independence in interacting and producing text, participating in discussions, giving presentations and engaging in research. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, considering their level of language proficiency and the language demands of the lessons. All teachers will take part in professional development to further enhance the SDAIE

instruction for English Learners. Additional effective strategies, including those presented as Snapshots and Vignettes in the CA ELA/ELD Framework will also be utilized. The purpose of SDAIE instruction is teaching skills and knowledge in the content areas as well as promoting language development in order to promote college and career readiness for all BPA students.

SDAIE instruction also focuses on strategies for taking students “Into,” “Through,” and “Beyond” the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to

represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

b. Universal Access: The teachers at BPA engage in the following practices to support universal access of subject matter content for all students:²

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.

² Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers provide students with regular opportunities to use new language skills in context.
 - Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
 - Teachers utilize language-based as well as content-based assessments.
 - Teachers utilize Total Physical Response (TPR) to introduce new concepts and vocabulary
- c. Differentiated Reading Groups: English Learners will be placed in small reading groups differentiated by each student's particular needs in language development in grades 6-8. This differentiated, small group instruction in reading uses SDAIE methodology, as stated above.
- Previewing Vocabulary: Lists of words with multiple meanings, key math terms, common procedural vocabulary, or idiomatic phrases that are used in the lesson are previewed and explanations as well as opportunities for student interactions with word meanings clarify and build support for making meaning in mathematics.
 - Building Academic Language: Supports for teacher and student focus on and the development of academic language based on the specific math skills taught in each lesson are provided.
 - Words with Multiple Meanings
 - Attribute Adjectives
 - Language of Probability
 - Idioms and Expressions
 - Idioms
 - Cognates
- d. Checking for Understanding: Teacher's editions from various programs (i.e. Reading Mastery, Writer's Workshop) provides examples of prompts that can be used to monitor English Learners' comprehension of lesson content at the first two proficiency levels established by the ELPAC.
- e. ELD Instructional Grouping: Reading groups, differentiated by the student's level of English language proficiency, provide smaller group instruction to meet the specific language needs of each student.
- f. Ensuring Access to Core Academic Content: All teachers deliver standards-based, differentiated instruction using SDAIE in reading, writing, math, science, and social studies to ensure full access to the core curriculum. Additionally:
1. Standards trackers are utilized to document teaching and assessment of CCSS in all classes
 2. Progress Reports are Standards Based
 3. Math programs are CCSS aligned

4. Writer's Workshop Units of Study are CCSS aligned

How, where, and by whom will the services be provided?

These services will be provided to English Learners in their regular classroom, as well as in their differentiated reading and math group, if applicable. All teachers will be using SDAIE methodology. Teachers will use Instructional strategies for English Learners including use of Thinking Maps, Guided Language Acquisition Design (GLAD), a print-rich environment with multi-level texts available and content area vocabulary displays and glossaries for specific units. Collaboration with classmates in discussions, presentations and projects further enhances EL language development. In an effort to support the success of our English language learners in middle school, we have developed an expanded approach to literacy that includes technology and the arts in addition to the more traditional academic experiences. The ability of each student to acquire information from a variety of sources, to synthesize his or her knowledge, and to create presentations that reflect his or her understanding of a given subject, is a stated goal at BPA and is supported by the California ELD standards. By broadening and deepening our definition of literacy, we have raised the standards of literacy for all of our students, supporting the growth of our EL students within the context of our diverse learning community.

Students who score ELPAC scores of 1 and 2 receive designated ELD support. In these groups, teacher provides specific instruction of skills that will allow the student access to the grade-level ELA standards. Targeted instruction supports the growth of our EL students in structuring cohesive texts, effectively using linguistic structures to expand and enrich ideas, as well as strategically connecting and condensing ideas across curricular areas.

Developing student competencies are challenged by tasks that engage them with real issues and students are expected to challenge their own and others' thinking in discussions, presentations and debates. Projects that serve communities both locally and globally will be a cornerstone of our program at Bridges Preparatory Academy, and promote student responsibility for improving the world they inhabit.

In addition to the major program design features at BPA that support students who are English learners, teachers at BPA employ the following specific strategies in their classrooms:

- 1) Vocabulary and Language Development
 - i) Teachers introduce new concepts by discussing vocabulary words key to that concept. ii) Teachers build on student's background knowledge and cultural background. iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)

- i) Teachers structure lessons so students work together to understand what they read— by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills. iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
- i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
- i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes
- i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) Modeling, Graphic Organizers, and Visuals
- i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Curriculum for English Language Development

To best serve ELs, there must be a strong focus on the development of oral language, reading vocabulary, and academic language. Both Lexia's blended learning curriculum and BrainPOP specifically target each of these skills, helping EL students develop fundamental reading skills with the rest of their classmates while providing educators with real-time student performance data that pinpoints a student’s exact skill gaps to strengthen interventions.

Lexia is designed to help EL students throughout their journey toward English proficiency. Lexia helps newcomer EL students with beginner-level language and reading skills, helping them to learn key comprehension strategies for listening and reading; develop phonics skills; and leverage picture-based activities to build academic vocabulary. Additionally, EL Students with proficient language skills but weak reading skills use Lexia to develop sophisticated vocabulary and strong academic language; read challenging narrative and expository texts to develop advanced comprehension strategies; and learn figurative language and word concepts such as idioms, similes, and metaphors.

Exceptional learning and teaching scaffolds are incorporated into every lesson to address the varying proficiency needs of English Language Learners. Lexia also has specific features that help English Language Learners build the skills they need for language acquisition.

Designated and Integrated ELD Instruction

EL Students will receive both Designated ELD instruction and Integrated ELD instruction at Bridges Preparatory Academy.

Designated ED Instruction: Targeted interventions for EL students will be provided during the Learning Lab time block 30 minutes at least five days per week, depending on students' ELD levels. This will result in at least 150 minutes minimum of Designated ELD instruction per week. During this time, EL students will participate in small group instruction utilizing lessons from National Geographic Inside Literacy Program and as well the ELD Standards-aligned Lexia curriculum which will be provided by credentialed teachers. Typically, students will be grouped for Designated ELD by English language proficiency levels (Emerging, Expanding, Bridging as described below). ELD instruction will offer EL students opportunities to use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works.

Integrated ED Instruction: Additional ELD instruction will occur in the general classroom environment throughout the school day. Integrated ELD instruction will occur in every subject area by every BPA teacher who has an EL student in the classroom. The CA ELD Standards will be used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

How will the program for students who are English Learners be evaluated each year and how will the results of this evaluation be used to improve those services?

BPA is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and hold itself accountable for outcomes.

At the beginning of each school year, teachers will evaluate student progress along the ELD Proficiency Level Continuum for each of their English Learners by looking at the ELPAC scores, end of year assessments, beginning of year assessments, CAASPP results to see level appropriateness, or other information for progress monitoring, such as NWEA or writing samples. Teachers will use this information to continuously monitor each English Learner's ability to achieve growth and progress through their proficiency level on the grade-level standards. Every grading period, teachers evaluate the recorded evidence from the ELD Monitoring Tracker and evaluate student's progress with respect to their Proficiency Level Descriptors for the CA ELD Standards. The progress of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).

The results of this evaluation will be used to improve the EL program each year. Any grade-level standards or coursework that were particularly difficult for English Learners to master will be identified. The instructional and assessment methodologies for these standards will be addressed to improve the likelihood of English Learners achieving these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed. Achievement gaps in ELA and Math will be regularly analyzed and strategies for student support will be designed and implemented within strategic lessons. Regular reports to our Board of Directors on comparative EL group progress will guide next steps and support budgetary allocations as needed.

How The Program Will Meet The State ELD Standards And Use The Results Of The ELPAC

Our programs to support English Learners are based on the 2012 revised CA ELD Standards. EL instruction will be grounded in the best available research on supporting ELs, and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level annually as measured by the ELPAC. Our Testing Coordinator and Director will partner with the student's teacher to include ELD goals on students' Individualized Learning Plans. Additionally, our director will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

Serving Students Performing at Different ELD Levels

For students with less than reasonable fluency who are at ELD Levels 1-3, BPA will offer a Structured English Immersion Program, consisting of the following supports:

- Designated ELD instruction five days per week, described above, at the students' assessed level of English language Proficiency
- Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through SDAIE methodology described above, utilizing the curricular materials described in this petition

- Primary language support to motivate, clarify, direct, and explain, is provided according to student need

For students who are reasonably fluent in English in ELD levels 4-5 (or for students whose parents who have waived a Structured English Immersion Program for their children and requests a Mainstream English Program) the supports described above will be offered except that Designated ELD instruction will occur four days per week. Students at ELD Levels 1-3 who are in a Mainstream English Program will typically be grouped together in our rotational model ELA time block and during ELD instruction.

Initial Identification, Assessment, and Reclassification

The Enrollment Process

Home Language Survey: Upon initial enrollment, parents complete the Home Language Survey (HLS) on Bridges Preparatory Academy's Student Enrollment Form, as described above. The purpose of the HLS is to determine if a language other than English is used in the student's home.

Parent Notification of ELPAC: Parents are sent notification that the student will be administered the ELPAC when initial identification is determined.

Language Proficiency Notification

- English Language Proficiency Assessment – Initial Identification: Sent to families at the beginning of school year
- English Language Proficiency Assessment – Annual Assessment: Sent to families at the beginning of school year
- Initial Language Classification/Status: Sent to families in March
- Annual Language Classification/Status: Sent to families in March
- Parental Notification of Initial Assessment Results: Sent to families in March
- Parental Notification of Annual Assessment Results: Sent to families in March

Transfer Students

If student should transfer to BPA within the school year, the school will evaluate cumulative records and CALPADS to determine if student should receive English Language instructional support.

If student is either new to the public school system or new to the US from a different country and it's determined from the Home Language Survey that another language is spoken, then student will receive the ELPAC within the first 30 days of enrollment.

Process And Specific Criteria For Reclassification

Before the issuance of each progress report card, teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the

quarter. Teachers will report on students' proficiency level progress along the ELPAC criteria levels with specific benchmark progress learning identified, in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Director and academic team, who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria:

- ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening-speaking, reading, and writing
- Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of C or above in a letter grade system
- Teacher/Director judgment: Classroom teacher and director judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past report cards
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the NWEA Assessment tests. Students must test with a minimum Fall, Winter or Spring score of:

	Fall	Winter	Spring
Grade 6	200	202	204
Grade 7	202	204	206
Grade 8	205	207	209

- Parent Opinion and Consultation: A notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.

Reclassification Procedures

The following reclassification procedures will be used:

- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, The ELD Coordinator works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the, ELD Coordinator identifies students ready to be reclassified and submits these names to the Administrative Assistant. The Administrative

Assistant sends a reclassification letter to these students' parents and submits their names and report cards to the school district.

- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

Staff and Professional Development for Implementation of the Common Core State Standards, English Learner Master Plan, and Educator Growth and Development

Teachers assigned to instruct English Learners are appropriately authorized and/or ELA credentialed. BPA Charter School also provides appropriate professional development for all staff for the education of English Learners. All teachers at BPA meet ESSA requirements for ELD instruction.

- CCSS Aligned Staff Development is included during Summer Professional Development and during Staff Development Days
- Instruction on SDAIE and GLAD strategies during Summer Professional Development
- Academic Director serves as coach for teaching teams gathering materials and helping to support CCSS aligned goals and strategies.
- ELD/ELA staff development provided through the Los Angeles County Office of Education's (LACOE) Multilingual Academic Support Unit on LACOE-scheduled dates during school year
- Use of ELD Snapshots and Vignettes to illustrate best practices for ELD Instruction

Family and Community Involvement

Communication with Parents

Translators and Interpreters: Translators are provided at all parent teacher conferences and any meeting with teachers.

Required Parent Notifications

The school provides written notification to parents of all EL students concerning the following:

- a. Initial identification and administration of initial ELPAC
- b. Initial ELPAC results
- c. Annual ELPAC results
- d. Reclassification as Fluent English Proficient (RFEP)

Monitoring, Evaluation, and Accountability

Purposes of EL Program Monitoring, Evaluation, and Accountability

BPA Charter School is committed to monitoring the implementation of its ELD policies, programs, and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and hold ourselves accountable for continued progress.

As a school, we work with the School Leaders and staff to ensure the implementation of instructional supports that will help English Learners to consistently progress through emerging, expanding, and bridging components and once ready, reclassify. Supporting the teachers with adequate professional development and support will allow for such growth in our EL students and provide a backdrop for the improvement of our EL Program each year.

Any grade-level standards that were particularly difficult for English Learners to achieve will be identified. Teaching methodologies for these standards will be addressed in order for English Learners to achieve them the following year. In addition, any of the specific criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide BPA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas³:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

³ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

It is our philosophy that all children at any English proficiency level are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

Within the PLDs, three general levels of support are identified:

- **Overall Proficiency:** A general descriptor of ELs' abilities at entry to, progress through, and exit from the level.
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level.
- **Exit Stages:** Descriptors of abilities in English language students have at exit from the level

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication:
 - **Collaborative:** engagement in dialogue with others
 - **Interpretive:** comprehension and analysis of written and spoken texts
 - **Productive:** creation of oral presentations and written texts
- Two dimensions of Knowledge of Language:
 - **Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level
 - **Accuracy of Production:** The extent of accuracy in production ELs can be expected to exhibit at the level. English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. BPA will set a demanding reclassification target annually. The Director serves as the testing coordinator and meets periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the CA ELD standards. He/she reviews results of the ELPAC, NWEA MAPs, in-class assessments, including those generated by Lexia, and student work portfolios.

The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of four (4) years to ensure that they are able to keep up with their peers. ELPAC testing will not be required during the monitoring period.

BPA will provide additional academic supports to RFEP students who do not meet standards in any core subject, below Basic on the CAASPP in their first year following reclassification, or below Proficient on the CAASPP in their second year following reclassification. This support will be provided with targeted small-group supports for development of reading and writing skills during the Intervention/Integration period. The student's teacher and Academic Director will review together the student progress of each RFEP student after each grading period to determine whether additional supports described above are warranted.

When the number of EL students enrolled reaches 21 students, school administration will establish an English Language Advisory Committee which will serve in an advisory capacity to school administrators regarding the programs and services available for English learners.

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or Addendum meeting following the district procedures for reclassifying students with disabilities.

Monitoring and Evaluation of Program Effectiveness

BPA will evaluate the effectiveness of its education program for ELs by:

- Adhering to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Using Program Monitoring & Effectiveness Information to Improve Implementation and Strengthen Program

Analysis of data and tracking of students who are and are not making adequate yearly progress are used as tools for instructional modifications at the classroom level, school level and district level.

- School, grade level, and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions (i.e. strategic instruction during reading groups, coordinating with tutoring and after-school programs).

- The BPA instructional team meets to examine school site data including but not limited to CAASPP, ELPAC, reclassification, graduation rates, and academic performance. These meetings may include additional support from coaches or follow-up professional development to address the needs of English Learners.

Summary Statement

Our program is led by the California ELD standards at each grade level as we use SDAIE strategies to provide students with opportunities and scaffolding to grow in their ability to interact in meaningful ways. Students are supported as they learn to be more effective collaborators, more accurate interpreters of written and spoken text, and more confident and effective producers of oral and written texts. In addition, our program focuses attention on learning about how English works. Targeted instruction, both designated ELD instruction and integrated ELD instruction, supports the growth of our EL students in structuring cohesive texts, effectively using linguistic structures to expand and enrich ideas, as well as strategically connecting and condensing ideas across curricular areas.