

Sage Oak Charter Schools
English Learner Master Plan
2026-2027



Presented by: Sage Oak Charter Schools
Board Approved June 11, 2026

Commitment and Purpose

Mission

Educating students through a personalized and collaborative learning approach, empowering them to lead purposeful and productive lives.

Vision

Sage Oak students embrace their unique potential and are inspired to positively impact their communities.

Goals and Objectives

The Sage Oak English Learner Master Plan serves as a guide and gives an overview of the programs and resources provided for our English learners. The plan is centered around our vision, core beliefs, and goals for all students in our schools and affirms our commitment to each English learner as an individual by honoring their diversity and accelerating their English language proficiency while preparing them for the rigors of college, future careers, and becoming a productive and engaged global citizen.

The English Learner Master Plan provides a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services that are required by all state and federal guidelines. These policies are based on current resources and initiatives related to the 2012 CA ELD Standards, the 2014 English Language Arts (ELA)/English Language Development (ELD) Framework and the California English Learner Roadmap and are in place in order to:

- Ensure that English learners will achieve English language proficiency as quickly as possible.
- Support the academic success of English learners by consistently providing high-quality services designed to meet their academic and linguistic needs.
- Develop cross-cultural awareness and appreciation of one's own culture and language, encourage bilingualism, and enhance the positive self-esteem of English learners.
- Embrace and encourage parent and community involvement in meeting the needs of English learners.
- Provide staff and parent training in the implementation of effective instructional programs and teaching strategies for English learners.
- Providing a process for monitoring the effectiveness of the program.

Guiding Principles of the California English Learner Roadmap

The California English Learner Roadmap will guide Sage Oak to continuous improvement of the EL program over time. The Roadmap emphasizes four principles and approaches to teaching and learning that result in a more powerful, twenty-first-century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning, as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first-century world through Integrated ELD.

For additional information, visit the [CDE English Learner Roadmap web page](#).

Sage Oak Charter Schools EL Population

Sage Oak Charter Schools serve a student population of Kindergarten through grade 12. Our English Learners make up approximately 2% of our student population. There are 13 different languages spoken by Sage Oak EL students, with most of their primary language being Spanish.

Responding to Diverse Learners

Identification of English Learner Students

Federal Law mandates that all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language.

Home Language Survey

This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS is used as the primary screener to identify if the student uses a primary language other than English. If at least one of the first three questions on the HLS is answered with a language "other than English", the assessment process to determine English language fluency begins. If a language other than English is indicated on the fourth question only, then the student may be tested at the LEA's discretion. This process includes testing the student's English proficiency with the state-adopted English language proficiency assessment, English Language Proficiency Assessments for California (ELPAC). The initial assessment will be administered within thirty (30) calendar days of enrollment. In cases where parents/guardians answer 'English' to all questions on the HLS, but educators notice the student using another language, this student may be assessed on the initial ELPAC so the school provides the child's civil right to access education. Parents and school personnel should work collaboratively to identify if the child is or is not an English learner.

The HLS should not be readministered yearly or readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, the California Longitudinal Pupil Achievement Data System (CALPADS) shall be used to determine whether a student has a history of being an English Language Learner. If a student has a history of being an English Learner, the student will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window.

ELPAC Assessment

For California's public school students, the English Language Proficiency Assessment for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English, as determined by the HLS or teacher observation. State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students in grades K-12 whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs) as a summative assessment. ELPAC results are not used to measure academic achievement. There is no opt-out option for the ELPAC for eligible students. State and federal laws require that all English learner students be assessed annually on the state English language proficiency assessment until reclassified as fluent English proficient.

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email. If some or all SSRs are received after the last day of instruction for the school year, parents will receive the SSR within 15 working days at the start of the next school year. Parents/guardians are notified of results in writing in a language they can understand (or orally if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and on the English Language Master Tracking Sheet. When a student withdraws from Sage Oak Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

Initial ELPAC Assessment

The Initial ELPAC aims to identify students who are ELs or are initial fluent English proficient (IFEP). All students in kindergarten through grade twelve (through twenty-one years of age), whose primary language is a language other than English must take the Initial ELPAC within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations.

The Initial ELPAC window is from July 1st to June 30th, of the current school year. The Initial ELPAC measures the ELP in the four language domains of listening, speaking, reading, and writing and

identifies students as beginning either fluent in English (IFEP) or an English Learner (Intermediate or Novice).

The Initial Alternate ELPAC is administered as an initial assessment to newly enrolled students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments and have a language other than English, as indicated on a home language survey

Initial ELPAC and Alternate Initial ELPAC Student Score Reports

The official score for the Initial ELPAC and the Alternate Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include:

1. An Overall performance level and scale score which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

Initial Fluent English Proficient (IFEP)

Students at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways appropriate to different tasks, purposes, and audiences in various social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways on a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics.

2. A performance level for each composite tested (Oral and Written Language) is well-developed, somewhat to moderately developed, and minimally developed.

The initial ELPAC results are used to identify ELs who need to develop their listening, speaking, reading, and writing skills in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The initial ELPAC results are also used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language support. More information for families and staff can be found at <https://www.caaspp-elpac.org> or the California Department of Education: Parent Guides to Understanding at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

Summative ELPAC Assessment

The Summative ELPAC is given only to students who have previously been identified as English Learners based upon Initial ELPAC results. The Summative ELPAC is aligned with the 2012 California English Language Development Standards, measuring the English Language Proficiency (ELP) and how well a student is progressing with English development in each of the four domains: Listening, Speaking, Reading, and Writing.

The Summative Alternate ELPAC is a summative assessment for EL students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments. This assessment must be administered annually to eligible students until they are reclassified as fluent English proficient.

This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. And to help determine if a student is ready to be reclassified. The Summative ELPAC and the Summative Alternate ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP). The Summative ELPAC administration window is open from February 1 through May 31.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. The Summative ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut

scores approved by the State Board of Education (SBE). The Summative ELPAC Performance Level Descriptors are:

Level 4: Well Developed

English Learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways appropriate to different tasks, purposes, and audiences in various social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 CA ELD Standards).

Level 3: Moderately Developed

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate meaningfully in various topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the 2012 CA ELD Standards.

Level 2: Somewhat Developed

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the 2012 CA ELD Standards.

Level 1: Minimally Developed

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts and to communicate on

less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 CA ELD Standards.

The Summative Alternate ELPAC Student Score Report

Level 3: Fluent English Proficient

English learners at this level have sufficient English language proficiency (ELP). They may need occasional linguistic support to enable them to access adapted grade-level content in English.

Level 2: Intermediate English Learner

English learners at this level have moderate ELP. They may need frequent linguistic support to enable them to access adapted grade-level content in English.

Level 1: Novice English Learner

English learners at this level have minimal ELP. They need substantial linguistic support to enable them to access adapted grade-level content in English.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Sage Oak Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation. Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Sage Oak Charter School uses the following criteria to reclassify EL students to RFEP status, as set forth in EC Section 313 and Title 5 *California of Regulations* (5 CCR) Section 11303:

1. Summative ELPAC Overall Score of 4 (score of 3 needed for the Summative Alternate ELPAC)
2. Teacher Evaluation by use of the Observation Protocol for Teachers of English Learners (OPTEL)
3. Parent Consultation by use of the OPTEL Parent Consultation Form
4. Evaluation of basic skills relative to the average performance of native English speakers of the same age, based on locally established empirical benchmarks.

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when the charter receives ELPAC score reports.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the administration and the parent/guardian of the student have signed the form, the reclassification will take place. The language acquisition status of the student will be updated in the student information system, on the EL Master Tracking Spreadsheet, and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities, or dually identified students, participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations.

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4). Students with disabilities who cannot take one or more domains of the ELPAC with approved accessibility resources are eligible for a domain exemption. A domain exemption may be used if an English learner has a disability that precludes assessment of the student in one or more domains of the English

language proficiency assessment such that there are no appropriate accommodations for the affected domain(s). This use of a domain exemption(s) must be identified in the student's individualized educational program (IEP) or Section 504 plan. For a student to be assigned an Overall score, the student will need to be assessed in all domains to receive a student score report.

- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in the Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition. (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's English proficiency level and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

Special Education: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SPED students with an existing EL classification will be assessed annually. If the IEP team determines that a student will participate in the California Alternate Assessment (CAA), the team must also determine whether the student qualifies for the Alternate ELPAC.

Special Education: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Special Education Reclassification for Dually Identified Students

In some cases, an IEP team may find that it is the disability that interferes with a dually identified student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status.

The IEP team may be designated to make reclassification decisions as long as team members utilize state reclassification criteria and apply those criteria to students with disabilities according to state guidelines. IEP teams may not modify Criterion 1 for reclassification, which requires meeting the SBE-adopted Overall PL 4 on the Summative ELPAC or PL 3 on the Summative Alternate ELPAC. This allows for all students to be held to a consistent and rigorous standard in demonstrating ELP in order to be exited from EL services.

Ideally, this should be done as early as possible, as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that prohibits English Language Acquisition.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then the IEP Team Reclassification Determination Worksheet is to be completed, along with all other pages of the IEP to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification occurs between annual reviews, then in addition to completing the IEP Team Reclassification Determination Worksheet, an *IEP Amendment* meeting and form must also be completed. Because this is an IEP team recommendation, the parents, the EL Assessment Coordinator, and all applicable staff should be a part of the reclassification meeting and decision. If the team decides to reclassify the student as RFEP, the EL Assessment Coordinator will include a copy of the IEP Team Reclassification Determination Worksheet in the student's file. The EL Assessment Coordinator will then follow the regular reclassification process to update the student's English Language Acquisition Status and notify all parties involved. If the reclassification is not agreed upon, the IEP team must ensure that the

IEP continues to address the needs of the student who remains classified as an English learning student.

ELD Program Options

Personalized English Language Mainstream Program

English Learners in Sage Oak Charter Schools participate in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency and access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their instructors through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Sage Oak Charter Schools:

- Core instruction in language arts, math, science, and social science is taught in English using charter-approved curriculum and SDAIE methodology
- English Language Learners receive both integrated and designated ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e., CLAD or equivalent.

Parent Notification of Programs

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Staffing

Staffing Authorizations

Under the management of the Director of Human Resources, Sage Oak Charter Schools takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs

and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Access to Core Curriculum

All English learners are provided quality, standards-based, rigorous curriculum and instruction in all CORE content areas as well as Advanced Placement courses, enrichment classes, and college and career programs. Integrated ELD instruction and strategies are consistently implemented to meet the individual needs of each English learner.

Specialty Designed Academic Instruction in English (SDAIE)

SDAIE is a methodology used to make subject area content, delivered in English, comprehensible in order to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. (EC 44253.2[b]).

English as the Language of Instruction

In accordance with California Education Code Section 305, all students in California public schools, including those enrolled in independent study programs, must be taught in English for all core academic areas. This is to include, but not limited to, English Language Arts, Math, History, and Science. This requirement ensures that all students, including English Learners, receive equitable access to instruction that promotes English language proficiency and academic success.

To meet this requirement:

- Instruction in all subjects will be provided in English, including synchronous and asynchronous components of the independent study program.
- Participation in synchronous and/or asynchronous instruction for all core academic areas in English is mandatory for all English Learner students, regardless of their English Learner status or participation in an ELD program, as this is essential for meaningful interaction and mastery of academic content.
- Opting out of this instruction is not permitted, as it is integral to ensuring compliance with state law and the successful implementation of Sage Oak's academic program.

This policy ensures that Sage Oak Charter Schools uphold the legal and educational responsibilities to all students, fostering an environment where English language acquisition and academic achievement are prioritized.

English Language Development

English Language Development (ELD) Standards

Sage Oak's English Language Development program is grounded in research and aligned to the 2014 California State ELA/ELD Framework. The ELA/ELD Framework helps define how the California English Language Arts and English Language Development standards will be taught and assessed. Both sets of standards represent the skills, knowledge, and abilities English learners must possess in order to become 21st Century and College and Career Ready and describe what students should know and be able to do at each of the five levels of English proficiency. Sage Oak is committed to implementing the ELA/ELD Framework, the California State Standards, and English Language Development Standards through its adopted ELA/ELD programs. As stated in the ELA/ELD Framework Executive Summary: "The purpose of ELD instruction is to amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. The standards help teachers support EL students to interact meaningfully with others and complex texts, engage in and learn through intellectually challenging tasks across the content areas, develop academic English, and develop awareness about how English works so that they can use it intentionally and purposefully."

The California ELD standards are organized into three parts.

Part I: Interacting in Meaningful Ways

English learners participate in meaningful and intellectually challenging tasks in three ways:

- Collaboratively, by communicating with others about social and academic topics.
- Interpretively, by understanding written and spoken information.
- Productively, by writing or presenting to explain ideas and information.

Part II: Learning About How English Works

English learners comprehend and produce academic texts in various content areas.

- English learners use language to create organized texts, expand and enrich ideas, and connect and condense ideas.

Part III: Using Foundational Literacy Skills.

This section emphasizes how all teachers play a crucial role in developing the literacy of ELs.

- English learners at all grades require specialized instruction to learn foundational literacy skills based on their age, previous literacy, and educational experiences

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they magnify and make clear areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and, in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, listen, interact, and learn about language. The foundational skills provide access to written language.

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over written and spoken English conventions, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

Content knowledge is a powerful contributor to the comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text, engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves, experience extraordinary and diverse works of literary fiction and nonfiction, and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, literacy and language skills provide individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

Designated English Language Development

Sage Oak's English language development program is designed to support the academic success and reclassification of English learners. The teacher implements techniques, methodology, and supplemental curriculum designated to teach ELs explicitly about the English language, academic vocabulary, and develop their English language proficiency in all four language domains: speaking, listening, reading, and writing. Sage Oak Charter Schools will create a personalized ELD instruction pathway geared to the student's level of English proficiency.

Designated ELD instruction and individual academic support are provided to English learners during dedicated times each week. Students are grouped for designated ELD by their English language proficiency levels (Emerging, Expanding, Bridging). However, the three levels of language proficiency are not static but rather represent a continuum of language learning and decisions about grouping will be made in the student's best interest. Teachers use the student's production and interpretation of the English language to choose appropriate learning supports, inform instructional decisions, and keep track of academic progress.

Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards

The Designated ELD curriculum and materials were chosen specifically to address the varied cultural and language backgrounds our English learners possess, enabling learners and educators to celebrate their own cultures and everyday lived experiences while also learning about those of others. It includes authentic content from around the world to develop the student's understanding of different cultures and viewpoints of others around the globe.

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

Professional Learning

Professional Development

Sage Oak Charter Schools provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to, the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion are documented.

Family & School Partnerships

Sage Oak Charter Schools seeks to promote positive collaboration between parents and the school by promoting open communication and developing a working partnership between parents and the schools to provide equal access to education for all students. Parents of English Learners (EL) are encouraged to participate in their children's education and be active in assisting their children in attaining English proficiency, achieving academically at high levels, and meeting state standards. Parents are given information about the English Learner Advisory Committee (ELAC) and are encouraged to participate.

English Learner Advisory Committee (ELAC)

An English Learner Advisory Committee is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Assisting in the evaluation of the English Learner Master Plan.
- Each ELAC shall have the opportunity to select at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation. Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body. The parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election. ELAC members shall receive training materials and training that will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training including costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

ELAC Membership

All parents/guardians of ELs and recently RFEPed students (within the academic school year) have an opportunity to participate as members of the committee. Members receive training and materials to assist members in carrying out their legal responsibilities in alignment with California

Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308.

The ELAC is composed of the following:

- Principal or designee
- Parents of EL and students redesignated (RFEP) within the academic school year.
- School staff

Assessment and Student Program Monitoring

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Sage Oak Charter Schools provides clearly defined standards and expectations for student learning. It has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Sage Oak Charter Schools assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated, and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Sage Oak Charter Schools is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Sage Oak Charter Schools' assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in the program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed and reported by Sage Oak Charter Schools leads and Data and Assessment Department. Their reports are then analyzed by the school leadership team, to produce a set of suggested program modifications, which are then shared with the Board of Directors, teachers, and EL parents for additional input and approval.

Sage Oak Charter Schools annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

Monitoring of Long-Term English Learners

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state-mandated testing targets. Schools must monitor student progress to ensure that additional and appropriate learning opportunities are provided in English language development and in reading, writing, and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student, are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school-wide interventions and supports, a student is still not making "adequate progress," the school will hold a Student Study Team meeting to discuss the lack of progress. The SST team will plan further evaluation and intervention to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder, and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk of becoming an LTEL or has been classified as an LTEL.

Meeting the Needs of Long-Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long-Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

Elementary School Strategies and Programs that Prevent the Creation of Long-Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long-term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a student's education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students with the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School LTEs

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

1. Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
2. Distinct needs: Recognize that the needs of LTEs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTEL approach.

3. Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
4. Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
5. Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
6. Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
7. Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards-based system of instruction, assessment, monitoring, and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits, and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards and designed to reduce all language barriers. The English Learner program is designed to ensure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible. Components of this program include ELD, grade-level core curriculum, and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process.
4. The performance of EL and RFEP students is monitored:

- a. Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
- b. Any areas of deficiency are noted, and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. **Adopted Curriculum Standards:** In Sage Oak Charter Schools each English Learner is held to the same charter-adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science, and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.
2. **Curriculum and Instruction Aligned with Adopted Standards:** Sage Oak Charter Schools supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state-adopted materials that are aligned with charter and state standards. Through articulation meetings, staff members discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem unable to move beyond this level.
3. **Assessment and Reporting:** Sage Oak Charter Schools administers all state-mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered into the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall, student results are shared with the CEO and governing board.
4. **Monitoring and Intervention:** English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to ongoing assessments, students cannot meet interim expectations in academic content, they shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.
5. **Program Evaluation:** Sage Oak will conduct periodic evaluations of the effectiveness of its ELL program to determine if any modifications or improvements are required. This evaluation will

include looking at the implementation of the ELL program, the effectiveness of the ELL program in meeting its goals for students (English language development and the ability to participate meaningfully in the educational program), and gathering appropriate input from knowledgeable persons and other stakeholders.

Note: When Special Education students, identified as ELs, are not making adequate progress, Special Education teachers must schedule an IEP meeting to discuss further interventions.

Monitoring of Reclassified Students

The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.