



**America's Finest Charter School Invites you to the
DELAC/PARENT MEETING
(DELAC= District English Learner Advisory Committee)**

DATE: Wednesday, March 19th, 2025

TIME: 8:30am-9:30am

PLACE: This meeting will take place on the TK-8 campus: 730 45th St, San Diego, Ca 92102

Agenda Topics:

- Welcome
- School News
- Summative ELPAC test schedule
- Review and comment on the written notifications sent to parents and guardians
- Advise the District Governing Board (in person and/or in writing) on the development of a district master plan for educational programs and services for the ELs
- Questions/Comments/Concerns

All parents/guardians TK-12th grade are welcome. We hope to see you there!



**¡America's Finest Charter School lo invita a la
REUNIÓN DE PADRES / DELAC**

(DELAC= Comité Asesor de Aprendizices de Inglés del Distrito)

FECHA: miércoles 19 de marzo de 2025

HORA: 8:30am-9:30am

LUGAR: Esta reunión se llevará a cabo en el campus TK-8: 730 45th Street, San Diego, CA 92102

Temas de la agenda:

- Bienvenidos
- Noticias Escolares
- Calendario de pruebas ELPAC sumativas
- Revisar y comentar las notificaciones escritas enviadas a padres y tutores.
- Asesorar a la Junta Directiva del Distrito (en persona y/o por escrito) sobre el desarrollo de un plan maestro del distrito para programas y servicios educativos para los EL.
- Preguntas/Comentarios/Inquietudes

Todos los padres/tutores de los grados TK-12 son bienvenidos. ¡Esperamos verte ahí!



America's Finest Charter School Waxuu Kugu Martiqaadayaa

DELAC/Kulanka Waalidka

(DELAC=Guddiga la Talinta Bartayaasha Ingiriisiga ee Degmada)

TAARIIXHDA: Arbacada, Maarso 19, 2025

WAKHTIGA: 8:30 subaxnimo-9:30 subaxnimo

MEESHA: Kulankani waxa uu ka dhici doonaa dugsiga TK-8: 730 45th Street, San Diego, CA 92102

Mawduucyada Ajandaha:

- Soo dhawoow
- Wararka Dugsiga
- Jadwalka imtixaanka ELPAC oo kooban
- Dib u eeg oo faallo ka bixi ogaysiisyada qoran ee loo diray waalidiinta iyo dadka masuulka ka ah
- Kala tali Guddiga Maamulka Degmada (qof ahaan iyo/ama qoraal ahaan) horumarinta qorshaha guud ee degmada ee barnaamijyada iyo adeegyada waxbarashada ELs
- Su'aalo/Faallo/Walaacyo

Dhammaan waalidiinta/masuulka fasalaka TK-12aad waa la soo dhaweynayaa. Waxaan rajeyneynaa inaan kugu aragno halkaas!

America's Finest Charter School Waxuu Kugu Martiqaadayaa



America's Finest Charter School envite ou nan

DELAC/REYINYON PARAN

(DELAC = Komite Konsiltatif pou Elèv k ap Aprann Angle Distri a)

DAT: Mèkredi 19 Mas 2025

TAN: 8:30am-9:30am

KOTE: Reyinyon sa a pral fèt sou kanpis TK-8 la: 730 45th St, San Diego, Ca 92102.

Sijè Agenda:

- Byenvini
- Nouvèl Lekòl
- Orè total tès ELPAC
- Revize epi fè kòmantè sou notifikasyon alekri yo voye bay paran ak gadyen yo
- Konseye Konsèy Administrasyon Distri a (an pèsòn ak/oswa alekri) sou devlopman yon plan jeneral distri a pou pwogram edikatif ak sèvis pou EL yo.
- Kesyon / Kòmantè / Enkyetid

Tout paran/gadyen klas TK-12yèm ane yo akeyi. Nou espere wè ou la!



America's Finest
CHARTER SCHOOL

Welcome to the
DELAC/PARENT
meeting!

¡Bienvenidos a la
DELAC / PADRES
reunión



- Kimberly Palser (EL Coordinator)
- Natalie Alli (Principal)
- Dolores Medina (Vice Principal)

- Kimberly Palser (Coordinadora EL)
- Natalie Alli (Directora)
- Dolores Medina (subdirectora)

School News!

- Our Literacy Book Fair raised \$1,000 for our school to spend on new books!
- Coffee with Kathi - Today 10:30am (HS campus), 5:00pm (TK8 Campus)
- School Site Council- Thursday March 20th at 4:00pm (HS campus)
- March 17th-21st Student led conferences
- No School March 24th- April 8th- Spring Break TK-8
- No School March 24th-April 7th- Spring Break HS
- Science Fair Coming to the TK-8 April 23rd

¡Noticias de la escuela!

- ¡Nuestra Feria del Libro de Alfabetización recaudó \$1,000 para que nuestra escuela los invirtiera en libros nuevos!
- Café con Kathi - Hoy a las 10:30 a. m. (preparatoria), 5:00 p. m. (preparatoria)
- Consejo Escolar - Jueves 20 de marzo a las 4:00 p. m. (preparatoria)
- Del 17 al 21 de marzo: Conferencias dirigidas por estudiantes
- No hay clases del 24 de marzo al 8 de abril - Vacaciones de primavera (preparatoria)
- No hay clases del 24 de marzo al 7 de abril - Vacaciones de primavera (preparatoria)
- Feria de Ciencias en la preparatoria el 23 de abril

Summative ELPAC test Schedule Calendario de pruebas ELPAC sumativas

ELPAC Whole Group Test Schedule

April 2025				
31 Spring Break	1 Spring Break	2 Spring Break	3 Spring Break	4 Spring Break
7 No School (teacher work day)	8	9	10	11
14 8:30-9:30 IEP Group 1 Listening 10:00-11:00 IEP Group 2 Listening 1:00-2:00 IEP Group 3 Listening	15 8:30-9:45 ELPAC 3rd-8th Group Testing- Listening/Reading Part 1 8:30-9:30 IEP Group 1 Reading Pt 1 10:00-11:00 IEP Group 2 Reading Pt 1 1:00-2:00 IEP Group 3 Reading Pt 1	16 8:30-9:45 ELPAC 3rd-8th Group Testing Reading Part 2/ Writing Pt 1	17 8:30-9:45 ELPAC 3rd-8th Group Testing Finish Writing 8:30-9:30 IEP Group 1 Reading Pt 2 10:00-11:00 IEP Group 2 Reading Pt 2 1:00-2:00 IEP Group 3 Reading Pt 2	18 Make-Up Testing 8:30-9:45 (teacher?) Any students from group not finished with L, R, or W 8:30-9:30 IEP group Writing 10:00 on IEP one on one writing for students with scribe or text to speech

Review and comment on the written notifications sent to parents and guardians

Revisar y comentar las notificaciones escritas enviadas a padres y tutores.



America's Finest Charter School invite ou nan
DELAC/REYINYON PARAN
(DELAC = Komite Konsiltatif pou Elèv k ap Aprann Angle Distri a)

DAT: Madi 23 janvyè 2024

TAN: 9:00am-10:00am

KOTE: Reyinyon sa a pral fèt sou kanpis TK-8 la: 730 45th St, San Diego, Ca 92102.

Sijè Agèda:

- Byevini
- Nouvèl Lekòl
- Kafè ak direktè a
- Oè total tès ELPAC
- Revizyon epi fè kòmante sou notifikasyon alekri yo voye bay paran ak gadyen yo
- Konsèy Konsèy Administrasyon Distri a (an pèsòn ak/oswa alekri) sou devlopman yon plan jeneral distri a pou pwogram edikatif ak sèvis pou EL yo.
- Kesyon / Kòmante / Enkyetid

Tout paran/gadyen klas TK-12yèm ane yo akeyi. Nou espere wè ou la!



¡America's Finest Charter School lo invita a la
REUNIÓN DE PADRES / DELAC
(DELAC= Comité Asesor de Aprendizices de Inglés del Distrito)

FECHA: Martes 23 de enero de 2024

HORA: 9:00am-10:00am

LUGAR: Esta reunión se llevará a cabo en el campus TK-8: 730 45th Street, San Diego, CA 92102

Temas de la agenda:

- Bienvenidos
- Noticias Escolares
- Café con el director
- Calendario de pruebas ELPAC sumativas
- Revisar y comentar las notificaciones escritas enviadas a padres y tutores.
- Asesorar a la Junta Directiva del Distrito (en persona y/o por escrito) sobre el desarrollo de un plan maestro del distrito para programas y servicios educativos para los EL.
- Preguntas/Comentarios/Inquietudes

Todos los padres/tutores de los grados TK-12 son bienvenidos. ¡Esperamos verte ahí!



ParentSquare

EL Master Plan

plan maestro EL

Current plan: [MASTER PLAN FOR ENGLISH LANGUAGE LEARNERS AFCS](#)

Resources to update: [Master Plan Template](#)

[Master Plan Paybook](#)

Advise the District Governing Board (in person and/or in writing) on the development of a district master plan for educational programs and services for the ELs.

Asesorar a la Junta Directiva del Distrito (en persona y/o por escrito) sobre el desarrollo de un plan maestro del distrito para programas y servicios educativos para los EL.

English Learner Master Plan Development Timeframe

Step 1~ Reflect and Organize *Start Where You Are Tool*

- Review LEA's vision & mission for educating English Learners
- Identify key stakeholders
- Build context

Step 2~ Engage in Inquiry, Manage Project, and Launch *Inquiry and Management Tool*

- Develop a timeline
- Establish tasks & processes
- Engage in inquiry
- Gather and analyze research, policies, and data

Step 3~ Conduct Writing and Feedback Sessions *Chapter Analysis Reflection & Evaluation (CARE) Tool*

- Engage in chapter(s) development based on components
- Obtain and provide feedback on chapter content
- Make revisions
- Communicate revisions
- Submit final draft for board approval



Figure 2. EL Master Plan Development Timeframe

ELPAC Practice Test Resources:

[Starting Smarter](#) - explains the E.L.P.A.C. test and how to best prepare for it

[E.L.P.A.C. Practice Test Resources](#)

[Comenzar de manera más inteligente: explica el método E.L.P.A.C. prueba y cómo prepararse mejor para ella](#)

[E.L.P.A.C. Recursos para exámenes de práctica](#)

Save the date for our next DELAC meeting
Wednesday, May 21 at 8:30am

Reserva la fecha para
nuestra próxima reunión
del DELAC.

Miércoles 21 de mayo a
las 8:30 a. m.



Questions/Comments/Concerns
Preguntas / Comentarios / Inquietudes



You can always email any questions to
delac@americasfinestcharterschool.org

Siempre puede enviar cualquier pregunta por correo
electrónico a delac@americasfinestcharterschool.org



DELAC/Parent Meeting Sign-in Sheet

March 19, 2025

#	Parent Name/ Nombre del padre	Parent Signature/ Firma de los padres	Student(s) names/ El nombre del estudiante(s)
1	Cinthya Quevedo (EL)	Cinthya Rodriguez	Cinthya Arzate Quevedo (3rd) Marcos Arzate Quevedo (2nd)
2	Jenifer Marquez (EL)	Jenifer M.	Damian Alejandro Nunez Marquez (2) Diego Leonel Nunez Marquez (4)
3	Yesenia Mendez (EL)		Fernanda Posada Mendez (3)
4	Enani Woldemariam (EL)		Hasset Kalkidan (K)
5	Cheyenne Cobb*		Kamiyah Cobb Gore (TK)
6	FRANTSO Brutus	Orin	NIKKOS Brutus
7	Gina Flores	Maria	Lucy Perez 4th
8	Eluna Segunda	So on	Matthew Rios 4th
9	Oscar Nunez		Diego - Damian Nunez
10	NANCIE NOEL		MATTHEO ACHIA
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

*Alternate

#	Parent Name/ Nombre del padre	Parent Signature/ Firma de los padres	Student(s) names/ El nombre del estudiante(s)
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

*Alternate



America's Finest Charter School

730 45th Street, San Diego, CA 92103

Phone: 619-694-4790

Parent Notification of Reclassification to Fluent English Proficient

To the parents/guardians of: _____ Date: _____

Student ID Number: _____ Grade: _____ Teacher: _____

Dear Parent/Guardian:

When your child first entered America's Finest Charter School, he/she was identified as a student who was not fully proficient in the English Language. Recently we tested your child's ability to understand, speak, read, and write in English and found him/her to be **Fluent English Proficient (FEP)**. This is an important milestone for both your child and the school's programs for English Learners.

When a student is assessed as FEP, it means that he/she is ready to participate in a program in which there is no specialized English instruction. We are sending you this letter to ask if you agree with our recommendation that your son/daughter no longer needs specialized English instruction and should be reclassified from "English Learner" to "Fluent English Proficient".

Please be assured that, even if your child is reclassified, his/her progress will be monitored and reviewed periodically to ensure continued academic success.

We welcome your participation in planning for your child's educational needs and invite you to provide any feedback you may have. Feel free to contact us if you have any questions or concerns. Congratulations to all on achieving this important milestone!

Sincerely,

Natalie Alli

Principal of America's Finest Charter School
nalli@americasfinestcharterschool.org

Kimberly Palser

EL Coordinator America's Finest Charter School
kpalser@americasfinestcharterschool.org

Please check only one box:

☐ I request that my son/daughter be reclassified to Fluent English Proficient.

☐ I would like to consult with a staff member to discuss the information contained in this letter.

Parent/Guardian Name: _____ Student Name: _____
(Please Print) (Please Print)

Parent Signature: _____ Date: _____



America's Finest Charter School

730 45th Street, San Diego, CA 92103

Phone: 619-694-4790

Notificación a los padres de la reclasificación de Fluidez en Inglés

Para los padres / tutores de: _____ Fecha: _____

Numero de identificación del estudiante: _____ Grado: _____ Maestro: _____

Estimado Padre / Tutor:

Cuando su hijo entro por primera vez a la escuela America's Finest Charter School, el / ella fue identificado como un estudiante que no era totalmente competente en el idioma Inglés. Recientemente hemos probado la capacidad del niño para entender, hablar, leer y escribir en Inglés y encontramos que el / ella ya es Fluído en el Inglés (FEP). Esto es importante tanto para su hijo como tambien para programas de la escuela para los estudiantes de Inglés.

Cuando un estudiante es evaluado como FEP, significa que el / ella esta dispuesto a participar en un programa en el que no hay ninguna instrucción especializada en Inglés. Le estamos enviando esta carta para pedir si esta de acuerdo con nuestra recomendacion de que su hijo / hija ya no necesita instrucción especializada en Inglés y debe ser reclasificado de "Aprendices del Inglés" a "Fluidez en Inglés".

Puede estar seguro de que, incluso si su hijo se reclasifica, se supervisara su progreso y revisada periódicamente para asegurar el continuo exito académico.

Agradecemos su participación en la planificación de las necesidades educativas de su hijo y le invitamos a proporcionar cualquier comentario que pueda tener. No dude en contactarnos si tiene alguna pregunta o inquietud. Felicidades a todos por esta importante meta lograda!

Sinceramente,

Natalie Alli
Principal

Kimberly Palser
EL Coordinadora

nalli@americasfinestcharterschool.org

kpalsen@americasfinestcharterschool.org

Por favor marque solo una casilla:

- ☐ Solicito que mi hijo / hija se reclasifica a Fluidez en Inglés.
- ☐ Me gustaria consultar con un miembro del personal para analizar la información contenida en esta carta.

Nombre del padre/tutor: _____ Nombre del estudiante: _____
(Letra de imprenta) (Letra de imprenta)

Firma del padre: _____ Fecha: _____

PLAN FOR ENGLISH LANGUAGE LEARNERS

AFCS adheres to federal law, Every Student Succeeds Act (ESSA), as well as state law, and English Language Assessments for California (ELPAC) guidelines. AFCS is committed to ensuring that all English Learners acquire English Language skills and demonstrate adequate yearly progress. All AFCS teachers are required to possess a Cross-cultural Language and Academic Development (CLAD) or Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate and are trained in Sheltered Instruction Observation Protocol (SIOP) strategies.

AFCS provides a strong foundation of academic language in all core subjects as well as an opportunity to develop social and academic oral language. All English Learners receive small group instruction provided by their classroom teacher to develop their English language skills. AFCS teachers provide ELL students with support in understanding the core curriculum throughout the school day. In addition, our English Language Learner Coordinator and Instructional Aides provide additional English Language Development (ELD) support.

America's Finest Charter School believes that language is best learned when it is used frequently. Our students are required to share their opinions, ideas, and knowledge with their classmates, teachers, the school community, and the community-at-large. Through classroom presentations, students have the opportunity to communicate effectively and are able to expand their English language skills. English Learners may be grouped into flexible groups based on their current language proficiency levels. Student progress is observed and evaluated with formative and other common assessments. America's Finest Charter School provides a strong academic and oral language program in order to provide high quality instruction to meet the language needs of English Learners. AFCS is committed to ensuring that English Learners meet or exceed the growth expectations on the ELPAC Summative Assessment (SA) each year.

AFCS has developed a Master Plan with a Five-Step Process to ensure that English Learners are developing English as effectively and efficiently as possible. It is expected for students to make a minimum gain of one level of proficiency annually.

MASTER PLAN FOR ENGLISH LANGUAGE LEARNERS (5-Step Process)

Step 1: Home Language Survey to Identify English Learners

All students new to the California school system, regardless of race or ethnic background, will complete a Home Language Survey (HLS) upon initial enrollment at America's Finest Charter School. The purpose of the survey is to identify students who speak languages other than English at home. Students who are indicated as speaking languages other than English at home will be classified as an English Learner. AFCS will contact the prior district and consult CALPADS for students who have previously been enrolled in the California public school system to determine their English Language Proficiency Status.

The HLS is given to parents who enroll a child/children at AFCS. The Home Language Surveys are kept in each student's cumulative file. If any of the responses on the HLS indicate a language other than English, the students progress to Step 2.

Step 2: Administration of the ELPAC Initial Assessment (IA)

If it is indicated that a language other than English is spoken in the student's home, the English Language Proficiency Assessments for California Initial Assessment (ELPAC IA) will be administered within thirty days of the student's enrollment.

- The ELPAC IA will be used to determine a student's overall English proficiency level. Students will be classified as Novice English Learners, Intermediate English Learners, or Initial Fluent English Proficient.
- The ELPAC IA results will determine whether a student is classified as an English Learner or Fluent English Proficient. Any student who is designated an English Learner will progress to Step 3.
- Parents will be notified (within 30 days of the school receiving the test results) of his/her child's designation, as well as their specific language proficiency.
- Students designed as Initial Fluent English Proficient (IFEP) are not considered English Learners, they will be placed in the same way as English Only students.

Step 3: Program Placement for English Learners

All students who are identified as English Learners will be placed in our Structured English Instruction (SEI) program or English Language Mainstream (ELM) program with learning support provided by the teacher. All efforts will be made to place students with other students with similar language proficiency levels in the same class (within their grade level) so that the teacher may be able to work with small groups providing differentiated instruction as well as scaffolding lessons for the whole class throughout the day. EL students in both programs receive Integrated and Designated ELD instruction from their classroom teacher.

- The SEI group consists of students who are at the Beginning and Somewhat Developed English Language levels as determined by the ELPAC SA
- The ELM group consists of students who are Moderately and Well Developed English Language levels as determined by the ELPAC SA

English Learners Access to the School's Core Curriculum

English Learners must meet state content and performance standards for their respective grade level in core curricular areas. America's Finest Charter School will ensure that English Learners acquire English and learn grade level academic content simultaneously by implementing a program designed to instruct English Learners at grade level in all areas of the curriculum. This program includes:

- Instruction in all core content subjects is in English.
- Daily English Language Development (ELD) instruction in conjunction with guided reading is provided for 30 minutes per day.
- Small group instruction is provided by the classroom teacher during class to provide support for EL students.

- Classroom teachers identify language structures within daily lessons of all core subjects and will allow for explicit instruction of identified language structures during small group instruction/support for English Learners. Students receive both integrated and Designated ELD instruction daily,
- All teachers will identify the language proficiency levels of all the English Learners in their classes and will provide necessary accommodations and modifications of lessons in order for EL students to understand the material.
- Students in grades 4-12 who are at The Beginning and Somewhat Developed English Language levels as determined by the ELPAC SA will be pulled out of class in small groups to work and given additional Designated ELD instruction by a English Language Instructional Aide or will have an Instructional Aide go into their classroom to work with them

As teachers check for understanding during whole and small group instruction in all core subjects, student's individual needs are identified. Students are pulled into small groups for ELD instruction/support. Teachers will work on specific language arts standards and language structures that are scaffolded according to each student's needs.

Step 4: Monitoring Academic Progress of English Learners

AFCS uses graphic organizers to help monitor student progress and move students towards the achievement of grade level content standards.

The ELPAC SA will be administered to all students who are designated English Learners annually to monitor student English language progress until the student is Re-designated as Fluent English Proficient and exited out of the English Learner program

- In the spring the ELPAC SA will be given to all English Learners within the required testing window.
- The Areas of Assessment on the ELPAC SA are Oral Language Skills and Written Language Skills with subscores in Listening, Speaking, Reading and Writing:
 - In Kindergarten the test score is weighted as follows: Oral Language 70% Written Language 30%
 - In Grades 2-12 the Oral Language and Written Language scores are both weighted 50%

The adequate yearly progress for English Learners is at least one level of language proficiency as defined by the ELPAC SA assessment. America's Finest Charter School monitors student academic progress as indicated by classroom formative and summative assessments, ELPAC SA, and state-mandated assessments in addition to overall English language proficiency and academic achievement in all content areas.

Step 5: Reclassification of English Learners - Timeline for Reclassification of English Learners

The timeline presented below is based on research and findings that the average period of time for an English Learner to achieve full English proficiency and grade-level academic performance comparable to that of the native-English speaking students is 5-8 years.

A student in grades TK through 12 may be reclassified from English Learner (EL) to Fluent English Proficient (RFEP) when it can be established that the student has the English language skills to comprehend, speak, read, and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. Reclassification may occur at any time during the school year.

Student Reclassification includes:

- Objective assessment of the student's English language proficiency (ELPAC SA overall English performance level of 4).
- Objective data on the student's classroom academic performance.
- The classroom teacher recommendation is based on the student's English language proficiency and curriculum mastery.
- English Learner coordinator's review and signature.
- Parent signature indicating consultation during a Reclassification interview.

English Learner Reclassification

Reviewed by DELAC on November 9, 2022

Approved by Board on November 18, 2022

Summary: America's Finest Charter School will use the following criteria to determine whether an English Learner (EL) should be Reclassified as Fluent English Proficient (R-FEP). The determination will be based on a review of the student's data in the following areas: English language proficiency via English Language Proficiency Assessments in English (ELPAC), basic skills assessment, and academic progress. Students must meet all 4 criteria in order to be reclassified.

Reclassification Criteria for Students who take the Summative ELPAC:

Criteria 1: Student scores an Overall Performance Level (PL) 4 score on the most recent administration of the Summative ELPAC.

Criteria 2: Student passes 2 out of 4 core courses (ELA, math, science, social science) in the most recently completed semester with a 2 /C or greater OR teacher observes and documents student language proficiency as bridging

Criteria 3: Parents/Guardians are involved in the reclassification process and consulted in the final determination decision. Every effort will be made to include parents/guardians whether in-person or through phone or virtual meetings.

Criteria 4: Student scores sufficiently proficient in a basic skills assessment including but not limited to I-ready (at grade level), ELA SBAC (standard nearly met), or other comparable basic skills assessment.

Reclassification Criteria for Students who take the Summative Alternate ELPAC:

Criteria 1: Student scores an Overall Performance Level (PL) 3 score on the most recent administration of the Summative Alternate ELPAC

Criteria 2: According to classroom performance as measured by observations, work samples, and teacher reports, the student is making progress toward their academic IEP goals.

Criteria 3: Parents/Guardians are involved in the reclassification process and consulted in the final determination decision. Every effort will be made to include parents/guardians whether in-person or through phone or virtual meetings.

Criteria 4: Student scores sufficiently proficient in a basic skills assessment including but not limited to California Alternate Assessment (CAA)- 3, Woodcock-Johnson Scales of Independent Behavior (SIB) ,or other comparable basic skills assessment.

Reclassification: Criteria and Process

The evaluation of a student for reclassification as a fluent English Proficient speaker relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average never English learner students within the district. Additionally, the student must show an achieving and sustaining level of academic achievement comparable with students whose native language is English. District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified.

Please contact the English Learner Coordinator for any questions or concerns:
Kimberly@americasfinestcharterschool.org

Monitoring of Reclassified Fluent English Proficient Students

Students reclassified to Fluent English Proficient (RFEP) will be monitored for four years to verify their continued success at grade level or better in the core curriculum and in English.

ELAC/DELAC Responsibilities 2024-2025

Date	ELAC Requirement	DELAC Requirement
11/20/24	The School District trains DELAC/ELAC members in the responsibilities of DELAC/ELAC and assists members in carrying out their legal responsibilities. Elect ELAC/ DELAC Committee.	
3/19/24	Advise the District Governing Board (in person and/or in writing) on the development of a district master plan for educational programs and services for the ELs that takes into consideration the SPSAs (e.g. LCAP, LCAP Federal Addendum, and EL Master Plan)	
	Advise the District Governing Board (in person and/or in writing) on conducting a district-wide needs assessment on a school-by-school basis. LCAP Stakeholder Process - survey results can inform needs assessment	
1/29/25	Assist in ways to make parents aware of the importance of regular school attendance (sign up for parent workshop thorough county office)	
3/19/24		Advise the District Governing Board (in person and/or in writing) on the establishment of district programs, goals, and objectives for English Learners. <i>EL Master Plan updated and approved by the board.</i>
1/29/25		Advise the District Governing Board (in person and/or in writing) on the development of a plan to ensure compliance with any applicable teacher and instructional aide requirements <i>Put in the EL master plan</i>
1/29/25		Advise the District Governing Board (in person and/or in writing) on the district's reclassification procedures and criteria
3/19/24		Review and comment on the written notifications required to be sent to parents and guardians (e.g., initial registration, school events, and program options)
		Consolidated Application and Reporting System (CARS) <i>Review spending of Title 3 funds</i>

DELAC Recommendations to the Board from DELAC meeting on 3/19/2025

1. DELAC Role/Responsibility: Review and comment on the written notifications sent to parents and guardians:

DELAC reviewed the Parent Notice of Reclassification to Fluent English Proficient

Recommendation: When you send home the parent notice, send the Reclassification checklist with it, so the parents have more information about why they are receiving the notice

[Parent Notice of Reclassification to Fluent English Proficient English](#), [Spanish](#)

[Reclassification Checklist](#)

2. DELAC Role/Responsibility: Advise the District Governing Board (in person and/or in writing) on the development of a district master plan for educational programs and services for the ELs.

[Current English Learner Master Plan](#)

DELAC Recommendations:

- Translate EL Master Plan into Spanish
- Form a committee to re-write the Master Plan using the Master Plan Template from the SDCOE
 - [EL Master Plan Template](#)
 - Suggested timeline from SDCOE
 - Resources <https://www.sdcoe.net/el-roadmap/resources>





ENGLISH LEARNER MASTER PLAN TEMPLATE

(ADAPTED FROM ENGLISH LEARNER MASTER PLAN PLAYBOOK)



Photo by [NeONBRAND](#) on [Unsplash](#)



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

Introduction	2
 <i>EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS</i>	
Component #1 – Commitment and Purpose	3
Component #2 – Responding to Diverse Learners	10
Component #3 – Program Options	16
Component #4 – Staffing	20
 EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES	
Component #5 – Access to Core Curriculum	24
Component #6 – English Language Development	30
Component #7 – Professional Learning	35
 FAMILY-COMMUNITY ENGAGEMENT	
Component #8 – Family-School Partnerships	40
 ACCOUNTABILITY	
Component #9 – Assessment and Student Monitoring	48
Component #10 – Program Monitoring and Evaluation	53

The *English Learner Master Plan Playbook* proposes **four essential goals for LEAs English Learner Master Plans**:

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

The *English Learner Master Plan Playbook* supports the development of a local policy document that addresses **ten components** that correspond to these four goals (see Figure 1). These **components can be further developed into EL Master Plan chapters**, or grouped together by goal area as LEAs develop their EL Master Plan content.

Figure 1. English Learner Master Plan Goals and Components



EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

COMPONENT #1 – COMMITMENT AND PURPOSE

Rationale: An English Learner Master Plan provides clarity, direction and coherence to an LEA educating ELs. The commitment and purpose component serves to provide the system with clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure [equity](#) for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Superintendent's message
- LEA's vision, mission, values and beliefs inclusive of English learners
- LEA's overview of its diverse populations, including English learners by typologies and programs (i.e., Dual Language)
- Federal and state requirements for services to English learners

The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

Rationale for the English Learner Master Plan

- Provide a rationale for the plan.

Superintendent's Message

- Include a statement from the superintendent highlighting their commitment to English learners, the implementation of the English learner plan and alignment to federal, state and LEA initiatives.

LEA's Vision, Mission, Values and Beliefs Inclusive of English Learners

- Include statements about the LEA's vision, mission, beliefs and values regarding English learners, equity, and opportunity.

LEA's Overview of Its Diverse Populations, including English Learners by Typologies and Programs (i.e., Dual Language)

- Include a description of the LEA: number of schools by category (elementary, span, etc.), number of students, population breakdown (% of EL, RFEP, Migrant, SWD, FY, HY, Immigrant/Refugees, etc.).

America's Finest Charter School is a TK-12 Charter school

We currently have 2 campus locations: TK-8 and HS

Next Year we plan to combine to one location (new building at TK8)

Total Students: 393

Tk-8: 309

HS: 84

% EL at TK-8: $134/309 = 0.434$ 43%

% EL at HS: $29/84 = 0.345$ 34%

% EL overall: $163/393 = 0.415$ 41%

%RFEP: $68/393 = 0.173$ 17%

%RFEP(Monitored): $43/393 = 0.109$ 11%

Federal and State Requirements for Services to English Learners

- Include a reference to policy, initiatives, and legal requirements for educating ELs. (e.g. California English Learner Roadmap Policy, Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, etc.)

- Describe the development process. Acknowledge and thank educational partners involved in the process.

COMPONENT #2 – RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that Multilingual/English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

- Initial Identification Assessment Criteria
- Initial Identification Assessment Tool and Procedures
- Primary Language Assessment/Transcript Review
- Parental rights, notification, Program Options and Selection Processes
- Reclassification Criteria and Processes
- Considerations for Diverse Learners, including dually-identified students

The Responding to Diverse Learners' component is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation

Initial Identification Assessment Criteria

- Provide the rationale for initial identification that is responsive to an aspirational vision for diverse ELs and grounded in legal requirements (e.g. Office of Civil Rights Dear Colleague Letter 2015).

Initial Identification Assessment Tool and Procedures

- Include a description and graphic (e.g. flowchart) of the process and tools utilized for identification.
- Include a description of the process for primary language assessment and transcript review in order to provide the best program for English learners
- Include a description of the LEA's diverse EL typologies and their definition.

Parental Rights, Notification, Program Options and Selection Processes

- Include a list of parent rights and program placement options and notification processes for ELs, include a plan for correcting misplacement of ELs.
- Outline the process for placement of ELs transferring into the LEA or within the LEA. Include a detailed process for ELs transferring out of the LEA.

Reclassification Criteria and Processes

- Delineate reclassification criteria and procedures, including for ELs with Disabilities.

Considerations for Diverse Learners, including Dually-Identified Students

- Include processes taken to support all diverse learners in the LEA

COMPONENT #3 – PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs. The [Global California 2030](#) initiative aspires to ensure students are ready to live and compete in a diverse, multilingual world; Dual language programs serve to prepare students to achieve this vision.

CONTENT OVERVIEW

- Description of programs being offered to English learners
- Benefits and alignment to typologies for each program being offered
- Dual language program models available for multilingual learners
- Expected progress through each program/model
- Parent rights, options and selection processes

The Program Options component is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency

Description of Programs Being Offered to English Learners

- Describe all EL language acquisition programs in detail.

Benefits and Alignment to Typologies for Each Program Being Offered

- Include a rationale for the offerings, together with what benefits or services each program affords students.
- Include expected progress through each program/modeled
- Include parent rights, options and selection processes

Dual Language Program Models Available for Multilingual Learners

- If the LEA has dual language/bilingual programs:
 1. describe models being offered,
 2. include rationale and intention of each model,
 3. and include the classroom make-up for each model.
- Include student placement criteria and staffing for each program option.
- Include program options for the diverse EL typologies.
- Include expected progress through each program/modeled
- Include parent rights, options and selection processes
- Describe the Seal of Biliteracy and plan for biliteracy pathway awards.

COMPONENT #4 – STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

- Options for staffing EL programs, including recruitment and retention plans
- Rationale for staffing based on state requirements
- LEA's prioritization process for assigning qualified personnel

The staffing component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

Options for Staffing EL programs, including Recruitment and Retention Plans

- Describe staffing for English Learner program options.
- Describe the process for recruiting qualified/certificated staff to meet the needs of ELs.
- Include possible processes for growing paraeducators into credentialed/EL or Bilingually authorized teachers.

Rationale for Staffing Based on State Requirements

- Provide rationale based on state requirements for staffing (teacher/paraeducator), including EL or Bilingual Authorization.

LEA's Prioritization Process for Assigning Qualified Personnel

- Describe the LEA's system of prioritization to assign EL qualified/certified staff to programs/schools.

EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

COMPONENT #5 – ACCESS TO CORE CURRICULUM

Rationale: An LEA's vision and mission for equity and excellence in English Learner education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement , honors, or gifted courses. An appraisal of a LEA's daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA's aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for access to the core curriculum
- Expectations for rigorous standards-based instruction
- Integrated ELD's role in accessing the core curriculum
- Role of primary language
- ELs' access to advanced placement, honors, gifted and talented, college and career, etc.

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A.

	Alignment and Articulation 4C. Coherency
--	--

Rationale for Access to the Core Curriculum

- Define rationale for access to the core curriculum and how this is supported by research.

Expectations for Rigorous Standards-Based Instruction

- Clearly stipulate the expectation for quality, standards-based, rigorous curriculum and instruction being offered to ELs in all content areas.

Integrated ELD's Role in Accessing the Core Curriculum

- Define Integrated ELD as a requirement to access the core curriculum.
- Describe Integrated ELD instructional strategies for all grade levels, TK-12, and ELP levels.

Role of Primary Language

- Highlight how primary language use and support are ways to access the core curriculum.

ELs' Access to Advanced Placement, Honors, Gifted and Talented, College and Career, etc.

- Detail ELs access to Advanced Placement courses, enrichment classes, and Gifted and Talented, college and career programs.

COMPONENT #6 – ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (d-ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. LEAs need to provide clear guidelines and expectations for d-ELD to provide EL student opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD instruction and minimum number of daily minutes
- Strategies and practices for ELD, including district prioritized strategies/practices
- Expected ELD progress and monitoring

The ELD component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems	IB. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency

Purpose of ELD

- State the purpose for a comprehensive English Language Development program (Integrated and Designated ELD) and how it is supported by research/reports (e.g., California ELA/ELD Framework).

Expectations for ELD Instruction and Minimum Number of Daily Minutes

- Clearly describe designated ELD for ELs, with expectations for daily minimum number of minutes (local decision) across grade levels.
- Provide a detailed description of secondary designated ELD course sequences and placement criteria.

Strategies and Practices for ELD, including LEA Prioritized Strategies/Practices

- Describe evidence-based practices and pedagogies to implement designated ELD.

Expected ELD Progress and Monitoring

- State commitment to and describe process for monitoring student language proficiency, including students who have reclassified as fluent English proficient (e.g. Language Appraisal Team).

COMPONENT #7 – PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants and others in varied professions participate in professional learning to keep abreast of: current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality PD to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for professional learning to build and sustain the capacity of English learners
- Foundational knowledge expectations for teachers of ELs
- Clarity around responsibilities of LEA and site for coherent and aligned professional learning
- Connectedness between professional learning for EL educators and LEA's educational plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

Rationale for Professional Learning to Build and Sustain the Capacity of English Learners

- Provide examples and definitions of professional learning to build and sustain educators' capabilities for educating ELs.

Foundational Knowledge Expectations for Teachers of ELs

- Describe expectation for foundational knowledge and skills for all teachers of English learners and new hires.

Clarity Around Responsibilities of LEA and Site for Coherent and Aligned Professional learning

- Describe defined responsibilities and characteristics of a coherent and aligned LEA-wide/school site professional learning to ensure rigorous, responsive, and quality learning for ELs.

Connectedness between Professional Learning for EL Educators and LEA's Educational Plans

- Define how professional learning for educators of ELs is connected to the LEA's strategic, instructional and professional development plans.

FAMILY-COMMUNITY ENGAGEMENT

COMPONENT #8 – FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels.” Hattie’s meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year’s growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are an LEA’s partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of families in the education of ELs
- Expectations and systems for EL families, including students, to engage in LEA activities/education
- Forms and purpose of communicating with families
- Primary language communication/translation
- Role of advisory committees.
- Rights of parents/families
- Capacity building for families and community

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

Role of Families in the Education of ELs

- Detail a commitment to the role of families as partners and assets in the education and success of their English learners.

Expectations and Systems for EL Families, including Students, to Engage in LEA Activities/Education

- Describe the expectations and types of engagement of English Learner families that align with the LEA's standards for family and student engagement.

Forms and Purpose of Communicating with Families

- Include forms used to communicate with parents about: program options, student progress towards ELD, student progress in core classes, reclassification, access to enrichment-intervention-supplemental programs, college readiness, etc. that are aligned with the LEA's strategic plan/instructional plan.

Primary Language Communication/Translation

- Delineate the LEA's responsibilities and commitment for communicating with parents in their primary language & providing translation.

Role of Advisory Committees

- Communicate the rationale, role and responsibilities of family and community in federal, state and LEA advisory committees.

Rights of Parents/Families

- Explicitly describe how the family, parent or guardian rights and processes to advocate for their English learners align with federal, state and LEA mandates.

Capacity Building for Families and Community

- Include details of the LEA and schools' roles and responsibilities in building family and community capacity on: ELD, assessment, core instructional programs and services for English learners.

ACCOUNTABILITY

COMPONENT #9 – ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the ELD and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive assessment program
- Purpose/time for each assessment
- ELD assessments to measure progress in speaking, listening, reading and writing
- Structures and systems to intervene based on student progress

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

Comprehensive Assessment Program

- Include a comprehensive assessment program for monitoring: 1) ELD progress monitoring, 2) core curriculum progress monitoring, and 3) reclassification.
- Describe how the comprehensive assessment program includes: 1) standardized state language assessments, 2) standardized state core curriculum assessments, 3) common formative LEA assessments for ELD and core, and/or 4) curriculum/publisher's assessments for language and content, and/or 5) teacher developed assessments.

Purpose/Time for Each Assessment

- Include a timeline or recommended periods for testing based on federal, state, and LEA mandates/guidelines.

ELD Assessments to Measure Progress in Speaking, Listening, Reading and Writing

- Describe how the ELD assessments measure progress of English learners in speaking, listening, reading, and writing.
- Clearly identify the intent and usage for each assessment.

Structures and Systems to Intervene Based on Student Progress

- Include structures (e.g., Language Appraisal Team), systems, appropriate timelines and processes for convening and intervening when English learners, based on typology, are not making adequate progress.
 - Structures include teams of knowledgeable educators and parents such as: principal, bilingual coordinator, EL teacher, parent, counselor, special education specialist, etc.
 - The processes for convening and intervening clearly delineate what data, artifacts and evidence needs to be considered in the decision-making process.

COMPONENT #10 – PROGRAM MONITORING AND EVALUATION

Rationale: LEA and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- Plan for English Learner program evaluation
- Federal, state and LEA requirements and evaluation processes
- Success criteria for ELs linguistic and academic outcomes
- Core base program vs. supplemental supports
- Evaluation of base/supplemental funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

Plan for English Learner Program Evaluation

- Include English Learner program evaluation questions and criteria to support continuous monitoring and improvement processes.

Federal, State and LEA Requirements and Evaluation Processes

- Include requirements and evaluation processes to gauge compliance with federal, state and LEA guidelines.

Success Criteria for ELs Linguistic and Academic Outcomes

- Identify measures (e.g., qualitative and quantitative data) and criteria to determine the effectiveness of the plan as it pertains to English learner linguistic and academic outcomes.

Core Base Program vs. Supplemental Supports

- Define the difference between base programs and differentiated or supplemental supports for English learners.

Evaluation of Base/Supplemental Funding

- Describe how the LEA equitably allocates resources as required by the Local Control Funding Formula, the Local Control and Accountability Plan, and the LCAP Federal Addendum.