Master Plan for English Learners

Education Department
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A Message from the Superintendent

The ultimate goal of Springs Charter Schools' (SCS) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation, and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

Springs agrees with the California Department of Education on the vision for English Learners. As such we:

… affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for [our students].

https://www.cde.ca.gov/sp/el/rm/

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. Springs Charter Schools will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

SCS complies with all applicable federal and state laws concerning services and the education of EL students. SCS has adopted policies and procedures ensuring the:

- *Identification of EL students*
- *Development of a program designed to provide assistance to EL students*
- *Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency*

SCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient, as well as developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the community.

Initial Identification

Home Language Survey

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS), which is used to determine the primary language of the student and is on file for each student in the SCS office in the cumulative folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date. *In addition, the student's information will be reviewed in CALPADS to ensure accuracy of the HLS.*

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the English Language Proficiency Test for California (ELPAC). The results of these assessments enable school personnel to determine the English language proficiency level of the student. Based on assessment results, students will be classified as either Initially Fluent (IFEP) or English Learner (EL).

For students who are transferring from a California school district, the application with the HLS will still be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the originating district, shall be honored.

English Language Assessment

The state-approved instrument used for initial language assessment is the English Language Proficiency Assessment for California (ELPAC) . The assessment determines the student's English language proficiency level (1, 2, 3, or 4). The Initial ELPAC test should be given only once for initial identification. Annual progress will be monitored using the Summative ELPAC test and will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the ELPAC is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually, and it is scored as the student responds to each item.

Both the Initial and Summative tests proceed with the listening, reading, and writing assessment. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the SCS Assessment Department.

Students with an active Individualized education plan (IEP) or 504 plan will receive the accommodations listed in their current IEP or 504 plan. In addition, any students who qualify for a functional curriculum in their IEP will be given an alternate English language assessment.

Test results are recorded on an assessment information sheet and placed in the SCS -cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Assessment Team will review monthly score reports and notify school administrators and teachers of student performance levels.

Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

Parents/Guardians will be notified annually of their results on the ELPAC assessment. This notification will include if their student is a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (AR/LTEL). AB 81

Long-Term English Learners at Springs Charter Schools are identified as:
Long-term EL (LTEL), as defined by Education Code 313.1 refers to an EL to which all of the following apply:

- Enrolled on Census Day (first Wednesday in October) in grades 6-12, inclusive; and
- Enrolled in school in the United States for five or more years; as an English Learner

A Springs Charter School English Learner who is "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")* are identified as: An English learner (EL) student to which all of the following apply:

- Is enrolled in grades 3 to 12, inclusive; and
- Enrolled in school in the United States for four or more years as an English Learner;
- Has scored at the intermediate level or below on the prior year's English language development test.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:

- Application including the Home Language Survey (Kept with enrollment documents)
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition / reclassification forms

Available Language Acquisition Programs

SCS offers the following language acquisition program for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available. Education Code (EC) sections 305(a)(2) and 306(c)(3).

How to Enroll Your Child in a Language Acquisition Program:
During the enrollment process, parents/guardians complete the Home Language Survey. If a language other than English is noted on a student's Home Language Survey, the law requires districts to assess the student and notify the parent/guardian of their child's proficiency level in English. Districts are required to inform parents/guardians of the language acquisition program options from which parents/guardians may choose the one that best suits their child. Parents/guardians must also be informed of the criteria for a student to exit the English learner (EL) status. (20 United States Code Section 6312[e][3][A][i],[v],[vi]). Parents/guardians are provided this information via U.S. mail. At that time, parents may choose a language acquisition program that best suits their child.

How to Request the Establishment of a New Program at a School:
Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade may request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

SCS Process to Request a New Language Acquisition Program
Parents/guardians may also choose a language acquisition program at their school by contacting the English Learner Coordinator's Office at (951) 252-8800.

About Language Acquisition Programs
Language Acquisition Program (English Learners) The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:

- Be designed using evidence-based research and include both Designated and Integrated English Language Development;
- Be allocated sufficient resources by the district to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
  - Within a reasonable period of time, lead to:

- Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
- Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.

Parent and Community Engagement

Parents may provide input regarding language acquisition programs in the school or to be considered in the school during the development of the Local Control and Accountability Plan (EC Section 52062.). If interested in a different program from those listed above, please contact the English Learner Coordinator's Office at (951)252-8800 for additional information regarding the process.

Instructional Program

To ensure that all students have access *to the core* curriculum, instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English *L*anguage *D*evelopment (ELD) instruction in conjunction with core curriculum instruction*;* 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. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

English Language Development (ELD) Summary

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be designated or integrated. Designated ELD is provided for a minimum of 30 minutes per instructional day in grades K-6 and 60 minutes per day in grades 7-1, and / or as recommended in accordance with curriculum publisher guidelines. SCS students receive both designated and integrated instruction.

The ELD curriculum is based on the California English Language Development Standards and will include state-adopted programs, as well as supplemental English Language Development materials.

SCS student EL Designated support instruction will primarily be delivered through two curricular programs, Benchmark Advanced/Express, grades K - 6 and Language Tree, grades 7 -12.

Benchmark Express/Advanced is an English language development program that supports students in grades K - 6 and is designed for designated support instruction. It is aligned to multiple language proficiency standards to reinforce foundational skills and promote language proficiency and access to grade-level complex text.

Benchmark Express/Advanced offers ELD units for digital and print, consumable, interactive student books that provide access to complex, content-rich core texts amplified with visual support and scaffolded for language development. It contains vertically aligned topic-based units that integrate social studies, science, and literary texts. There are various text types that engage students to build knowledge as they develop language and reading fluency. The amplified texts provide enhanced visual support and text chunking for scaffolding to grade-level complex texts. The program includes daily practice and ability to apply language skills across reading, writing, listening, and speaking. Additionally, the vocabulary cards help build, teach, and reinforce vocabulary. Comprehensible input is provided. Words and phrases come directly from weekly lessons. Meaning making and language practice is also supported. The program will be delivered with face to face student instruction followed up with asynchronous independent learning activities.

Language Tree is an online digital program that supports students in grades 6 - 12 and is aligned with the latest English Language Development standards to ensure students build a solid foundation across all four domains of language. Language Tree when used in a hybrid model is a stand alone ELD designated instructional program. The program will be delivered with face to face student instruction followed up with asynchronous independent learning activities. Language tree contains scaffolded instruction along with engaging visual and audio reinforcements to deepen comprehension of new concepts and vocabulary. The program contains videos that show realistic peer-to-peer interactions, so that students have the opportunity to see how language is used in the appropriate situational context. The activities are available for ELD level 1 including Newcomer support and ELD 2 for advanced learners.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the SCS charters' standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, as well as teacher observations, are considered to determine progress aligned to the Personalized Learning Plan, according to a continuum of skills in the development of English language proficiency.

In summary, the SCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

English Language Development

English Language Development (ELD) Detailed
Springs Charter Schools uses the ELA/ELD Framework to guide administrators and staff.

The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- California Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)
- California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)

These two sets of standards have wide-ranging importance: 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 and for full and wise participation in a democratic society and global economy.

Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Support for English Learners in SCS programs is guided by the CA ELA/ELD Framework in both integrated and designated instruction. SCS will create an environment in which non-English speaking families feel supported and welcomed. Our Newcomer students will receive additional support as they transition to school and build their English language skills. SCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language (as required). All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

English Language Development is a part of each English Learner's instructional program. ELD is integrated into all content areas and the SCS I CAN! Standards are the focal standards for designated ELD instruction. The I CAN! Standards are the CA Standards written in student friendly language. In addition to each student's ELA and mathematics I CAN! goals, students are supported in gaining mastery of the ELD standards based on their initial or summative assessments and other multiple measures, including i-Ready, Benchmark, and Language Tree diagnostic results. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD will be incorporated not only within the language arts curriculum but also in all content areas in accordance with the CA CCSS for ELA/Literacy, which includes developing reading and writing in all subjects. ELD will also be taught daily in designated time for a minimum of 30 minutes per instructional day in grades K-6 and 60 minutes per instructional day in grades 7-12, or as recommended in accordance with curriculum publisher guidelines. High school classes will have scaffolded supports to help EL students understand and master the content-specific vocabulary. EL high school students participate in the ELD Essentials class that provides explicit instruction for English Language Development, including developing reading comprehension through teaching metacognitive skills and strategies. Metacognitive skills are developed through modeling and using "think-aloud" instruction, such as verbalizing the skills used when comprehending a text. Additional scaffolds include ensuring that the core instruction is comprehensible through developing prior knowledge, including vocabulary, and ensuring that all students have the requisite foundational skills to access the grade-level content. This class provides students with multiple opportunities for practice in a personalized setting.

Springs' teachers use strategies that are specifically intended to develop the English language. Strategies target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences such as developing a project.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, as well as teacher observations, are considered to determine progress aligned to the Personalized Learning Plan, according to a continuum of skills in the development of English language proficiency.

In addition, a number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks and Canvas courses
- Teacher-made assessments aligned with the ELD Standards
- ELPAC outcomes
- iReady
- Web-based, ELD-standards based assessments

The ELD Standards provide expect*ations* and achievement at the *Emerging, Expanding, and Bridging* proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning in order to enable them to become proficient in English *L*anguage *A*rts. The ELD Standards integrate the Collaborative, Interpretive, and Productive functions to*ward Metalinguistic Awareness and Accuracy of Production.* The shared goal is to assist students in developing skills to *obtain* cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, as well as integrated into the ELA curri*culum.*

The English Language Development component of all instructional program models *is* research- based, and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency *(Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).* Teachers use these descriptors to guide lesson planning for the English Learners.

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

Springs Charter Schools believes that the best learning occurs when:

- *The parent/guardian is directly involved in the teaching/learning process*
- *Learning styles are tailored to each individual student's needs*
- *One-to-one teaching is the primary arrangement*
- *There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology*
- *Schooling is viewed as one aspect of an education*
- *The entire community serves as the school campus*

Access to Core Content Instruction

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of Springs Charter Schools lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our *teachers*, in conjunction with the parents, *design* a program, based on the SCS I Cans and the California ELD standards, to enable English learners to acquire English and learn appropriate academic content. A sample of *Springs ELD I Can Framework is contained in the appendix.* Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SCS student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the *Personalized Learning Plan*, students in each program are expected to meet the growth-area goals in English as well as in their native languages.

Springs Charter Schools' programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor's and the student's academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent's intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP).* Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

Other research indicates that the key to home-schooled students' success involves the following interdependent features (Ray, 2000): (1) "... learning at home becomes an interactive process rather than a series of tasks to be tackled" allowing for complex student-teacher discussion, individualization, the ability to capitalize on teachable moments, and to ensure mastery before moving ahead (Thomas, 1998, p. 127; Tizard and Hughes, 1984); (2) tutoring (which involves concentrated time on task and individualization of curriculum), (3) social capital and value communities, (4) increased academic "time on task", (5) positive, multi-age social interactions, and (6) high parental involvement (Haury and Milbourne, 1999).

The English *L*earner's progress toward meeting the ELD standards, and th*e* SCS student standards in the core subject areas, is measured using Multiple Measures and the *Personalized Learning Plan*.

Multiple Measures

Springs Charter Schools employ multiple measures to monitor student progress. English Learner progress is monitored in collaboration by the MTSS Coordinators, EL Coordinators, and teachers and Education Specialists. Teachers and Education Specialists track individual student growth and review progress in PLC meetings and meetings with MTSS Coordinators. The MTSS Coordinators meet with the EL Coordinator at least once per semester to review progress of English Learners.

These meetings are held to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment and the number of years in the English Learner program. If students are not progressing at the expected rate, learning plans are modified accordingly to remediate any deficits in the student's academic growth. EL students are also monitored through the RTI process and MTSS teams.

Results of these multiple measures are reported through the Instructional Support Department. When, according to ongoing assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the ongoing assessments.

Springs Charter Schools Personalized Learning Plan
Due to the personalized nature of our programs, each student should make at least one year's growth per school year. When we find that students are not meeting expected growth in English or are sustaining deficits in content areas, we support them with appropriate MTSS interventions.

A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the Acadience, CAASPP test results, i-Ready, benchmark/milestone assessments, teacher observation and evaluation of student work. After the initial identification, a student support team, including the teacher/ES, the Coordinator of EL services, and the Assistant Superintendent, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

Students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These records will be available for review by all members of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate, SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:
- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

English Learners in Special Education
Identification of Bilingual Special Education Students:
Before a student is referred to special education, their level of English proficiency is determined to ensure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Child Study Team, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to interpret during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc).

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and has equitable access to the full curriculum. Each English learner's IEP shall include linguistically-appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core-content instruction.

EL students who have an IEP will have test accommodations available for the ELPAC assessments. These accommodations are determined by the IEP team and include, but are not limited to, dictation of written responses to a scribe, use of assistive devices, Braille versions of the test, and testing over more than one day or in an alternate test environment. Students whose IEP team determines they will take the CAA will also take the Alternate ELPAC assessment.

Curriculum

The primary goal of Springs Charter Schools is to maximize learning opportunities for students and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. Springs Charter Schools allow for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with an Educational Specialist or Teacher of Record to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits- all" curriculum is not mandated. Through the individually assigned Education Specialist and extensive online information systems, we provide training for our parents in curriculum choices, learning styles, computer literacy, and other areas as needed. Our Education Specialists and Teachers of Record are credentialed teachers who oversee each student's educational progress.

The following is a listing of some of the most popular and widely used curriculum within Springs Charter Schools. This is only a partial listing of the materials available to each family:

Resource	***Description***
Brain Pop	***Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.***
Springs ELD	***Springs ELD requires students to purchase a subscription to Raz-Kids ELD, an online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. It has English oral language models which are presented through instruction, vocabulary exercises, storyline, and comprehension activities, all with engaging animations. This gives students the opportunity to make oral responses and check the accuracy of their own responses. Students are also provided with print versions of selected resources targeted to help them grow one California dashboard English Learner Proficiency Indicator level each year.***
i-Ready	***Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.***
Rosetta Stone	***Designed by linguists, Rosetta Stone teaches English through immersion. Engaging activities captivate and entertain students to make English feel like their native tongue.***
LEXIA	***Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia engages and motivates students in a game-like environment, provides progress-monitoring data without administering a test, and is accessible via Chromebook.***

Reading Plus	***Reading Plus integrates physical, cognitive, and emotional domains into one personalized system. This builds the physical skills essential for fluency and stamina, provides the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation.***
Wonders for English Learners	***Wonders for English Learners offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.***
Language Tree	***The Language Tree Online digital programs are aligned with the latest English Language Development standards to ensure students build a solid foundation across all four domains of language. Scaffolded instruction along with engaging visual and audio reinforcements deepen comprehension of new concepts and vocabulary. Through videos that show realistic peer-to-peer interactions, students have the opportunity to see how language is used in the appropriate situational context. When Language Tree is delivered in a hybrid model it stands as a Designated instruction curriculum.***
Benchmark Advanced / Benchmark Express	***Benchmark is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge. The program develops a strong foundation for success through explicit, systematic, spiraled instruction linked to contextualized practice. Benchmark Advanced also contains English language development, ELD designated support curriculum.*** ***Benchmark Express is an English language development program designed for designated support instruction and is aligned to multiple language proficiency standards to reinforce foundational skills and promote language proficiency and access to grade-level complex text.***

Staffing Authorizations

Under the management of the Superintendent, SCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers.

The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino, Orange, or Riverside County Offices of Education, as well as local universities, and by attending job fairs and career days, and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification, along with BCLAD Special Education Resource teachers and bilingual school psychologists.

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

Professional Development

Several Springs Charter Schools departments work jointly to provide ongoing professional development opportunities to all teachers and staff working with English *L*earners. 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, individual program designs, curriculum expectations, the *Personalized Learning Plan*, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- *Tier II and Tier III MTSS (Multi-Tiered System of Support)*

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education, and parent outreach. These opportunities are provided through on-site training, in-services, educational conferences, and staff meetings. Each program will be assigned an ELD mentor or coordinator to help facilitate staff development.

Teachers will engage in best practices to support ELs, with the specific strategies modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, peer support, and after-school study halls. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus, etc. Canvas and Adobe Connect are used to enable students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor may occur each week.

These best practices include, but are not limited to, project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull-out instruction with a focus on academic language acquisition, after-school support, and tutoring.

SCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid, as part of their ongoing professional development activities. Instruction techniques, assessments, materials, and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

Participant attendance in Professional Development is monitored through sign-in forms. Training attendance is then reported to the Human Resources Department to ensure that all teachers assigned to provide specialized services to English Learners are appropriately trained. Sign-in forms are collected and filed at the SCS office.

Reclassification

Reclassification Criteria

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the Assistant Superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

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 as Fluent English Proficient (RFEP). Springs Charter Schools recognize 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. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (ELPAC), and 3) core content achievement as measured by district Common Core benchmark assessments and/or CAASPP.

The State Board of Education's Reclassification Guidelines serve as the foundation for Springs Charter Schools' reclassification criteria. Students must meet all 4 of the minimum scores to be reclassified. Classroom grades (criteria 4) can be used to provide further evidence for reclassification purposes.

The reclassification criteria is listed in the chart below. **Minimum scores required for each of the reclassification criteria are:**

Criterion	*Evaluation*	*Minimum Scores*
1	***ELPAC***	***ELPAC Level 4 overall or Alternate ELPAC score of 3***
2	***Teacher Input and Observation***	***Completion of Reclassification survey that provides teacher recommendation for reclassification based upon student mastery performance in the areas of Reading, Writing, Listening and Speaking***
3	***Parent/Guardian Input***	***Parent/Guardian must agree in writing to student Reclassification***
4	***CAASPP- English Language Arts*** ***OR*** ***Applicable Springs Assessment either ESGI ELA OR i-Ready Reading OR applicable assessment to support IEP / ALTERNATE ELPAC student reclassification***	***Grades K - 12:*** ***ESGI SCS Assessments of 55% or higher on 3 ELA combined ESGI assessments*** ***OR*** ***i-Ready Reading On Level ELA*** ***OR*** ***CAASPP ELA Level 2 (Nearly Met)***

If the State Board of Education issues new guidance for reclassification at any point, Springs will update its practices accordingly.

Reclassification of students with an active IEP

Based on guidance from SELPA (Special Education Local Plan Area), an EL student with an active IEP can be reclassified, even if they have not met the minimum ELPAC score and/or the minimum benchmark or CAASPP scores. The IEP team will evaluate the student's progress in language acquisition and determine if the student's qualifying disability is impacting language acquisition. If it is, then the student's language acquisition will be compared to that of other English Only students with similar disabilities. If the language acquisitions are similar, then the student will meet the first two criteria for reclassification (see below). The team will utilize the CDE Alternate Assessment IEP Team guidance located at https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp**.**

Reclassification Process

1) The Assessment Department will screen all ELPAC scores to create a list of students who met the first criteria above.
2) The Assessment department will check benchmark and CAASPP scores for students who met the ELPAC score criteria. The resulting list will include all reclassification candidates.
3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher
    - conduct an evaluation of the student's achievement in the core content areas
    - assess the student's oral English proficiency by using the mastery standards
4) *C*onsult the student's parents by at least one of the following: personal conference, in writing, or by telephone,
    - provide the student's current report card grades for ELA (optional), and
    - recommend or deny the student's reclassification to fluent English proficient.
5) *Additional notes:*
    - Students must meet the criteria above in order to be reclassified. They cannot be reclassified on ELPAC scores, teacher input, or parent input alone.
    - The Director of Assessment and the ELPAC coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Monitoring of reclassified students

The Elementary and Secondary Education Act (formerly No Child Left Behind), Title III requires that reclassified students be monitored for a period of at least *4 years* following reclassification. The *Director of Assessment and Assistant Superintendent* supervise the process of monitoring reclassified students. School staff will use the benchmarks, *CAASPP* scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than *4 years* after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, Springs Charter Schools conducts regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

All students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- *ELPI Level 1 (minimally Developed) - students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English*
- *ELPI Level 2L (somewhat developed) – students who are beginning to initiate conversations in English about their own needs/wants and everyday topics, with high scaffolding for academic topics*
- *ELPI Level 2H (somewhat developed) –students who use detail in conversations about their needs, opinions, and desires, and have a growing academic vocabulary, and write with scaffolding*
- *ELPI Level 3L (moderately developed) – students who converse about personal opinions and all academic subjects using academic vocabulary, and write with limited scaffolding*
- *ELPI Level 3H (moderately developed) - students who converse in all personal and academic areas and use language subtleties to tailor writing and speaking appropriately for the given audience*
- *ELPI Level 4 (well developed) - students who converse and write in all areas, correcting their own errors in all contexts.*

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective instruction to support ELs of all types.

The EL Coordinator supports program leaders, to ensure that students: 1) receive daily ELD instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. The Vista School Dual Immersion program will review instructional ratios. The review may include looking at teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

SCS's evaluation for the program effectiveness for ELs includes:

1) ***Adhering to SCS-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.***
2) ***Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.***
3) ***Monitoring of student identification and placement.***
4) ***Monitoring of parental program choice options.***
5) ***Monitoring of availability of adequate resources.***

Program Evaluation and Modification
Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Graduate Learner Outcomes.

Through the SCS assessment program, Program Directors carefully consider 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. SCS seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Director is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

SCHOOL-WIDE ASSESSMENT		
Assessment Instrument	**Target Population**	**Purpose**
CAASPP	**All students, grades 3-8 and grade 11**	**State Requirement School Accountability**
Language Arts Multiple Measures	**All students, grades K-12**	**School Accountability**
Mathematics Multiple Measures	**All students, Grades K-12**	**School Accountability**
English Language Proficiency Test for Ca*lifornia (ELPAC)*	**All English learners Grades TK-12**	**Articulation School Accountability Reclassification**

The SCS assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed, and reported annually by the Business and Administrative Operations Department and the Instructional Support Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications, which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (RFEP) when completing the annual language census via CALPADS.

Annually SCS will complete a Comprehensive English Language Development evaluation of the ELD program and share results with SCS stakeholders, including DELAC committee and School Site councils. The evaluation will include and is not limited to the following:

- Number of English Learners
- Data regarding Students at Risk of Becoming Long-term English Learners, LTEL and students at risk of becoming LTEL, ARTELs.
- Use of Title III supplemental funds and associated effectiveness,
- Quantitative Data including: A-G enrollment and attainment, Career Tech education enrollment, participation on designated and integrated ELD, Academic Achievement, reclassification rates, ELPAC scores and growth year to year, etc.
- Qualitative data including: instructional material usage and effectiveness, monitoring systems in place, teacher preparation with ELD standards, surveys and feedback, etc.
- Student achievement data, including CAASPP assessment data, i-Ready assessments, etc.
- Program goals contained within the Local Control Accountability Plan

District English Learner Advisory Committee (DELAC)

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents/guardians of English learners shall constitute the majority membership (51 percent or more) of the committee. They must advise the school and staff on the following:

- Development of a district master plan for education programs and services for English learners.
- Conducting of a district wide needs assessment
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in Springs Charter Schools.

English Learner Specific Funds

If Springs is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

Acknowledgements

The Springs Charter Schools *Master Plan for English Learners* was developed with the dedicated effort and collaboration of the education specialists, teachers, instructors, administrators, and support staff working in our numerous programs. We also greatly appreciate the guidance and support of personnel in the California Department of Education, the Office for Civil Rights and the San Diego County Office of Education. Further, we are grateful for the models of excellence provided by other districts constructing *Master Plans,* with special thanks extended to the Encinitas Union School District, the Newport-Mesa Unified School District, the Ramona Unified School District and the Julian Union High School District.

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Appendix

ELD Framework - Sample

*Below are **samples of** ELD Framework available at Springs Charter Schools.*

Springs Charter Schools - Sixth Grade ELD I CANs

Collaborative

6-1.) I Can orally exchange information and ideas with others.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11,12 and 13	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

6-2.) I Can interact with others in written English.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7 and 8	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

6-3.) I Can offer and support opinions, and negotiate with others.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11 and 13	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.

6-4.) I Can adjust my word choices for different audiences and situations.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Productive

6-9.) I Can present information and ideas in oral presentations.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 11 and 13	Plan and deliver brief oral presentations on a variety of topics and content areas with support.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas, with moderate support.	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas, using reasoning and evidence to support ideas, as well as growing understanding of register, with light support.

6-10.) I Can compose texts to present, describe and explain ideas and information.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7 and 8	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

6-11.) I Can support my own opinions and evaluate others' opinions in speaking and writing.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).

6-12.) I Can choose and use vocabulary and language to share ideas clearly.

SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible).	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe --> observation, reluctant --> reluctantly, produce --> production, and so on).

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Interpretive

6-5.) I Can listen actively to spoken English.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.
6-6.) I Can read texts and view multimedia closely to determine meaning.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 12 and 13	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	a. Explain ideas, phenomena, processes, and text relationships (e. g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e. g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
6-7.) I Can evaluate how writers and speakers use language to support ideas and opinions.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.
6-8.) I Can analyze how writers and speakers use vocabulary and language for specific purposes.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience, with support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience, with moderate support.	Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.

Connecting and Condensing Ideas

6-18.) I Can make connections and join ideas together.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e. g., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).
6-19.) I Can condense clauses and ideas.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. --> This is a story about a girl who changed the world) to create precise and detailed sentences.	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) --> Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died --> The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.

Structuring Cohesive Texts

6-13.) I Can understand how texts are organized.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING TEXT STRUCTURE: Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	UNDERSTANDING TEXT STRUCTURE: Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING TEXT STRUCTURE: Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.
6-14.) I Can understand how events and ideas are linked in texts.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING COHESION: a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	UNDERSTANDING COHESION: a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING COHESION: a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.

Expanding and Enriching Ideas

6-15.) I Can correctly use verbs and verb phrases.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use various verb types (e.g., doing, saying, being/having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., simple present for literary analysis) on an increasing variety of topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., the present perfect to describe previously made claims or conclusions) on a variety of topics.
6-16.) I Can correctly use nouns and noun phrases.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.
6-17.) I Can correctly use adverbials and prepositional phrases to add details.			
SCS I Can Theme correlation- ELA	**Emerging ------>**	**Expanding ------>**	**Bridging ------>**
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.