Helix Charter High School District

English Learner
Master Plan

Helix's Mission Statement

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

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The 2021-22 Master Plan for English Learners is designed to be the overall strategic plan for the education of English Learners at Helix Charter High School. While it highlights the programs and instructional strategies to be utilized, the development and ongoing implementation will continue to evolve following the publishing of the Master Plan.

The purpose of the Helix Charter High School Master Plan for English Learners is to assist parents/guardians, teachers, coordinators and school administrators to understand their role in effectively providing English Language Development and access to a challenging and academically rigorous core curriculum for students who are English Learners. Master Plan programs are based on sound pedagogical theory which provides the most appropriate program design based on the student's diagnosed linguistic and academic needs. The Master Plan is aligned to meet federal government requirements.

The Master Plan provides: (1) guiding principles that underlie and set the foundation for the content in the sections; (2) discussion of topics relevant to understanding, supporting, and educating EL students; (3) details on the programming available for ELs; (4) resources for teachers implementing the curriculum and assessment for those programs; (5) ideas for family engagement; and (6) selected resources for further information and assistance.

Components and Content

The Master Plan includes ten components. Below is a summary of each, as well as a brief outline.

> **Component 1: Commitment and Purpose**
> **Component 2: Responding to Diverse Learners**
> **Component 3: Program Options**
> **Component 4: Staffing**
> **Component 5: Access to Core Curriculum**
> **Component 6: English Language Development**
> **Component 7: Professional Learning**
> **Component 8: Family-School Partnerships**
> **Component 9: Assessment and Student Monitoring**
> **Component 10: Program Monitoring and Evaluation**

Component 1: Commitment and Purpose
> This section describes EL typologies (e.g., newcomers, on-track ELs, long-term ELs), provides the research base for promoting bilingualism and biliteracy, and outlines the various instructional programs available that value and affirm students' cultures and languages, empower students' voices, and cultivate a joy of learning.

Key aspects include:
- Who Are English Learners?
- Language Programming
- Benefits of Academic Language Development, Bilingualism, Biliteracy, and Multilingualism

This section details legal and compliance requirements relevant to ELs. It reviews the landmark cases and legal mandates that have shaped the education of these students. Federal and state laws are listed to give the reader background information and perspective regarding how Helix implements these laws, including funding, teacher authorizations for ELs, and program monitoring.

Key sections include:
- Meeting Legal Requirements: The Legal Impetus for Serving English Learners
- Authorization to Teach English Learners
- Program Monitoring
- Funding

Component 2: Responding to Diverse Learners

This section lays out Helix Charter High School's processes for identifying the diverse populations of ELs, reclassifying ELs, and supporting ELs on pathways to college and career success, including graduation, details related to non-course requirements, and beyond.

Key aspects include:
- The Enrollment Process
- Reclassification of ELs
- College and Career Pathways
- Graduation and Beyond

Component 3: Program Options

I. Standards, Assessment, and Accountability

Reclassification- School policies, procedures, and criteria related to the reclassification of English Learners to Fluent English Proficient (FEP).

Program Evaluation- Describes in detail the school plan to measure English Learner program effectiveness and student achievement.

II. Teaching and Learning

Instructional Programs- Describes in detail Helix High School instructional programs, based on academic and linguistic needs of students identified as English Learners.

III. Opportunity (Equal Educational Access)

Identification and Assessment of English Learners- School policies and procedures related to the initial identification and assessment of students from homes where a language other than English is spoken.

Component 4: Staffing

Staffing and Professional Development- Outlines school procedures and policies related to the staffing of certificated and classified personnel and professional development opportunities related to the instruction of English Learners.

Component 5: Access to Core Curriculum

This section provides the why, what, and how of preparing our diverse language Learners for college and careers in the 21st century. It discusses the articulation of the EL curriculum that encompasses a structured and balanced comprehensive ELD program (curriculum, instruction, and assessment), guided by the California English Language Arts/English Language Development (ELA/ELD) Framework, as well as issues that should be taken into consideration when scheduling and grouping ELs to provide intellectually engaging and developmentally appropriate experiences to achieve English proficiency, target language proficiency development, and academic achievement.
Key sections include:
- The Role of Language in Instruction
- Guiding Questions for Providing Effective English Learner Instruction
- Classroom Composition for English Learner Students
- Flexible Grouping of Students for Instruction
- Key Components of a Comprehensive English Language Development Program

Component 6: English Language Development

This chapter describes the Helix English Language Development (ELD) courses and curriculum, including Designated ELD (DELD) and Integrated ELD (IELD). It also includes the state requirements for DELD and IELD, as well as the rationale.

Component 7: Professional Learning

This chapter presents our approach to ensuring educators at all levels across the school are prepared to meet the needs of ELs. This chapter also provides resources to professional development and continuing professional development opportunities that support educators and leaders in meeting the needs of ELs.
Key sections include:
- Growth and Development for Teachers
- Opportunities for Teachers' Professional Learning
- Growth and Development for School Leaders
- Opportunities for School Leaders' Professional Learning

- Pathways for Professional Growth

Component 8: Family-School Partnerships

This section provides background and key information that demonstrates Helix Charter High School's commitment to fostering in-depth, resilient connections between school, and home and family for all students in the school. The value of family involvement in the work of Helix Charter High School goes far beyond compliance requirements as outlined in California Education Code. This section describes how families are involved in the school.

Key sections include:
- Communication with Parents and Families
- Parent Advisory Committees
- School, Family, and Parent and Community Services
- Accountability for Implementation of Family and Community Involvement

Component 9: Assessment and Student Monitoring

This section provides an overview of the assessment process of English Learners at Helix, including annual assessments and notification of results, as well as how Helix prepares and tests students. It also outlines our student monitoring efforts, including bilingual learner plans and English Learner "at-a-glance" forms.

Component 10: Program Monitoring and Evaluation

Helix is committed to monitoring and evaluating the implementation of its EL policies, programs, and services, as well as their effectiveness, and to continuously improve them. This section addresses processes for monitoring the implementation of instructional program services, determining the effectiveness of programs and services, and promoting EL linguistic and academic success and college and career readiness.

Key sections include:
- Monitoring Processes at the School
- Annual Master Plan Evaluation

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1. COMMITMENT AND PURPOSE

1. Executive Director Statement:

At Helix, we view every student from an assets-based lens. As such, we recognize that every student has unique strengths and skills that need to be nurtured and valued. We believe that all students have the right and the ability to achieve high levels of academic excellence. Our Mission is to provide a comprehensive education that prepares all students to graduate college ready and equipped to reach their full personal and academic potential.

Our Vision is to close the achievement gap (the persistent disparity in measures of educational performance among subgroups of students) through effective collaboration and innovation. This English Learner Master Plan is designed to support the effective collaboration of faculty, staff, students, and parents, and to facilitate the implementation of innovative practices in service of our English Learners.

This English Learner Master Plan sets high expectations for all EL students. The plan guarantees EL students access to high quality curriculum and instruction while providing high levels of academic support and interventions. Our purpose is to ensure EL students gain the knowledge, skills, and insights that enable them to make connections that transform their relationship to self, others, and the world. This plan strives to produce equitable outcomes for all of our EL students.

2. Helix English Learners
   a. Population:
   Between 2017 and 2021, there were an average of 160 English Learners each year at Helix; however, the number of Newcomers at Helix has fallen dramatically in recent years.

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	458	25	39	128	0	650
10	410	23	34	148	0	615
11	407	16	38	146	0	607
12	412	14	27	144	0	597

   b. School Language Data

Based on the 2020-21 California Department of Education, Educational Demographics Office there are 139 English Learners with 12 varying Home Languages. The major languages spoken are Spanish (100), Somali (10), and Vietnamese (9).

3. Rationale:

Over the past several years, Helix has worked with guidance from the San Diego County Office of Education (SDCOE) Multilingual Education for Global Achievement (MEGA) department, as well as professors from San Diego State University's Dual Language and English Learner Education department to redesign our English Learner program to be more inclusive and equitable in order to more effectively meet the needs of our English Learner students. One of the many ways that we have done this is by aligning our program with the principles of the California English Learner Roadmap.
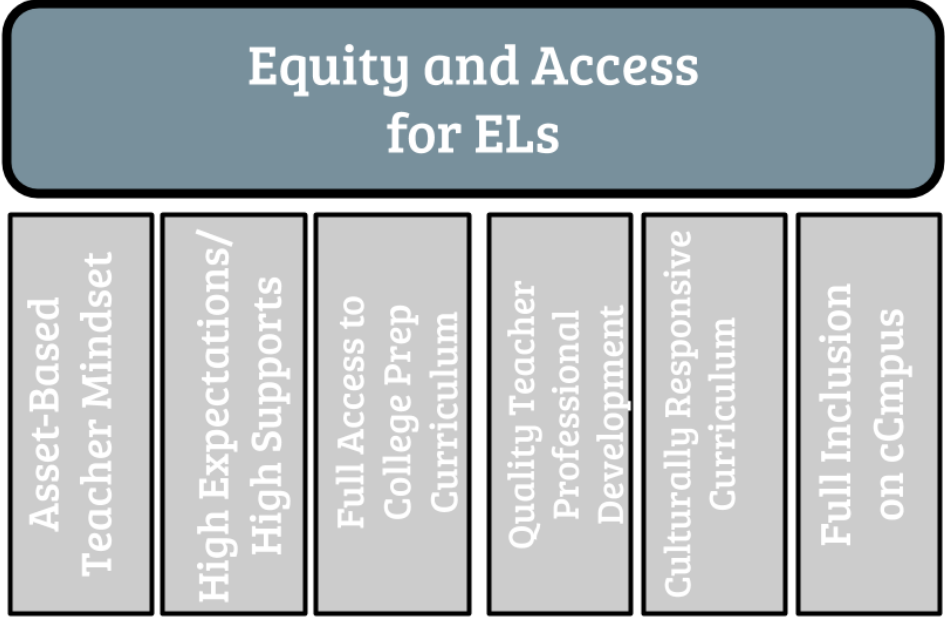
4. Vision

The vision of Helix Charter High School English Learner Program is to provide students who have been identified as English Learners a comprehensive program that develops English fluency while encouraging bilingualism and mastery of grade level standards, while at the same time maintaining access to a rigorous academic core curriculum to prepare students for college and career readiness.

In order to achieve this vision, Helix will:
- Provide all students with the opportunity to participate in high quality instruction that addresses grade level academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide high quality professional development for all leaders and educators
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of programs

Equity and Access for ELs

- Asset-Based Teacher Mindset
- High Expectations/ High Supports
- Full Access to College Prep Curriculum
- Quality Teacher Professional Development
- Culturally Responsive Curriculum
- Full Inclusion on cCmpus

5. Policy, Initiatives, Legal Requirements

a. **CA English Learner Roadmap:** Our primary guidance has come from the California EL Roadmap, which focuses on four principles for quality and equitable education for English Learners.

Principle #1: Assets-Oriented and Needs-Responsive Schools

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

Principle #2: Intellectual Quality of Instruction and Meaningful Access

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

Principle #3: System Conditions that Support Effectiveness

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

Principle #4: Alignment and Articulation Within and Across Systems

English Learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

b. Legal Basis

The 2021-22 Master Plan addresses implementation of the following policy developments including:

- The adoption of California's English Language Development (ELD) Standards in 2012
- The implementation of the California State Standards (CSS), including the adoption of the English Language Arts/English Language Development (ELA/ELD) state framework and primary instructional materials fully aligned to the CSS
- The adoption of the State Board of Education (SBE) English Learner Roadmap and the English Language Proficiency Assessment for California (ELPAC) in 2017

Federal Law

- ***U.S. Constitution: Fourteenth Amendment-Due Process and Equal Protection Clauses***
  - No State shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."
- ***Office of Civil Rights May 25th Memorandum-1970***
  - Where the inability to speak and understand English excludes students from "effective participation" in the education program, the district must take "affirmative steps to rectify the language deficiency in order to open its instructional program to these students."
- ***Lau v. Nichols***

- The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco's failure to provide supplemental English language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d. The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.
- ***Equal Education Opportunities Act: 20 U.S.C. Section 1703(f)***
    - This statute recognizes the state's role in ensuring equal opportunity for national origin minority students. It declares:
        - "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by…(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program."

6. Local Control Accountability Plan

The 2021-22 LCAP will focus on the following:

FOCUS GOALS
- Safe and Supportive Environment: Develop a Safe and Supportive Environment that Supports Social Emotional Wellness, Good Citizenship and a Healthy Lifestyle
- Close the Achievement Gap Through Focus on Equity Practices, Effective Collaboration and Innovative Practices

BROAD GOALS
- Academic Rigor: Sustain a High Performing Academic Culture that Equips Students to Reach Personal and Academic Potential
- Expanded School: Continue Opportunities for Expanded Student Learning: Career Technical Education, Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs.

MAINTENANCE GOALS
- 21st Century Technology: Maintain Systematically Integrated Technology in Helix Culture
- Parent and Community Integration: Maintain Parent/Community Partnerships Expanding Helix as a Community Support Center

These goals are the basis of our school's Strategic Plan and are essential to attaining our Mission and Vision for all students, including English Learners. Within the 2021-22 LCAP, Helix will continue to expand the listing of our actions and services under each goal to improve transparency to all stakeholders.

Values and Beliefs:

We believe...
- ➢ that all students can learn and become contributing members of society
- ➢ that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school
- ➢ that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances
- ➢ that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work
- ➢ effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.

We value...
- ➢ each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success
- ➢ the diverse ideas, values, and cultures that enrich our school system
- ➢ a safe and supportive learning environment that promotes student achievement
- ➢ a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

7. Funding

General Funds

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 LCFF funds. English Learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the school.

Appropriate use of Categorical Funds

Title III funds are used to meet the academic needs of the English Learners, but do not supplant the school's general funds as well as any other categorical funds Helix receives. Title III funds are spent for supplemental services and materials including, but not limited to, the following:
- Staff development for instructing English Learners
- Supplementary materials for English Learners
- ELAC meetings
- Paraprofessionals (classroom use only)
- Parent education, training, and involvement

2. RESPONDING TO DIVERSE LEARNERS

1. **Initial Identification**

Home Language Survey (HLS)

All students who enter the Helix Charter High School are required to complete a Home Language Survey upon registering at the school, which is dated and signed by the parent. Information is entered into the student data system and saved in the student's permanent record. Students who have indicated a primary language other than English on the Home Language Survey are assessed in English comprehension, speaking, reading, and writing within thirty (30) days of enrollment.

California *Education Code*, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This Home Language Survey will be used as a tool to determine if your child is eligible for language support services (ELL). If a language other than English is used by your or your child and your child meets the Limited English Proficient definition, the school may give your child an English Language Proficiency Assessment. The school will share the results of the assessment with you.

Parents are asked:
- Which language did your son/daughter learn when he/she first began to talk?
- What language does your son/daughter most frequently use at home?
- What language do you use most frequently to speak to your son/daughter?
- Name the language most often spoken by the adults at home.

If any of the answers to the first three questions are a language other than English, the student is given the CA English Language Development Test (ELPAC) to determine fluency in English. Students are also coded "to be determined" (TBD) until the results of the ELPAC are established. If a student performs high enough, he/she is considered initially English fluent (IFEP). If a lower score is achieved, the student is considered a limited English proficient (LEP) student and he/she is enrolled in the English Language Development (ELD) Program. The ELPAC assessment components include speaking, listening, reading, and writing. The results of these assessments enable site personnel to determine the English language proficiency level of the student.

For students who are transferring from another school district, the HLS shall 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 public school. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency with the ELPAC as explained below. Upon the receipt of student transfer records, the student's language status from the originating district shall be honored.

IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with variations, accommodations and/or modifications, due to short or long-term disability. The student may be tested with an alternate assessment per the student's IEP.

Initial Assessment (IA)
All students whose primary language is not English, based on a home language survey, and who have not previously taken the ELPAC, must be given an IA within 30 days from the date of first enrollment. Answer documents for these students must be sent in for scoring on a monthly basis.

Annual Assessment (AA)
Students who have previously taken the ELPAC and were identified as English Learners (ELs) must be tested annually during the AA Window (July 1 to October 31) until they are reclassified as fluent English proficient (RFEP) based on the guidelines for reclassification established by the State Board of Education (Education Code Section 313[d]).

2. **Types of English Learners**

Novice/Emerging *ELPAC SCORE 1*	**Expanding** *ELPAC SCORE 2*	**Bridging** *ELPAC SCORE 3*	**Reclassified Fluent English Proficient (RFEP)**
Long Term English Learners (LTELs) "English learner who…has been enrolled in schools in the United States for more than six years, [and] has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test"			

3. **Parent Rights and Program Placement Options:**
   a. **Notification of Assessment Results**
      Parents are notified in writing, in a language they can understand, of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language proficiency and the student's initial program placement. This notification will be provided in English and in the

parent's home language, when translation is available. The law requires that when 15% or more of the student population at a given school site speaks a common language, all relevant parent notification is to be available in that language.

b. **Student Placement**

Initial student placement in the ELD Program is based on the results of the ELPAC.   Parents are not permitted by law to opt their children out of the ELD program. Students will exit the ELD Program by achieving a qualifying ELPAC score as well as meeting the multiple measure criteria (see Reclassification Criteria).

c. **Notification of Program**

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a full written description of the program, including educational materials used in these programs and their entitlement to request an alternative program. The information must be provided in a language the parents can understand. Such notification shall accompany the parent copy of assessment results within 30 days of the beginning of the school year.

5. Reclassification Criteria and Standards:

Reclassification is the process that determines whether an English Learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has a level of English proficiency comparable to students whose native language is English.

Dually-identified students have a different reclassification process. According to *California Practitioners' Guide for Educating English Learners with Disabilities:* "The *ELPAC Information Guide* states that students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC 313[f]) (accessible at: https:// bit.ly/2VNknSS).

In accordance with federal and state laws, the IEP team may address the individual needs of each English learner with a disability, using multiple criteria in concert with the four reclassification criteria in EC 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

The following are recommendations for applying the four criteria in EC 313(f) (accessible at: https://bit.ly/2VNknSS) to local reclassification policies regarding English Learners with disabilities from the annual ELPAC Information Guide:

Criterion 1: Assessment of ELP Using an Objective Assessment Instrument
Assessment of English Language Proficiency using an objective assessment, including but not limited to the ELPAC, is one of four criteria, in state law per EC 313(f), to be used by LEAs in determining whether an English Learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state 2012 CA ELD Standards for reclassification purposes. An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC.

For purposes of Title I accountability requirements, a student assessed with a locally determined alternate assessment, will receive the lowest obtainable scale score (LOSS) on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use results from the alternate assessment in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and the student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification. Once the Alternate ELPAC is operational, there will be criteria established for reclassification based on a student's performance.

Criterion 2: Teacher Evaluation
The student's academic performance information, that is based on the student's IEP goals for academic performance and ELD, should be used for reclassification consideration.

Criterion 3: Parent Opinion and Consultation
The parent or guardian should be encouraged to be a participant on the IEP team and in understanding and making a decision on reclassification.

Criterion 4: Comparison of Performance in Basic Skills
The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of English Learners with disabilities to primary speakers of English with similar disabilities to determine whether the English Learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to

make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities."

Helix Charter High School reclassification policies and procedures are aligned with California Department of Education guidelines. Criteria are utilized to establish that the student is ready to be reclassified:

Reclassification Criteria	Acceptable Standards
Criteria 1 English proficiency demonstrated on the California English Language Proficiency Assessment (ELPAC) in Listening, Speaking Reading and Writing	Overall Proficiency Level 4. The most recent score will be used for reclassification
Criteria 2 Semester Grades/ Teacher Evaluation	The student must pass one semester of an English course (i.e. College Prep. Honors, AP) with a C or better. The student must also pass one semester of either Science OR Social Science with a C or better.
Criteria 3 Parent/Guardian Consultation	Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement.
Criteria 4 Lexile Reading in Achieve 3000 Smarter Balanced Assessment	9th-10th graders attain a grade level lexile score in Achieve 3000. 11th-12th graders receive a Proficient or Advanced score in the SBAC. Requirements: Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

3. PROGRAM OPTIONS

1. **ELD Program**
   A. **Course Offerings:**

Designated English Language Development (DELD)/Academic Support: This yearlong course is required for all English Learners. In each of the three levels (Emerging, Expanding, Bridging), students will receive intensive instruction in language development (reading, writing, speaking, and listening) as outlined in the California English Language Development (ELD) Standards. In addition, students will receive academic support in all of their core classes with multilingual academic coaches and peer tutors. A passing grade in this course will earn students five elective credits.

English 1C/2C (Yearlong for Multilingual Learners): A four-semester course in reading and writing for the college-bound 9th grade or Newcomer English Learner student. Students will receive intensive instruction in English language development, sentence structure, vocabulary building, literary analysis, and research techniques, as well as concentrated reading, writing, speaking, and listening opportunities, as outlined in the ELA Common Core State Standards and English Language Development Standards. This course at the advanced level meets the UC/CSU "B" requirement.

- **Multilingual Learners – Beginning (Emerging) Level 1-2:** This four-semester sequence of courses provides 9th - 12th grade beginning level English Language Development instruction for the emerging bilingual student. Emphasis is placed on basic communication skills in English.
- **Multilingual Learners – Intermediate (Expanding) Level 3-4:** This four-semester sequence of courses provides intermediate level English Language Development instruction for the expanding bilingual student. Speaking, listening, reading and writing skills are developed.
- **Multilingual Learners – Advanced (Bridging) Level 5-6:** This four-semester sequence of courses provides advanced level English Language Development instruction for the bridging bilingual student. Speaking, listening, reading and writing skills are further developed. This course meets the UC/CSU "B" requirement and NCAA requirements in English.

Study Skills for Multilingual Learners: Working collaboratively with Study Skills and classroom teachers, this course provides students who are both English Learners and who have an Individual Education Plan (IEP or 504) additional one-on-one and collaborative group academic support. (An English Learner scored a 1, 2 or 3 on the previous year's English Language Proficiency Assessment in California (ELPAC).) In each of the three levels (Emerging, Expanding, Bridging), students will receive intensive instruction in language development (reading, writing, speaking, and listening) as outlined in the California English Language Development Standards. Class work review, accountability for completing work, test preparation, time management, and study skills are the emphasis within this unit. The structure of the day includes Designated English Language Development, Achieve3000, Khan Academy Math, and pod work time with Academic Coaches. Participation in the digital Academic Support Planner is required.

2. Program Rationale

As the CA English Learner Roadmap outlines, English Learners must be offered access to the full curriculum with "intellectually rich, standards-based curriculum" through which "language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework)." In addition, "teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English Learners as for all students in each of the content areas" and "English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum." In addition, "students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English."

And, according to the CA ELD Framework:

> "Importantly, however a school decides to schedule designated ELD, ELs should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all core content instruction. In secondary settings, particularly in high school, ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and careers. Designated ELD does not replace rich content coursework across the disciplines. Conversely, ELs need specialized attention to their English language development to be successful in their content coursework" (119)

The Helix English Learner program has been re-designed with these principles in mind. In keeping with this guidance, Helix has moved away from a sheltered ELD program to one in which English Learners at Helix have access to the full curriculum with the necessary language instruction and academic support. English Learners are offered both Designated English Language Development (DELD) as well as Integrated English Language Development (IELD) in their core classes. Students are placed in college prep classes with teachers who are trained in effective instruction for English Learners and are placed in Designated ELD/Academic Support classes with trained teachers and bi- and multilingual staff for strategic language instruction and support in all of their courses. As the CA English Learner Roadmap recommends, teachers of ELs must provide "academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development" (CA English Learner Roadmap). Courses follow the English Language Development Standards in conjunction with each courses' state standards, which is enabling Helix "to move beyond remediating

students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning" (CA English Learner Roadmap).

Students who are English Learners and who have an Individualized Education Plan (IEP) are enrolled in a DELD Study Skills class in order to meet both their IEP and their DELD requirements.

In addition, Helix has renewed its efforts to effectively support its Long-Term English Learners (LTELs) who typically need extra help in mastering grade-level standards and attaining academic language proficiency through yearlong English 1/2C for English Learners and through Academic Support for English Learners.

And, in order to offer English Learners even more support in their core classes, Helix has created a bilingual peer tutor program through which high-achieving bilingual students (most of whom are RFEP) are placed in core classes in order to assist individual or small groups of English Learners.

Throughout their coursework, English Learners are encouraged to use their home language(s) by using translanguaging to increase bilingualism and biliteracy.

3. Seal of Biliteracy Pathway
    A. ELA
        1. Overall 2.0 GPA in college-prep or higher English courses all four years (omits ELD classes)
    B. Pass SBAC
        1. Must score "Conditionally Ready" or "College Ready" through one of the following exams:
            a) SBAAC: Standard Met or Exceeded
            b) SAT: 510 or above
            c) ACT: 19 or above
            d) AP English Lang Arts or Literature: Score of 3 or higher
            e) Passing English 120 with a C or higher
    C. LOTE One of the following:
        1. AP World Language Test with a score of 3 or higher
        2. 4-years same language of high school LOTE with average GPA of 3.0 or above
        3. Executive Director approved World Language test/Executive Director Certification
        4. SAT Subject with 600 or higher
        5. [Completion of the 2nd year of college-level Introductory/Elementary World Language (i.e. Span 121)](#)
        6. Educated through the eighth-grade level or higher in a school where a language other than English was used as the medium of instruction and

earned grade equivalent of B or higher in the Language of Instruction course for last year attended

 D. EL Students
  1. English learners need to get a score of 4 or higher in ELPAC, "Standard met" in CAASPP and they need to complete all English language arts requirements for graduation with a GPA of 2.0 or higher. However, they do not need to be reclassified to get the Seal of Biliteracy.
 E. Other
  1. Identifying students
   a) Grade Level Team - Grad Status
   b) Synergy Report from Swecker (Mid-Jan & End of May) of following scores:
    (1) AP Scores English & World Language Scores
  2. Advertising of Biliteracy Seal
   a) Include on Grad Status
   b) Posters for LOTE and English classes

4. STAFFING

Helix Charter High School seeks the recruitment and staffing of authorized personnel for all English Learner programs and requires Single Subject Preliminary Credentials that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English (SDAIE) within the subject area and grade level authorization of the Single Subject Teaching Credential.

In early 2020, Helix formed a group of teachers and support staff to discuss best practices for teaching English Learners. This team, nicknamed Multilingual Instructional Support Team (MIST), began to meet monthly to discuss best instructional practices for English Learners, including how to implement the principles of the EL Roadmap at Helix. Then COVID hit and the meetings paused, but the plan is to restart them soon.

However, the "MIST" teachers' classes are where English Learners are strategically placed whenever possible, based not only on these teachers' skills in teaching grade-level content with adequate support, but also their high level of compassion and desire to help English Learners achieve.

In order to build our bilingual staffing, we have been working on harnessing our bilingual paraeducators' experiences as former English Learners who now work more closely and effectively with our English Learner students. And we have been working with San Diego State University's teacher credentialing program to place strong bilingual student teachers in our ELD program.

In addition, in 2019, we created the position of English Learner Coordinator in order to more effectively improve our ELD program. The EL Coordinator is, among other duties, responsible for advocating for English Learner students; identifying and planning for program needs; ensuring that students are placed in courses appropriately; communicating with staff, administrators, students, and families about EL-related policies; attending quarterly SDCOE Multilingual Education for Global Achievement (MEGA) meetings; etc.

5. ACCESS TO CORE CURRICULUM

As Principle Two of the CA English Learner Roadmap outlines, "English Learners [must] engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages." Helix offers access to the full curriculum, both core classes and electives, for all English Learner students. Teachers are required to use effective integrated ELD strategies for supporting and instructing all English language Learners by explicitly teaching the academic language demands of their content areas. Small cohorts of English Learners are strategically placed with the most effective and qualified teachers.

Acknowledging the challenge of learning and mastering grade-level standards while learning a new language, Helix has created a bilingual peer tutoring program in which academically successful bilingual students (most of whom are RFEP) attend classes with English Learners to offer primary language support in order to ensure that they understand the language of the curriculum, while also supporting their academic needs. A description of the program is below:

> **Bilingual Peer Tutor Program (Community Service):** This course requires a two-semester commitment. It is designed for students to train and work as academic tutors and mentors. Students selected are placed one period per day in a core class or an academic support class to assist English Learner students in academics where they may serve as an interpreter of content into students' home languages. Students interested must be bilingual/biliterate and have a minimum 3.0 GPA. Staff recommendation is required. Students selected must attend a two-hour Summer Informational Workshop. Bilingual peer tutors have the opportunity to earn 100 community service hours each year.

In addition, in 2019, Helix approved a schoolwide policy to better support all English Learners. The policy is as follows:

> *To ensure academic equity for English Language Learner (ELL) students, the following accommodations are accessible schoolwide for students who are currently designated ELLs (not RFEP):*
>
> 1. Use of Google Translate and/or Bilingual dictionary/glossary for classwork and assessments.
> 2. Up to 50% additional time to complete assessments.
> 3. Up to 50% additional time to complete assignments upon request of students prior to the due date.
> 4. Allowed use of bilingual peer tutors for classwork and assessments (for translation purposes only).
> 5. Allowed use of core texts, when available, in the students' home language.

To ensure that teachers understand their English Learners' strengths and weaknesses, the English Learner Coordinator, along with the Student Support team, has created an "English Learner At-a-Glance" form for each student. This form provides teachers with a brief overview of the students' language and academic history and outlines which accommodations the student must be provided. (See a sample form under "Assessments and Student Monitoring.")

Helix is committed to providing 21st Century technology to all students. We evaluate digital tools to be utilized in the EL program, working to select those that will best enhance and personalize the learning experience for students. Technology is not a replacement for teaching; therefore, integrating instructional technology should not lead with the tool itself. (Instructional Technology Initiative Leading with Instruction, March 2018, pg. 6) Currently, EL students utilize Chromebooks to produce oral and written presentations to convey their understanding of language and content. Some examples may include, but are not limited to, using Google Suite, iLit, Actively Learn, and Achieve 3000. EL students are also being taught digital citizenship and privacy to ensure students are participating online in respectful, responsible, and appropriate ways that support their college/career success.

Primary Language Use and Support:
Helix is committed to not only supporting students' biliteracy, but also to ensuring that English Learners can adequately access the core curriculum. To that end, whenever possible, we provide core texts in students' home languages, access to Google Translate on Chromebooks, and bilingual peer tutors in core classes. In addition, staff has been trained to encourage translanguaging in their classes. Translanguaging is the practice of using a student's full language repertoire to access content, whether that means researching, reading, journaling, or discussing a topic in whichever language a student is most comfortable.

Access to AP, Dual Enrollment, Enrichment, and College/Career Pathways

All students, including English Learners, have access to all courses, including Advanced Placement, Dual/Concurrent Enrollment, Enrichment, and College And Career Pathways.

As the data below shows, the graduation rate and the A-G graduation rate at Helix has been improving over the past few years as we have implemented these programmatic changes:

GRAD RATE	2017-18	2018-19	2019-20
English Learners	77.4	84.9	89.7
A-G GRAD RATE	2017-18	2018-19	2019-20
English Learners	77.6	75.6	84.6

6. ENGLISH LANGUAGE DEVELOPMENT (ELD)

**DEFINITIONS OF INTEGRATED AND DESIGNATED ELD:**

Both integrated and designated ELD are provided to English Learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

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

Definitions accessed from https://www.scoe.org/files/framework-fig1.7.pdf

Connecting the ELPAC Levels to the 2012 ELD Standards
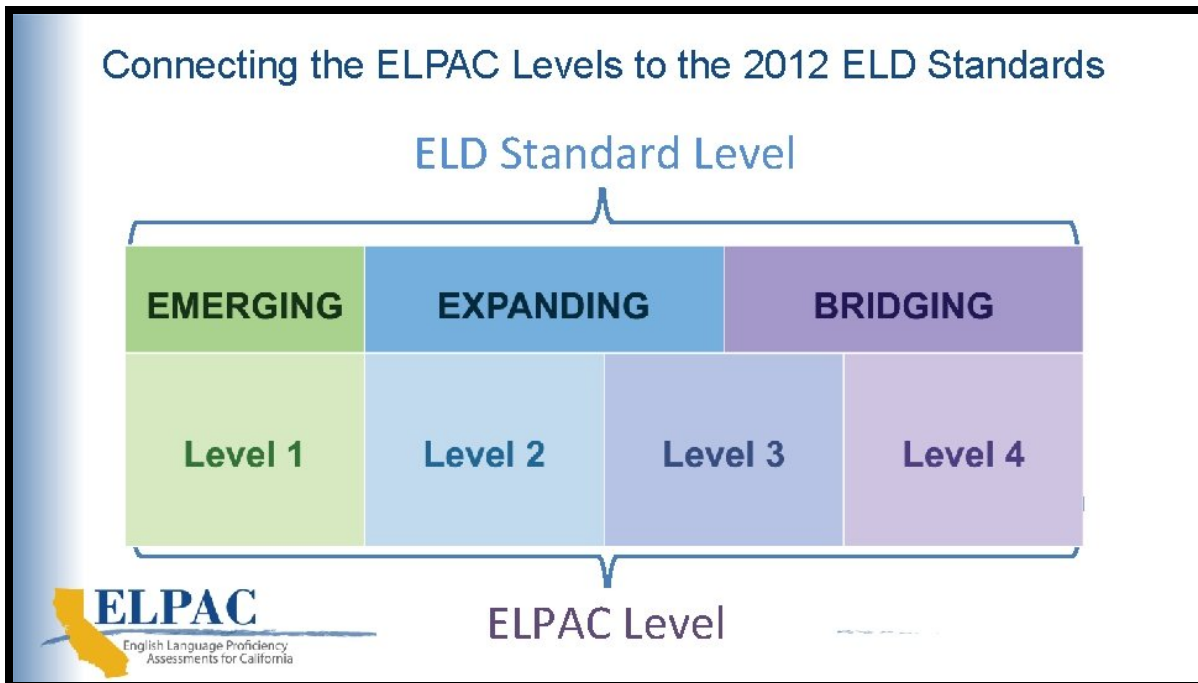
Helix teachers are required to use effective integrated ELD strategies for supporting and instructing all English Learners by explicitly teaching the academic language demands of their content areas. English Learners are strategically placed with the most effective and qualified teachers for Integrated ELD.

Designated ELD is provided by the EL Coordinator during the regular school day twice weekly. Helix designed an English Learner Academic Support/DELD class with guidance from SDCOE's Multilingual Education and Global Achievement (MEGA) department. Rather than the former sheltered program, the redesigned model for DELD includes pull-out DELD lessons by students' English proficiency level. Students are only pulled out of the academic support class, never their core classes, allowing them access to the full curriculum.

We are currently using *iLitELL*, a web-based program aligned with CA ELD and ELA standards. DELD focuses on intensive language instruction that supports students in their core classes, as well. In DELD, students work on reading, writing, speaking, and listening using grade-level texts, vocabulary, and language structures. There is a heavy emphasis on grammar and vocabulary, as well as reading fluency.

Due to the small class sizes of DELD, the EL Coordinator is able to create curriculum based on what the students' language needs are. This includes concentrated practice on academic reading and writing, as well as small group speaking practice.

In EL Academic Support and in EL Study Skills, students also work in small groups with bilingual academic coaches and/or bilingual peer tutors on all of their assignments. The focus is on academic skills and organization, as well as reading comprehension, using Achieve 3000.

7. PROFESSIONAL DEVELOPMENT

The EL Coordinator and a team of teachers on special assignments (TOSAs) are working in tandem to access and provide ongoing professional development opportunities to staff working with English Learners. The goal of training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible standards-based instruction, and should reflect current research best practices. All teachers who work with English Learners are expected to have foundational knowledge of the ELD standards and the principles of the CA English Learner Roadmap, as well as effective strategies for instructing and supporting English Learners in their courses.

All staff development opportunities to support teachers in providing differentiated instruction may include the following:

- CA English Learner Roadmap
- Teaching to ELD Standards
- Publishers Professional Development
- ELD strategies and assessments
- SDAIE strategies and techniques
- ELPAC Testing and Scoring
- Closing the Gap
- Academic Language Instruction
- SDCOE EL instructional programs
- Data and EL monitoring of student achievement

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/guardian education and outreach. These opportunities are provided through on-site training, online webinars, SDCOE training sessions, and education conferences.

8. FAMILY-SCHOOL PARTNERSHIPS

1. **English Language Advisory Committee (ELAC)**

The goal of the English Language Advisory Committee (ELAC) is to promote positive collaboration between parents/guardians and the school. Through such committees, Helix Charter High School can:
- Include parents and community members in the decision-making, planning, and evaluation of programs for English Learners;
- Develop a working partnership between parents and the schools to provide equal access to education for all students;
- Promote open communication with parents, community members, and the District.

English Learner Advisory Committee (ELAC) is composed of elected parents or guardians of English Learners. All parents of English Learners shall be provided the opportunity to vote. Parents/Guardians of English Learners not employed by the school must constitute a majority of the committee.

The Committee advises (reviews and comments) the ELD Coordinator and the Charter Board on the development of the components of the school's plans, which impacts the educational services for English Learners. In addition, the ELAC advises the principal on the following:
- Development and results of the school's needs assessment.
- The school's annual language census.
- Ways to make parents aware of the importance of regular school attendance.
- Information and knowledge of EL Master Plan, including programs and services.

2. **School Communication**

Helix sends all communication to parents in both English and Spanish, and teachers are encouraged to use Talking Points, a 2-way SMS-text messaging system that translates messages into over 100 home languages, ensuring that families are able to communicate with teachers and understand school information.

In addition, translators/interpreters are made available to any parent/guardian who requests one for school meetings and presentations.

9. ASSESSMENTS AND STUDENT MONITORING

Annual Assessment (AA)

Students who have previously taken the ELPAC and were identified as English Learners (ELs) must be tested annually during the AA Window (July 1 to October 31) until they are reclassified

as fluent English proficient (RFEP) based on the guidelines for reclassification established by the State Board of Education (Education Code Section 313[d]).

Notification of Assessment Results
Parents are notified in writing, in a language they can understand, of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language proficiency and the student's initial program placement. This notification will be provided in English and in the parent's home language, when translation is available.

ELPAC Preparation and Testing
Helix is working to improve how it supports its English Learners with ELPAC testing by increasing opportunities for students to discuss their past ELPAC results, reflect on their strengths and weaknesses, and prepare to improve their results. One way we are doing this is by working on practice ELPAC in DELD. Another way is by giving the reading, writing, and listening portions of the ELPAC in a classroom environment rather than one-on-one with the ELPAC testing administrator.

The ELPAC testing administrator still gives the speaking portion one-on-one, as required by law.

Bilingual Learner Plans
In 2019-20, Helix formed a committee of the EL Coordinator, the EL Administrator, and the four guidance counselors to better coordinate and align our supports for English Learners. We discuss who our ELs are, best course placements for ELs, and set goals for improvement and implementation. One of our goals was to create "Bilingual Learner Plans" (BLPs) for each English Learner student. These plans include meeting with the student, their guardian(s), their counselor, and the EL coordinator. At the meetings, we discussed the student's educational and language history, their current school strengths and weaknesses, and their postsecondary goals. The goal is to better understand the student's history and current challenges in order to better support them in reaching their goals.

During COVID-19 distance learning, we continued to meet to brainstorm ways to better support our English Learners who were heavily impacted by a lack of dependable internet and their language needs, however, we struggled to continue the BLP meetings virtually.

An example of notes from Bilingual Learner Plan meeting is below:

Student, Scottie (9564)
Attendees: Scottie, Grandma, E Burrough, D Markey, A Villegas (Counselor),

Date: January 15, 2020

Country(s) Lived in Since Birth: *Mexico*

Date First Enrolled in US School: _____ **Years in the US:** *Less than one year*

Is there someone who can help with translation for home-school communication?   Yes

Claudia R./Javier H.   *Aunt/Uncle*   *555-555-5555*
Name   Relationship   Contact Number

TESTING

❏ Initial ELPAC Score: *Beginning (August 2019)*

Education Plan:

❏ Educational Goal (Graduate HS/Post-Secondary Plan) *College - possibly in Mexico*

❏ Educational Goal Timeline: *Stay an extra year - Class of 2022*

❏ Career Goal: *Unsure*

What is your favorite subject? *English only*

What subject do you struggle with the most? *Science & Math*

What courses are you interested in taking in High School? *Physical Education*

Goals: *Speak to her in English at home,*

Notes: *Scottie asked to be in same math class as her friends*

Extracurricular Activities:

What do you enjoy doing in your free time? Do you have any hobbies? *Spending time with her cousin Jocelin*

Are you interested in joining a sport? *Not interested*

Are you interested in joining a club? *Baking ASPIRE - Mon/Wed 3-5pm*

English Learner At-a-Glance

In 2021, Helix began creating an "English Learner At-a-Glance" form to give teachers more information on each English Learner in their classes, including their strengths, their challenges, and the necessary accommodations for supporting them in accessing the curriculum. An example of this is below:

Helix Charter High School
English Learner At-a-Glance

Name: *Scottie Student (11111)*	Grade: *9*	Today's Date :*December 8, 2021* Counselor: *Villegas, Arica*
Home Language (L1): *Spanish*	US School Start Date: *kindergarten*	Level of literacy in L1 (if known): Bilingual Spanish/English

Current Lexile (Achieve): 730 (falls far below grade level)	Cumulative GPA: 2.75

	LISTENING	SPEAKING	READING	WRITING	OVERALL
Last ELPAC Score (20-21)	--2-- Somewhat developed: Usually needs help using English to learn new things at school	--3-- Moderately developed: May need help using English to communicate on less-familiar school topics	--2-- Somewhat developed: Usually needs help using English to learn new things at school	--2-- Somewhat developed: Usually needs help using English to learn new things at school	--3-- Moderately developed: May need help using English to communicate on less-familiar school topics

Other important information:

Scottie is a Long-Term English Learner (LTEL). LTELs typically appear completely bilingual because they are verbally fluent in social situations, but may need moderate to heavy support with academic language, reading, writing, and speaking in classroom settings.
Scottie is a VERY motivated, respectful and kind student, but he can be shy about asking for help. He wants to do well in his classes. |

Recommended Instructional Strategies for *Teachers*

- ❏ Slow down, repeat, paraphrase instructions
- ❏ Assign bilingual peer tutor to work 1-on-1 or in small groups
- ❏ Utilize small group instruction when possible, or assign a buddy
- ❏ Gradually release responsibility: teacher modeling; class together; independent work

- ❏ Activate prior knowledge: start with the familiar before moving on to new concept
- ❏ Add visual support, example items and tasks to lessons and tests
- ❏ Limit/highlight/pre-teach/re-teach vocab
- ❏ Coordinate with EL Program personnel

Recommended Classroom Supports for Students

- ❏ up to 50% extra time to complete assignments/assessments
- ❏ Use of Google Translate and/or bilingual dictionary/glossary for classwork and assessments.
- ❏ Allow the use of bilingual peer tutors for classwork and assessments (for translation purposes only).

- ❏ Primary language support
- ❏ Allow the use of core texts, when available, in the students' home language.
- ❏ Opportunity to edit/revise written work before grading
- ❏ Use of online translators

10. PROGRAM MONITORING AND EVALUATION

    1. Accountability and Evaluation Program Implementation/Monitoring

To ensure that English Learners are receiving a quality program of instruction, site administrators conduct regular monitoring of classroom instruction for consistent program implementation.

Grade Level Principals and/or designees perform observations of all ELD classes. These observations are conducted with the use of "ELD Observation Checklist" checklists to ensure that teachers:
- provide ELD standards-based instruction,
- make use of appropriate SDAIE strategies, and
- provide differentiated instruction targeted to specific linguistic needs.

Program Evaluation and Modification

In response to a shifting staff within the ELD program, Helix is working to develop ongoing evaluation that clearly defines standards and expectations for student learning.

Ongoing monitoring includes work samples, observations, checklists, and surveys that are designed to:
- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for elements of the instructional program that are not effective
- Make recommendations with stakeholder input based on results

The process for ongoing monitoring includes interventions when English Learner students are not making adequate progress. In those cases, the EL Coordinator may call a Student Intervention Team (SIT) meeting with the student, the student's parents/guardians, the students' teachers, and the grade level counselor to discuss the challenges the student is experiencing, as well as any recommendations for supporting the student.

The English Learner program is also evaluated regularly by analyzing data such as EL grad rates, EL A-G graduation rates, ELPAC scores and RFEP rates, LTELs' and RFEPs' academic progress, and the progress of dually-identified English Learners who have an IEP.

APPENDIX ITEMS
- Home Language Survey
  - https://docs.google.com/document/d/12sv-zX2qv9sHNN3ZJG7Np0w3-lk6BpVgs aCfPf6lvBw/edit?usp=sharing
- Notification Letters
  - Initial Notification
    - https://drive.google.com/file/d/0B2vi01coSOzlcWRvWHQwX2puZVhxdz FtQWt5VTZPTzd5LWNZ/view?usp=sharing&resourcekey=0-Sp8QYnUJ ZaHO3Kt7G0cxGw
  - HLS ELPAC Results
  - Annual ELPAC Results
  - IFEP Letter
  - RFEP Letter

Might write in the links for when it is printed.