

growth mindsets, using research-based instructional strategies to scaffold and differentiate learning (see Appendices 4-9). In addition, students are offered a broad range of study with strategically designed study trips and integrated arts.

- Through reflection, self-study, and Professional Learning, teachers and administrators continuously grow as professionals, staying cognizant of evolving educational research, pedagogy, and educational theory, modifying practices accordingly. For example, current research shows that foundational knowledge is more critical to equity in access to complex text than reading skills alone. Thus, Manzanita has begun using text sets and expert text packs to build foundational, core knowledge.

### **Proactive Strategies:**

- Nobody Eats Alone
- The Don't Get Me Started! Toolkit and Workbook: Strategies for a Culturally-Challenged World
- Counseling Services
- Free Tutoring
- Online Learning Platforms
- Fall and Spring Parent-Teacher Conferences
- Surveys
- Bully Project
- Sex Education
- SEL
- MTSS
- Focus on relationship building
- Incentives
- Manzy Money
- Friday Music
- Parent Communication
- Class Dojo and PowerSchool
- Relationship Building

### **English Learners**

Manzanita will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-

term English Learners, as they pertain 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 requirements. Manzanita will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. (Sample notices can be found in Appendix 10.)

### **Home Language Survey**

Manzanita will administer the home language survey upon a student's initial enrollment into Manzanita (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as

fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Manzanita will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

2. Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
3. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

(See Appendix 10 for reclassification policy.)

### **Strategies for English Learner Instruction and Intervention**

Manzanita's plan for ELs includes, but is not limited to, the following components:

- Daily designated ELD instruction using research-based, CCSS aligned programs designed to specifically support English Learners. Currently, Manzanita uses HMH Read 180 Universal, HMH English 3D Universal, and Imagine Literacy. (See Appendix 7 for information on adopted ELD Curricula.)
- Provide sustained and focused professional learning opportunities for staff to increase awareness of EL challenges and to train in effective instructional strategies, such as Specially Designed Academic Instruction in English ("SDAIE"), Direct Instruction, Universal Design Learning, intervention routines, and other research based strategies. (See Appendices 7, 9, and 10.)
- Increase the number of ELs participating in elective courses and sports.
- Partner new ELs with other bilingual students who have already been reclassified as English fluent.
- Integrated language support using research-based, CCSS aligned core curricula integrated with research-based ELD strategies.

Initially, prospective parents and guardians wishing to enroll new students in Manzanita are informed about both District school EL options and the EL program offered at Manzanita. If a parent and guardian decide to enroll their student, Manzanita will provide notice of assessment as required under Education Code sections 313.2(c) and 440(b). Students classified as EL are offered an English Language Development program correlating to their language needs, as determined using several data points, including both designated and integrated ELD support. Manzanita uses the following research-based programs as needed (see Appendix 4-10 for more information):

- Designated: HMH Read 180 Universal: A blended learning program; designed to support EL students at every level.
- Designated: HMH English 3D Universal: A Supplemental program designed by Kate Kinsella, specifically targeting long-term EL students with a focus on academic language, listening and speaking, and writing.
- Designated: Imagine Learning Literacy: A blended learning program with research demonstrating success in higher rates of EL reclassification.
- Integrated: Expeditionary Learning ELA, Amplify ELA, Open-Up Resources Mathematics, EnVision Mathematics, NGSS FOSS Science, and TCI History Alive core programs.

In addition, EL students are strategically partnered with a bilingual peer, preferably with a student demonstrating proficiency in both ELA and math. New ELs enroll into Imagine Literacy and are provided with Tier 3 intensive reading support (individually or in very small groups). New ELs are also offered native language supports when reasonably possible. For example, all of Manzanita's current Core and Intervention programs are digitally accessible, which includes integrated support in various languages. When possible, New ELs are also issued both an English and native language versions of student workbook, as well as a native language and/or graphic novel versions with each assigned class novel to support language transference, create equitable learning opportunities, and foster continued language development in their native language. Since many of our families speak languages other than English at home, these resources empower and engage parents in their students' education.

Lastly, Manzanita will ensure focused and sustained professional development with an emphasis on effective techniques, such as SDAIE and other instructional strategies, cultural proficiency, provision of primary language support and instruction, better identification strategies for ELs who need special education and/or