HGCS English Learner Master Plan

Introduction

This plan sets how Howard Gardner Community Charter School (HGCS), a TK–8 charter authorized by the San Diego County Office of Education, identifies, teaches, monitors and reclassifies its English Learners (ELs). It is adapted from the San Diego Unified EL Master Plan (2022) and scaled to a single-school LEA. Items in [brackets] are HGCS decisions still to be confirmed.

Terms. "English Learner (EL)" is used for legal and Title III obligations. "Multilingual learner" is used for HGCS's asset-based stance: a student's home language is a strength, and learning English is one part of their education.

Mission link. HGCS's mission is to empower all learners in an environment that celebrates multiple intelligences and builds 21st-century skills. For ELs, that means full, meaningful access to a TK–8 education that leads to English proficiency, mastery of grade-level standards, and the chance to keep growing in their home language.

Guiding principles — the four principles of the California EL Roadmap:

1. **Assets-oriented and needs-responsive schools** — HGCS responds to each EL's strengths, needs and identity, and supports social-emotional health (including through its restorative practices program).
2. **Intellectual quality of instruction and meaningful access** — ELs get rigorous, developmentally appropriate instruction with daily Designated ELD and Integrated ELD in every subject.
3. **System conditions that support effectiveness** — leaders and staff know EL needs and use valid data for continuous improvement.
4. **Alignment and articulation** — EL services connect smoothly from TK through 8th grade and into high school.

Identification, assessment and initial placement

Every student new to California public schools whose Home Language Survey (HLS) lists a language other than English on questions 1, 2 and/or 4 takes the Initial ELPAC (or Initial Alternate ELPAC) within 30 calendar days of enrollment. TK students are included.

Process

1. **Enrollment.** Families complete the enrollment form and the HLS. One HLS per student, completed once at first enrollment. Families may revise the HLS any time before the Initial ELPAC is given.
2. **Records check.** The office checks CALPADS and prior-school records for an existing EL status or ELPAC score. A student already classified in another California school keeps that status and is not retested.
3. **Entry.** The office enters the HLS in [HGCS SIS]; the student receives a To Be Determined (TBD) status in TOMS.

4. **Testing.** The trained test examiner gives the Initial ELPAC within 30 calendar days. For students with significant cognitive disabilities, the IEP team decides whether the Initial Alternate ELPAC is used and documents it in the IEP.
5. **Scoring and status.** Listening and Reading are machine-scored; Speaking and Writing are scored locally and entered in the Data Entry Interface. Results set the student's status (table below).
6. **Notification.** Families receive the Initial ELPAC Student Score Report and the Initial Parent Notification letter (status, program options, exit criteria) in a language they understand, within 30 calendar days of enrollment.
7. **Teacher notice.** The EL Coordinator gives each teacher the scores and status of new students.
8. **Completion check.** The EL Coordinator runs the TOMS Initial ELPAC completion report weekly until no TBD students remain, and follows up on absent students.

Initial ELPAC overall level	Status	Placement
Level 1 – Novice EL	English Learner	SEI with daily Designated and Integrated ELD
Level 2 – Intermediate EL	English Learner	SEI with daily Designated and Integrated ELD
Level 3 – Initial Fluent English Proficient (IFEP)	Not an EL	Standard program, no ELD services

Overall scores weight Oral and Written language by grade: 90/10 in TK–K, 70/30 in grade 1, 50/50 in grades 2–8.

Initial ELPAC roles

Person responsible	Task
Office manager / enrollment clerk	Collect HLS, check CALPADS, enter HLS in SIS
Site ELPAC Coordinator [name]	Train examiners, secure materials, run TOMS eligibility and completion reports weekly
Test examiner(s) [names]	Complete Initial ELPAC / Initial Alt ELPAC training; test, score, enter scores
Education Specialist / case manager	For students with IEPs: confirm the IEP names the right assessment and supports
EL Coordinator [name]	Send family letters and score reports; notify teachers; file records

Additional designations. HGCS also flags, for planning: newcomers (under 12 months in U.S. schools), students with interrupted formal education (SIFE), immigrant students (born outside the U.S. and under 3 full years in U.S. schools; tracked for Title III), dual-identified ELs (EL and special education), At-Risk of becoming Long-Term ELs (AR-LTEL), and Long-Term ELs (LTEL). A student may hold more than one.

Correcting a classification. After a student has taken the Summative ELPAC, the HLS can't simply be revised. A misclassification is corrected only through the state process in 5 CCR §11518.20, started by the EL Coordinator with the family's input.

Instructional program options and placement

Every HGCS English Learner is placed in Structured English Immersion (SEI) unless the family chooses another available program.

Program	Description	Offered at HGCS
Structured English Immersion (SEI)	Nearly all instruction in English, with curriculum and delivery designed for ELs; daily Designated ELD plus Integrated ELD in all content (EC 305)	Yes, TK–8
Dual Language Immersion	Instruction in English and a partner language for ELs and English speakers; goals of biliteracy and cross-cultural understanding (EC 306(c)(1))	[No / under consideration]
Transitional or Developmental Bilingual	Uses the student's home language for literacy and content while building English (EC 306(c)(2))	[No]

Every program must, per 5 CCR §11309, be evidence-based, include Designated and Integrated ELD, be resourced with appropriately authorized teachers and materials, and lead to English proficiency and grade-level achievement within a reasonable time.

Placement by grade band

- **TK–5:** Self-contained classrooms. Designated ELD happens daily as an extension of the literacy block, grouped by proficiency level, and is linked to the ELA lesson.
- **Grades 6–8:** Designated ELD is a protected, scheduled block or class period [confirm structure: ELD elective / ELD period / small-group ELD within ELA]. LTELs and AR-LTELs get an Academic Language Development focus. Placement uses ELPAC scores, years as an EL, grades, work samples, local assessments and teacher input.

Requesting a program. Families may request a language acquisition program at any time, verbally or in writing, to the main office (EC 310). HGCS logs every request on a Language Acquisition Program Request Form. If families of 30 or more students schoolwide, or 20 or more in one grade, request the same program, HGCS must offer it to the extent possible and will follow the state timeline for responding.

Declining services (opt-out). Families may decline EL program services, in a meeting they request with the principal; the decision is documented and renewed annually. The student remains an EL, keeps taking the Summative ELPAC until reclassified, and teachers still provide Integrated ELD and access supports. HGCS monitors the student's progress and re-offers services if progress stalls.

English Language Development

Every EL at HGCS receives both daily Designated ELD and Integrated ELD in all content areas until reclassified. Both are Tier 1 (universal) instruction in HGCS's multi-tiered system of supports, built on the 2012 CA ELD Standards and the ELA/ELD Framework.

Designated ELD (dELD) — protected daily time for focused instruction on the ELD standards (5 CCR §11300(a)).

- Students grouped purposefully by proficiency level
- Explicit teaching of how English works, in meaningful context
- Substantial oral language practice for accuracy and fluency
- Use of newly taught language across the day, in academic and social settings
- Ongoing progress monitoring
- Recommended minimum: [30] minutes daily TK–5; one class period or protected block in 6–8

Integrated ELD (iELD) — ELD standards used alongside content standards in every subject (5 CCR §11300(c)). Teachers scaffold by proficiency level so ELs reach grade-level content. HGCS's multiple-intelligences approach supports this: visual, kinesthetic, musical and interpersonal entry points give ELs more ways to understand and show learning.

Levels of support by Summative ELPAC level

ELPAC level	What students can do	Support needed
1 – Minimally developed	Rely on learned words and phrases	Substantial-to-moderate in familiar contexts; substantial on new tasks
2 – Somewhat developed	Meet immediate communication needs	Moderate-to-light in familiar contexts; substantial-to-moderate on new tasks
3 – Moderately developed	Sometimes use English to learn across content	Light-to-minimal in familiar contexts; moderate on new tasks
4 – Well developed	Use English to learn and communicate across tasks and audiences	Occasional; light on new tasks

Instructional practices

1. **Asset-based:** value and use students' home languages and cultures.
2. **Daily Designated ELD:** build academic English while students master grade-level content.
3. **Integrated ELD:** language development in every content area.
4. **Whole-child monitoring:** check language and academic progress often and adjust instruction.

Materials. Designated ELD: [adopted ELD curriculum, TK–5 and 6–8]. Supplemental: [e.g., newcomer program, digital practice tools]. Integrated ELD uses the EL supports built into core adopted curriculum.

Monitoring progress and interventions

HGCS reviews every EL's language and academic progress each trimester [or grading period] and documents interventions with clear exit goals. Six questions guide the review.

Question	Data	Who	Action when needed
1. Are ELs getting daily Designated ELD?	dELD schedules (TK–5), master schedule (6–8), walkthroughs	Principal, EL Coordinator	Correct schedule or grouping within 2 weeks
2. Are ELs making language progress?	Summative ELPAC, local ELD assessments	Teachers, EL Coordinator	Adjust dELD grouping; add Tier 2 language support
3. Are ELs and immigrant students progressing academically vs. English-only peers?	CAASPP ELA/math, [local benchmark, e.g., i-Ready], grades	Teachers, admin	Targeted small groups; SST referral
4. Are ELs attending regularly?	Monthly attendance	Office, counselor	Family contact, home visit, ELAC discussion
5. How do EL suspension rates compare?	Suspension data	Admin, counselor	Restorative practices, PBIS, counseling, family contact
6. Are 8th-grade ELs ready for high school?	Grades, ELPAC, benchmarks	Counselor, teachers	Articulation with receiving high school; transition plan

Intervention cycle

1. **Identify:** the team reviews data to find ELs who need more support.
2. **Plan:** choose the intervention, intensity, frequency, duration, setting (small group or 1:1) and an exit goal. Record it on the EL Monitoring Form.
3. **Teach:** guided and independent practice, with formative checks.
4. **Review:** after the cycle, continue, change or end the intervention.

Long-Term ELs and those at risk. AR-LTEL: 4–5 years as an EL with signs of stalled progress. LTEL: 6 or more years as an EL without reaching proficiency [confirm against current EC 313.1 definitions]. These students get an Academic Language Development focus in dELD, priority for Tier 2 support, and a progress conference with the family each year. Most HGCS ELs who start in TK reach year 6 in grade 4–5, so monitoring starts early.

Immigrant students. Flagged at enrollment from demographic questions; status uploaded to CALPADS and removed after 3 full years in U.S. schools. Attendance and grades are reviewed each grading period, and the Summative ELPAC is required yearly with no parent waiver (EC 313, 60810).

Records. The student's cumulative file holds the HLS, ELPAC score reports, family notification letters, EL and RFEP monitoring forms, and reclassification documents [in a dedicated EL folder].

Self-reflection. HGCS leadership completes the CA EL Roadmap Self-Reflection Rubric each year to find gaps and set next steps.

English Learners with disabilities

Dual-identified ELs receive both ELD and their special education services; one never replaces the other. HGCS follows the *California Practitioners' Guide for Educating English Learners with Disabilities*.

- **Assessment for eligibility.** Before a special education referral, the team asks whether difficulties reflect language acquisition or a disability: it reviews ELPAC history, home-language development, quality of ELD received and response to intervention. Assessments are given in the student's primary language where appropriate, by qualified or interpreter-supported staff.
- **IEP content.** Each dual-identified student's IEP documents EL status, linguistically appropriate goals (language goals aligned to the ELD Standards), who provides ELD and how, and which ELPAC the student takes with any supports.
- **ELPAC participation.** The IEP team decides Summative ELPAC vs. Summative Alternate ELPAC and records designated supports, accommodations or domain exemptions in the IEP and TOMS before testing.
- **Families.** IEP meetings offer interpretation and translated documents.
- **Reclassification.** Standard criteria apply when appropriate. Students who take the Alternate ELPAC can reclassify with an overall Level 3 plus the other criteria. For others whose disability prevents meeting standard criteria, the IEP team uses multiple measures to judge proficiency against peers with similar disabilities (see Reclassification).
- **Coordination.** The Education Specialist (case manager) and EL Coordinator meet [each trimester] to review dual-identified students' language and IEP progress.

Reclassification

An EL is reclassified as Reclassified Fluent English Proficient (RFEP) when all four state criteria in EC 313(f) are met. HGCS sets its local measures below; the HGCS Board adopts them [date to be set].

Criterion	HGCS measure (TK–8)
1. English language proficiency	Summative ELPAC overall Level 4, or Summative Alternate ELPAC Level 3
2. Teacher evaluation	Teacher review of curriculum mastery using [observation protocol, e.g., OPTEL; minimum score to be set]
3. Parent/guardian opinion and consultation	Meeting or documented conversation in the family's language
4. Basic skills vs. English-proficient peers	One of: CAASPP ELA Level 2 or higher (grades 3–8); CAA ELA "Understanding" or higher; [local benchmark, e.g., i-Ready or DIBELS at/near grade level, cut scores to be set] (TK–2 and others)

Process

1. **Identify (by [Sept 30]):** when Summative ELPAC results arrive, the EL Coordinator lists every EL at Level 4 (or Alt Level 3) who meets criterion 4.
2. **Teacher evaluation:** the classroom teacher completes the evaluation within [2 weeks]. Students below the cut are flagged for team review.
3. **Family consultation:** the EL Coordinator meets with or calls the family, explains what reclassification means, and records their opinion. At least 3 contact attempts by different methods are documented if the family can't be reached.
4. **Finalize:** the principal signs; the date of the family consultation becomes the reclassification date in the SIS and CALPADS. Families get written notice. A student who doesn't meet all criteria stays an EL and is reviewed after the next Summative ELPAC.

Reclassification may happen at any point in the year once all criteria are met.

Monitoring RFEP students. Each RFEP student is monitored for 4 years after reclassification. Each [trimester], the teacher (and case manager for dual-identified students) reviews grades and benchmarks on the RFEP Monitoring Form. If a student isn't meeting grade-level goals, the team provides intervention — tutoring, small-group instruction, an SST, or summer support — and records it on the form.

Family engagement and ELAC

HGCS keeps an English Learner Advisory Committee (ELAC) whenever it enrolls 21 or more ELs, and communicates with families in a language they understand.

ELAC duties

- Advise the principal and staff on the school's program for ELs and on this plan
- Advise the School Site Council / LCAP on EL goals and spending
- Help with the school's needs assessment
- Help make families aware of the importance of regular attendance
- Review and comment on reclassification procedures and family notifications [HGCS is a single-school LEA; no DELAC is required unless it reaches 51+ ELs]

Composition. EL parents/guardians make up at least the same share of ELAC members as ELs make up of HGCS enrollment (e.g., 30% ELs → at least 30% EL-parent members). Other parents, staff and community members may also serve.

Elections. Held each fall for a 12-month term; every EL family gets a ballot.

Meetings and training. At least [4] meetings a year (October–May), each with training on the topic covered. HGCS keeps agendas, sign-ins, minutes and presentations, and provides interpretation.

Delegating to School Site Council. ELAC may vote to hand its duties to the SSC for up to 12 months only if the SSC meets the same EL-parent share. The ELAC vote and SSC acceptance are recorded in each body's minutes.

Other family engagement

- Annual notification letter for each EL (status, program, exit criteria) within 30 days of school starting; within 2 weeks of placement for students identified mid-year
- Translation of key documents and interpretation at conferences and IEP meetings
- Parent workshops on ELPAC, reclassification and supporting language at home
- Family input on EL services through the LCAP process

Staffing and professional learning

Every teacher who serves ELs holds an EL authorization (CLAD, BCLAD, or one embedded in their credential), and all staff take part in EL-focused training each year.

Roles

Role	EL responsibilities
Principal / Executive Director	Owns this plan; ensures daily dELD in schedules; signs reclassifications; reports to the Board
EL Coordinator [name]	Identification, notifications, ELPAC coordination, monitoring, reclassification, ELAC support
Classroom teachers	Daily Designated and Integrated ELD; progress monitoring; teacher evaluations for reclassification
Education Specialist(s)	Language-appropriate IEPs; ELPAC decisions for dual-identified ELs; joint monitoring
Counselor	Attendance and social-emotional support; 8th-grade articulation
Paraeducators / office staff	Instructional support; enrollment, HLS and family communication

Professional learning

- **Annual (all teachers):** Designated and Integrated ELD, the ELD Standards and ELA/ELD Framework, using ELPAC and local data to group and plan
- **Targeted:** supporting newcomers and LTELs; language vs. disability for referral teams; ELD within multiple-intelligences instruction
- **Required:** ELPAC test-examiner training (Initial in fall, Summative by January; Alternate ELPAC for case managers)
- **Classified staff:** strategies for paraeducators; welcoming multilingual families at enrollment
- **Delivery:** staff PD days, PLCs, coaching, SDCOE trainings and publisher training on adopted ELD materials

Funding and resources

Core EL instruction (SEI, daily Designated and Integrated ELD) is paid from base funding; added services use supplemental sources.

Source	Use for ELs
LCFF base	Core instruction, including ELD as part of the regular program
LCFF supplemental and concentration grants	Added services for ELs, foster youth and low-income students, described in the LCAP (e.g., EL Coordinator time, intervention, family engagement)
Title III (directly or through a consortium) [confirm HGCS participation]	Supplemental ELD, staff training, family engagement; immigrant-student support
Title I	Schoolwide or targeted support that benefits ELs

Title III funds supplement and never replace what HGCS must already provide.

Program evaluation and accountability

Each summer, the principal and EL Coordinator review EL outcomes against the measures below and report to ELAC and the HGCS Board, and the findings feed the next LCAP update.

Measure	Source	Target
ELs making progress toward proficiency	CA Dashboard English Learner Progress Indicator (ELPI)	[set target]
Reclassification rate	SIS / CALPADS	[set target]
AR-LTEL and LTEL counts	ELPAC history	Decreasing each year
EL and RFEP achievement vs. English-only peers	CAASPP ELA and math; local benchmarks	Gap narrowing each year
EL attendance and chronic absence	Attendance reports	[set target]
EL suspension rate	Discipline data	At or below schoolwide rate
Daily Designated ELD in place	Schedules and walkthroughs	100% of ELs
ELAC compliance	Rosters, minutes	All required meetings held and documented

HGCS also uses the CA EL Roadmap Self-Reflection Rubric and includes EL results in charter renewal and annual SDCOE oversight reports. This plan is reviewed with ELAC and updated every [2–3] years, or sooner when law changes.

Appendices

A. Annual EL calendar

When	Task	Lead
Year-round	HLS at enrollment; Initial ELPAC within 30 calendar days; family letter	Office, EL Coordinator
August–September	Annual EL notification letters (within 30 days of school start); dELD schedules set; Summative ELPAC results to families	EL Coordinator, principal
September–October	Reclassification cycle from new ELPAC scores; ELAC elections; Alternate ELPAC examiner training	EL Coordinator, case managers
October–May	ELAC meetings ([4]); RFEP and EL monitoring each trimester	EL Coordinator, teachers
December–January	Summative ELPAC examiner training; eligibility roster	ELPAC Coordinator
February 1–May 31	Summative ELPAC and Summative Alternate ELPAC window	ELPAC Coordinator, examiners
Spring	ELAC input on LCAP and needs assessment	Principal, ELAC
June–July	Annual program evaluation; EL Roadmap self-reflection; plan updates	Principal, EL Coordinator

B. Forms and letters to keep on file

- Home Language Survey
- Initial ELPAC parent notification letter and Student Score Report
- Annual EL parent notification letter (status, program, exit criteria)
- Language Acquisition Program Request Form and request log
- Decline/opt-out of EL services form
- EL Monitoring Form (with intervention and exit goal)
- Reclassification packet: teacher evaluation, family consultation record, RFEP notification letter
- RFEP 4-year Monitoring Form
- ELAC election ballot, agendas, sign-ins, minutes

C. Decisions HGCS still needs to make

- □ Name the EL Coordinator and ELPAC Coordinator
- □ Confirm program options (SEI only, or add a bilingual program)
- □ Set dELD minutes and 6–8 dELD structure
- □ Adopt the teacher-evaluation tool and its cut score
- □ Choose the local basic-skills measure and cut scores for TK–2
- □ Confirm Title III participation
- □ Set Board-approved targets in Program evaluation
- □ Board adoption of reclassification criteria and this plan

Sources

- San Diego Unified English Learner Master Plan (June 2022) — model for this plan
- HGCS Mission & Vision Statement
- Ed-Data: Howard Gardner Community Charter