

MATRIX FOR SUCCESS ACADEMY

ENGLISH LEARNERS (EL) MASTER PLAN

Matrix for Success Academy (Matrix) meets all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). Matrix implements the Matrix EL Master Plan which includes the following components:

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

B. Implementation and Programs

C. Monitoring Student Progress

D. Staff Qualifications & Professional Development

E. Evaluation of Program Effectiveness

Matrix will be focused on improving the academic achievement of English Learners by bringing in the tested research and work of Pauline Gibbons' *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone* (2009). In her book, Pauline Gibbons (2009. Pg.15-16) introduces the concept of "high challenge, high support" instructional approach to English Learners, further she outlines the necessary seven intellectual practices to implement in schools with large numbers of ELs as follows:

Intellectual Practice 1 – Students engage with the key ideas and concepts of the discipline in ways that reflect how experts in the field think and reason.

Intellectual Practice 2 – Students transform what they have learned into a different form for use in a new context or for a different audience.

Intellectual Practice 3 – Students make links between concrete knowledge and abstract theoretical knowledge.

Intellectual Practice 4 – Students engage in substantive conversation.

Intellectual Practice 5 – Students make connections between the spoken and written language of the subject and other discipline-related ways of making meaning.

Intellectual Practice 6 – Students take a critical stance toward knowledge and information.

Intellectual Practice 7 – Students use meta-language in the context of learning about other things.

(Pauline Gibbons 2009. English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone, pg.20-30.)

Matrix's competency-based instructional program, Diploma Plus, addresses the practices listed above. The implementation of Diploma Plus English Competencies and rubrics in every assignment, through our learning platform, DPNG, in scheduled targeted group instruction, and through the reflection process, will expose our ELs to rich and extensive language in contextualized forms. We believe that our adherence to the above

intellectual practices will lead to a higher percentage of students scoring Moderately to Well-Developed on the Summative ELPAC, thus allowing these students to get closer to being eligible for reclassification.

Matrix's 1:1 technology initiative, where every student is equipped with a chromebook, adds support and resources for our English learners. Chromebooks are distributed to every student, along with resources and access to core course curriculum.

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

I-Identification: After a student enrolls with Matrix for Success Academy, if the student is new to California public schools, the School will request information regarding the language spoken at home through the Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. For students who are currently enrolled in California public schools, their ELAS record in CALPADS will be accessed in order to find accurate information regarding the student's ELAS designation.

II-Assessment: Students from homes where a language other than English is spoken, with no previous ELAS designation in CALPADS, will be evaluated within 30 days of enrollment with the Initial ELPAC to determine English proficiency. The student will also be assessed with an internal diagnostic assessment (Renaissance STAR, etc.) to further determine areas of strength and opportunity in their knowledge of academic English. The Summative ELPAC will also be used for the annual assessment of each student's English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Renaissance STAR tests, teacher evaluation, and parent consultation.

Renaissance STAR Assessments

Matrix has adopted Renaissance STAR assessments as another tool to support our students. With the quick access to regular assessments that the program provides, teachers and staff will be able to regularly monitor student progress, rather than wait for Spring CAASPP assessments. This will give Matrix an advantage when it comes to monitoring progress and reclassifying English Learner students, as the majority of the student population served at Matrix are recovered dropouts and/or students with inconsistent attendance.

III-Parent Notification: The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent's primary language unless it is not practicable. Within the first month of the school year (or thirty days of student's enrollment,) the School will notify the parents of its responsibility for ELPAC testing, student's prior ELPAC results if available, EL identification, program placement options, student's academic achievement level and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student's ELPAC results within thirty days of receiving results from the publisher. The School will also invite parents of students who are candidates for reclassification to attend a special meeting at the school to discuss the reclassification process and the recommended program for their children.

IV-Placement: The ELPAC will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Renaissance STAR, etc.) Depending on the assessment results, the school administration, EL Coordinator, and Guidance Counselor will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the School team

collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the ELPAC test results, basic skills assessment, teacher evaluation, parent consultation and the School team’s recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

ELPAC Level 1 or 2	☒	Structured English Immersion (SEI) Program
ELPAC Level 3 or 4	☒	English Language Mainstream (ELM) Program

B. Implementation and Programs

The following charts summarize the EL programs to be offered at Matrix:

Grades: 9-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners ELPAC Level 1(Beginning) or 2 (Somewhat Developed)	Explicit ELD: Structured English language instruction within the student’s schedule, both designated and integrated approaches are used and aligned to the new CA ELD standards. Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/Explicit Direct Instruction (EDI) strategies and supplemental materials during scheduled instruction. Electives: independently within DPNG learning platform and with Mixed groups of EL, FEP, and E/O students during assigned group instruction. Primary Language Support: Used only to motivate, clarify, direct, support, or explain.
English Language Mainstream (ELM) Program	English Learners ELPAC Level 3 (Moderately Developed) or 4 (Well Developed)	Explicit ELD: Integrated and/or designated ELD instruction based on the CA ELD standards. Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE and the Seven Intellectual Practices integrated into curriculum planning and development. Electives: Independently within DPNG learning platform and with mixed groups of EL, FEP, and E/O students during assigned group instruction. Primary Language Support: Minimal, only as needed.

Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate support to make grade level content standards accessible.

Following are the components of this program:

Grades 9-12:

- **Explicit ELD:** Structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and integration of the Seven Intellectual Practices. Both designated and integrated approaches will be used and aligned to the CA ELD standards, utilizing standards-based materials and supplemental materials during scheduled group instruction as indicated in personalized student schedules.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students during scheduled instructional sessions.
- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.
- **Other:**
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills during scheduled group instruction.
 - Frequent writing assignments with assessment rubrics in all classes that give students opportunities to practice writing and editing in English.
 - Reflective learning experiences through video/spoken reflections embedded within summative and formative assessments.

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Following are the components of this program:

Grades 9-12:

- **Explicit ELD:** Structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE strategies and materials during scheduled instructional sessions.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and E/O students during scheduled instructional sessions.
- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Other:**
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills.
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English.
 - Reflective learning experiences through video/spoken reflections embedded within summative and formative assessments.

Specially Designed Academic Instruction in English (“SDAIE”) methodology

SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All Matrix teachers will be trained in SDAIE techniques.

During instructional sessions teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At Matrix for Success Academy, during scheduled instructional sessions, teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student’s level of comprehension. Structure questions to student’s level of language understanding.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- The Matrix implements a 1:1 technology program, giving all students access to a Chromebook for use throughout the school year. With the Chromebook, students can access their assignments and supporting materials from their teachers’ class websites.
- In addition to increased access, the Chromebooks also provide further support for EL students with tools such as translation extensions/applications to provide primary language support where necessary; additionally, dictionary extensions provide definitions and pronunciation support for new or unfamiliar English vocabulary.

Curriculum Resources

Matrix for Success Academy will utilize California State Board of Education (SBE) adopted instructional materials per related California Education Codes. Matrix will work with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

C. Monitoring Student Progress

Assessments: The ELPAC will be used for the annual assessment of each student’s ELD level, along with scores on Smarter Balanced ELA/Literacy test, Renaissance STAR assessments, teacher evaluation, and parent consultation. The ELPAC scores, overall and individual domain data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

ELs will be continuously monitored through assessments for English language development and academic progress. They will also be assessed with the Renaissance STAR and other approved assessments for academic progress in Reading/Literacy and Mathematics multiple times during the school year.

Using Assessment Results for Instruction

The School’s administrative team analyzes assessments data from Renaissance STAR and other approved assessments and makes inferences. Student performance data is then shared with the school team for further study. Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using Renaissance STAR and other approved assessments for planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

Other Assessments

Other assessments to monitor student progress, besides ELPAC, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and Renaissance STAR, include Diploma Plus Assessments and rubrics, Diploma Plus Reflections, and other teacher generated assessments. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the CA ELD standards which have not been achieved. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly/Monthly	End of Unit/Quarterly	Year-End
Home Language Survey	Teacher created assessments	Course Authentic Assessments	Smarter Balanced ELA/Literacy test
Renaissance STAR Assessments	Renaissance STAR Assessments	Publisher provided assessments	Renaissance STAR Assessments
Initial ELPAC		Progress reports with grades and teacher comments	Course Summative Assessments
Course Summative Assessments		Renaissance STAR Assessments	Summative ELPAC

Reclassification: Matrix for Success Academy will use the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: ELPAC results; comparison of performance in basic skills on the Smarter Balanced test, Renaissance STAR assessment; teacher evaluation; and input from parents. The established criteria for reclassification are as follows:

	Grades 9-12
Annual ELPAC Scores	Overall performance level of 4 on the Summative ELPAC
Basic Skills Assessment	Smarter Balanced ELA/Literacy Score: Level 3 (Standard Nearly Met) or 4 (Standard Met) OR Renaissance STAR Assessment score in the 30th percentile or higher according to the most current Renaissance STAR Benchmarks and Cut Scores available.
Teacher Evaluation	A grade of "C" or better in their current ELA course OR Teachers may complete a Teacher Evaluation Form explaining why the student's grade is not due to language acquisition.
Parent Consultation and Notification	Parent/Guardian concurs with the recommendation to reclassify.

Reclassified students are monitored for a period of at least four years. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in section B, "Implementation and Programs."

D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at Matrix for Success Academy must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, Matrix for Success Academy will provide all staff with multiple opportunities to participate in external workshops and training to address their individual needs. Matrix staff will meet weekly to share best practices and discuss issues such as academic and behavior support for students including ELs. Student achievement data, ELPAC results, and other data to be analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that Matrix staff will continue to revisit for professional development. Matrix for Success Academy will also schedule Personal Development to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, SDAIE/EDI strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. Matrix staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE/EDI methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English

- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their student's progress.

E. Evaluation of Program Effectiveness

The School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, Renaissance STAR assessments, teacher evaluation, and parent consultation to evaluate the success and effectiveness of the EL Programs and growth of ELs. School administrative team will analyze the data at the school level. School administrative team will be required to:

- Supervise instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs.
- Conduct regular instructional observation, both in-person and virtually, to ensure that ELD and SDAIE/EDI instruction or support are being delivered in the manner outlined in the *English Learners Master Plan*.
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE/EDI and/or primary language instruction or support.
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan.
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring.

Reclassification Form Letter - Sample

Dear Parent(s)/Guardian(s) of _____

SSID: _____ Grade Level: _____ DOB: _____

This letter is to inform you of your student’s eligibility to be Reclassified as an English Proficient (RFEP), from their previous status as an English Language Learner (EL). Your student has met the following criteria marked below for reclassification:

ELPAC	Overall Score:
Other Assessment	Renaissance STAR Reading Assessment Score: <i>or</i> CAASPP ELA Score: <i>or</i> Teacher Recommendation based on evidence other than assessment score: _____ _____ _____
Teacher Recommendation/ Teacher Evaluation	Grade of “C” or better in English class <i>or</i> Teacher Recommendation based on evidence other than grade: _____ _____ _____
Parent/Guardian Consent	Signature below denotes parent/guardian agreement with decision to reclassify

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

EL Coordinator/School Administrator Signature:
 _____ Date: _____