



# ENGLISH LANGUAGE LEARNER MASTER PLAN

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# **Introduction**

ASA Thrive will acknowledge, celebrate, and develop students of all ability levels. All students will be served, regardless of their learning style. ASA Thrive will provide instruction in an inclusive setting to maintain the least restrictive environment. All students will be held to high expectations while being provided with high levels of support. We will ensure that we meet all students' unique learning needs through multi-layered intervention and support services, high expectations, and research-based instructional practices. Differentiation plays an integral role in meeting the needs of diverse learners. Formal and formative assessments will shape instruction for English Language learners, as well as both low-achieving and high-achieving students.

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon. We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders. We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

This plan shall be reassessed, at a minimum, on an annual basis to measure the effectiveness of the program to meet established goals, and ASA Thrive shall make revisions as required.

## **Identification and Placement**

### **Introduction**

Under federal civil rights law, charter schools, like all public schools, must identify English learner (EL) students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

### **Home Language Survey**

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. 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. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status. See sample prose for the explanation and purpose below.

The survey is completed, by the parent or guardian, upon the student's initial enrollment in the school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as an English learner based on ELPAC results, changing the HLS will not change the student's identification. The student's status as an English learner will change only when an LEA reclassifies the student.

The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) and in the student's cumulative record.

Any student who is identified as having a primary language other than English as determined by the home language survey\*, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration for an English language proficiency test, shall be assessed English proficiency using the state's designed English language proficiency test. (Education Code 313; 52164.1; 5 CCR 11511)

\*If a language other than English is indicated on any of the first three questions (see below), the student should be tested with the English Language Proficiency Assessment for California (ELPAC) Initial Assessment. If a language other than English is indicated on the fourth question (see below), the student may be tested at the LEA's discretion.

### **HOME LANGUAGE SURVEY**

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. What language did the student learn when he or she first began to talk?

2. What language does this student most frequently use at home?
3. What language do you (the parents or guardians) use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

## Initial Assessment and Classification

If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil. The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification. (E.C. § 11518.5.)

If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP). (E.C. § 11518.5.)

**NOTE:** In accordance with state (*EC* § 313) and federal policy (ESSA Title I. § 1111(b)(2)(G)), initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

## Summative Assessment and Reclassification

A student identified as EL shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified herein. The LEA shall administer the ELPAC summative assessment to all ELs during the annual summative assessment window in the spring. The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor.

ASA Thrive shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the District's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (E.C. 52164.6)

ASA Thrive shall use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level, consulting
  - a. Smarter Balanced Assessment achievement, or
  - b. Local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicate they are ready to be reclassified.

If the pupil does not meet the criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the the criterion for proficiency, the LEA shall classify the pupil as Reclassified Fluent English Proficient (RFEP).

## Administration of the ELPAC to Pupils with Disabilities

When administering an initial or summative assessment to a pupil with a disability, the LEA shall provide the accommodations in accordance with the pupil's IEP or Section 504 Plan.

A pupil with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

## Language Acquisition Programs

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency achievement in both English and another language. (E.C. 306.)

Charter schools enrolling EL students have a dual obligation, as do all LEAs, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including designated ELD, must be an integral part of a comprehensive program for every EL student.

*Castañeda v. Pickard* established a three part test that can be used by LEAs to evaluate and determine whether their programs are appropriately addressing the needs of ELs. Programs for ELs must be:

1. based on a sound educational theory,
2. implemented effectively with sufficient resources and personnel, and
3. evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time

Pursuant to E.C. § 305<sup>1</sup> and based on the number of EL students and their respective proficiency levels, ASA Thrive will provide two types of programs: Structured English Immersion (SEI) and English Language Mainstream (ELM). ASA Thrive will use ELPAC results and criteria to determine the students, if any, who qualify for each program. An EL student will be transferred from SEI to ELM the pupil has acquired a reasonable level of English proficiency.

SEI instruction is designed for students with less than “reasonable fluency,” as defined by the LEA. The ELM program is designed for native English speakers or students with reasonable

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<sup>1</sup> **E.C. § 305 (2).** School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified in Section 306, for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

fluency or that have already acquired a “good working knowledge of English” as defined by the LEA. (5 CCR § 11301.)

## **Curriculum and Instruction**

At ASA Thrive, all classes will be conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. ASA Thrive’s program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. ASA Thrive will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

ASA will provide effective professional development for teachers and other school staff to improve the instruction and assessment of English learners and enhance staff’s ability to understand and use curricula, assessment, and instructional strategies for English learners. Teachers will utilize Specially Designed Academic Instruction In English (SDAIE) strategies to facilitate students’ English language development at all grade levels. We will emphasize the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. Rather than focusing on language development, SDAIE focuses on content comprehension. Language is acquired because of the context in which it is contained. Teachers will build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE strategies will be used for EL students in order to make grade level academic content understandable and comprehensible while providing English Language Development and promoting literacy. ASA Thrive will engage in the following practices to support universal access of subject matter content for all students:

- Identifying lesson objectives aligned with state and local standards;
- Linking new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension;
- Using controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible;
- Providing students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking;

- Providing students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects;
- Providing students with regular opportunities to use new language skills in context;
- Using KWL charts to preview and review material;
- Utilizing choral reading in the classroom;
- Pacing lessons appropriately to allow for the participation and active engagement of all students.

ASA Thrive will use the following approach to assist all EL students:

- Identifying student needs through in-depth analysis of ELPAC data, classroom assessments, and CAASPP scores;
- Strategically grouping students with English development level and specific needs in mind;
- Using directed, structured, and research-based instruction utilizing programs for emergent readers and speakers and intensive language acquisition programs;
- Implementing structured, targeted, and rigorous standards-based instruction; and
- Monitoring student progress through informal observations and formal assessments.

## **Parental Involvement**

### **English Learner Advisory Committee**

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. ASA Thrive will establish an English Language Advisory Committee (ELAC). This committee will be comprised of parents of EL students. There will be no limit or restriction on the number of parents that can exist at one time. The committee will advise the administration and staff on the program and services for EL students, offer suggestions to the school administration on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome EL students and their families in all school activities.

## **Program Evaluation**

To evaluate the effectiveness of this educational program for English learners, the CEO/Principal shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient



3. The number and percentage of English learners who are or at risk of being classified as long-term English learners, in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the District's LCAP
6. A comparison of current data with data from at least the previous year