Venture Academy Family of Schools

English Learner Master Plan

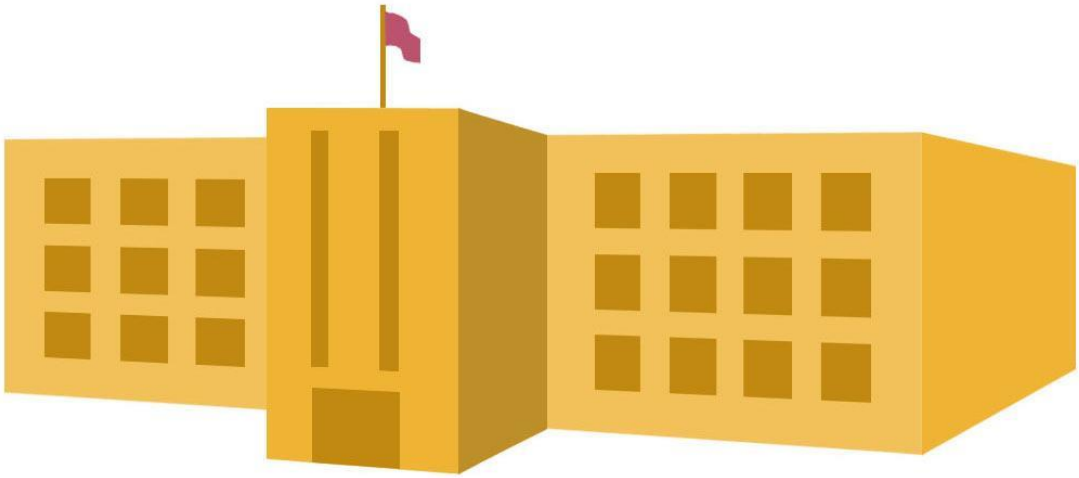


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Goals and Objectives

The primary purpose of the Venture Academy Family of Schools (VAFS) English Learner (EL) Master Plan is to provide a clear statement of guidance related to the development, implementation, and evaluation of English learner programs and services. The EL Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of EL students; reclassification of EL students; notification and involvement of parents of EL students; the formation and functioning of the District English Learner Advisory Committee and site ELAC meetings; the annual evaluation of English learner programs; and the use of federal and state funds for EL programs and services.

We do this to:

1. Ensure that English Learner students will achieve English language proficiency as quickly as possible.
2. Promote the academic success of English Learner students.
3. Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of bilingualism, and enhance positive self-esteem of English Learners.
4. Train instructional personnel to implement effective instructional programs and teaching strategies for English Learners students.
5. Increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English learners.
6. Establish a school-wide communication network of certified and classified personnel who work directly with English Learners.

1. Initial Identification

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken in the home?

Students for whom there is at least one response other than English to questions 1, 2, or 3 are designated as having a primary language other than, or in addition to English and must be assessed with the Initial English Language Proficiency Assessment of California (ELPAC) within 30 calendar days of enrollment. The completed HLS is retained in the students' cumulative file in addition to being entered into the school's student information system (SIS).

Initial and Annual Assessment

ELPAC results will be the primary determinant for initial identification of English proficiency status. Qualifying students at all grade levels are assessed in listening, speaking, reading, and writing. Based on the overall ELPAC score, the student is classified at one of four fluency levels in English:

1: Minimally developed
2: Somewhat developed
3: Moderately developed
4: Well developed

New students from other states are tested within 30 days of their enrollment into California schools. Students who have been previously identified as English learners are tested annually with the ELPAC between February 1 and May 31. The purpose of this assessment is to evaluate the student's progress toward full proficiency in the English language.

Proficiency Level Descriptors

1.Minimally Developed
English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

2.Somewhat Developed
English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.

3.Moderately Developed
English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

4.Well Developed
English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar

social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

Parent Notification of Assessment Results and Program Placement

Parents are notified of test results within 30 calendar days of receipt by VAFS. Parents of English learners also receive information about their right to request a waiver for alternative language programs and other information required by state and federal regulations. Parents are involved in their student's reclassification review process. Once the review process is complete, the school will file the signed reclassification form in the student's cumulative file.

Program placement letters are sent to parents of continuing English learners annually, within 30 days of the start of school. The letters contain the most recent ELPAC results, current performance on standardized and local assessments, and the student's program placement for the current year.

Alternative Language Assessment for Students with Disabilities

Each English learner with disabilities is to be assessed for English language development using accommodations, modifications, or alternative assessments for the ELPAC, as specified in the student's individualized education program (IEP) or Section 504 plan.

Classifications

English Learner: A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient.

Initial Fluent English Proficiency (IFEP) student: A student who took the Initial ELPAC and was determined to be fluent in English; i.e. overall proficiency level of well-developed in all four sub-categories.

Reclassified Fluent English Proficient (RFEP) student: A student who has met the school criteria for reclassification as fluently proficient in their use

of the English language in the four domains of literacy; Listening, Speaking, Reading and Writing.

2. Reclassification

Criteria

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 achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified:

1. English language proficiency on the ELPAC by scoring “Well Developed” (4)
2. Comparison of the performance in basic skills against 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 student of the same age whose native language is English.
3. Teacher evaluation of a student’s academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child’s English language proficiency and meeting the guidelines for reclassification.
? 5. Other criteria as determined by the Local Education Agency (LEA).

Once all information is documented, the student’s status is changed to RFEP, and the school is provided with documentation for the teacher and a copy is filed in the student’s cumulative file. Students who do not meet all criteria remain classified as EL. Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are Reclassified Fluent English Proficient (RFEP).

Reclassification Follow-Up Requirements

Reclassified students’ progress will be monitored by schoolwide assessment data for a minimum of four years to ensure his/her academic

success. Student progress will be monitored through analysis of school-wide Language Arts performance. SJCOE ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted support and intervention services.

3. Instructional Program Placement and Description

English Learner Services

VAFS is committed to providing a comprehensive English Language Development (ELD) program for all EL students. The ELD program consists of both Integrated and Designated ELD instruction and follows guidance from the English Language Arts/English Language Development Framework (pg. 106):

Integrated ELD, in which all teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCSS for ELA/Literacy and other content areas.

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

Both integrated and designated English language development (ELD) may take place in any instructional setting. SJCOE is committed to providing English learners with high-quality instruction that adheres to four basic design principles:

1. Instructional programs will incorporate an enrichment, rather than remedial approach, establishing high expectations for all students
2. Program models will reflect the use of research-based practices
3. All programs will provide students with a rigorous instructional program designed to accelerate learning and to develop academic English
4. All programs will provide students with access to grade-level content standards

Language Acquisition Programs

The San Joaquin County Office of Education establishes and implements instructional programs that enable all English learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum.

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

We are required to provide, at a minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]).

Structured English Immersion Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *[insert LEA contact name and information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Parent Outreach and Involvement

The District English Learner Advisory Committee (DELAC)

Each year the SJCOE establishes a District English Learner Advisory Committee (DELAC). The committee shall consist of duly elected representatives from each school in the county office that have an enrollment of 51 or more EL students.

Responsibilities

The majority of the members of the DELAC shall be parents of EL students and not employed by the District. The committee shall meet at least three times per school year. The purpose of the Committee shall be to advise the school on the development of and any necessary revisions to the district's master plan for educational programs and services for EL students, as well as review and provide input on the Local Control Accountability Plan (LCAP).

Staffing and Professional Learning

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching EL students by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. The SJCOE is committed to providing on-going professional learning to build a broader repertoire of effective EL instructional strategies, provide teachers and administrators with professional development focused on research-based instructional strategies for improving achievement of EL students, to enhance teachers'

understanding and use of adopted materials and assessments of EL students, identify early and appropriate interventions to help EL students learn, improve student engagement strategies, involve parents of EL students in their children's education, and to understand and use assessments to improve classroom practice and student learning.

Through professional learning opportunities, staff will:

- Analyze assessment data and discuss the implications of EL student performance in each part of the ELPAC
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

Authorization of Teachers and Staff

All teaching personnel whose assignment includes English learner students will hold appropriate authorization to provide necessary instructional services to English learners.

Those teachers hired without the proper authorization are required to apply for an emergency CLAD. There are renewal requirements on the emergency CLAD that require coursework or taking the CTEL exam in order to continue on an emergency until they can obtain the full authorization. The CTEL examination includes three subtests, each of which may be taken separately. The HR Director will oversee and monitor the teacher staffing.

Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and district policies and procedures. Currently, the state uses Local Control Funding Formula (LCFF). This is a state-level redistribution of funds, which includes supplemental and concentration funds to provide additional services for English learners, low income, and foster youth students. In addition, Title I

and Title III funds may be used. Allowable funds are to be utilized to promote the academic achievement of English learners; to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates. For more detailed information see respective Local Control Accountability Plans posted on www.sjcoe.org.

Evaluation and Monitoring of Program Effectiveness

The SJCOE has implemented a process and criteria to determine the effectiveness of its programs for English learners, and conducts yearly evaluations to provide information about their effectiveness to school stakeholders. Decisions to continue, modify, or discontinue programs and/or program elements are based on analysis of results. Evaluations of programs examine both student outcomes and progress towards SJCOE identified goals and objectives.

Special Education

English learners are eligible for special education opportunities. Lack of prior schooling in and of itself is not a special education issue. Once identified and placed, “appropriate action” to develop English language proficiency and to remove language barriers becomes part of the IEP. The student’s entire constellation of needs is addressed in the IEP, including ELD and primary language support. Special education referrals of EL students must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for EL students experiencing multiple difficulties.

Multiple criteria must be used for assessing and identifying students for special education services in order to distinguish educational needs based on disability separate from educational needs based on lack of English proficiency. When ELPAC testing special education EL students with an IEP, the IEP team will determine which accommodations and/or modifications, or alternative assessment that the student may need in order to participate in the language proficiency testing. The IEP must specify exactly how and for what domain(s) of the ELPAC that accommodations and/or modifications are to be implemented relative to the student’s disability. Any alternative assessment(s) the student will use must be identified in the IEP and the domain(s) of the ELPAC the alternative assessment(s) is replacing must be noted. Special education EL students

will receive appropriate instruction in their classroom placement as determined by their IEP.

Glossary

Initial ELPAC: English Language Proficiency Assessment of California. Statewide mandatory test for all language minority students upon first enrollment in California schools.

Summative ELPAC: Annual English Language Proficiency Assessment of California for all English learners

EL: English Learner. This is a student who has not met the criteria for proficiency in listening, speaking, reading, or writing English. Education Code 306 defines an English learner as “a child who does not speak English or whose native language is not English and who is not currently able to perform classroom work in English

ELAC: English Learner Advisory Committee. This committee is required at schools with more than 20 English learners. The minimum size is 3: two parents of EL students and one staff member. The committee provides input to the school site council and to the district ELAC (DELAC).

ELD: English Language Development. This is instruction that is designed to develop proficiency in the four domains of language (Listening, Speaking, Reading and Writing). ELD is required for all English learners.

IFEP: Initially identified as fluent English proficient. Refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California.

RFEP: reclassified fluent. Refers to students who once were English learners, and have been reclassified as fluent, based on testing and other factors. RFEP students are able to compete effectively with English-speaking peers in mainstream classes.

HLS: Home Language Survey. A component of the enrollment process for all students newly enrolling into a California school. The four question HLS is used to identify students’ primary languages.

Reclassification: This is the process of determining when an English learner has acquired the English skills necessary to succeed in grade-level class work.

SDAIE: Specially Designed Academic Instruction in English. A set of strategies that focus on the key vocabulary and concepts for subject areas, with adaptation of instruction and assignments appropriate to the English proficiency levels of students.

SEI: Structured English Immersion. This term describes an instructional setting for English learners who do not yet have “reasonable fluency in English.”