

Albert Einstein Academy Charter School’s Multilingual English Learner Master Plan

Initial Identification
Reclassification
Instructional Program
Parent Involvement
Staffing
Authorizations
Funding
Accountability
Special Education
Glossary



Table of Contents

Goals & Objectives

I. Initial Identification and Assessment

- Home Language Survey
- Initial & Annual Assessment on English Language Proficiency Assessment for California
- Proficiency Level Descriptions
- Parent Notification of Assessment Results & Program Placement
- Alternative Language Assessments for Students with Disabilities
- Classifications

II. Reclassification

- Criteria
- Reclassification Follow-Up Procedures

III. Instructional Program Placement and Description

- Middle School Language Program
- Elementary School Dual Language Program
- Program Design Principles for all students, including our Multilingual English Language Learners

IV. Parent Outreach, Involvement and Advisory Committees

- District English Learner Advisory Committee - (D)ELAC
- Composition Requirements
- Elections
- Trainings

V. Staffing & Professional Development

- Research-based Instructional Practices
- Analyze Data

VI. Authorization of Teachers & Staff

VII. Funding

- General Funds
- Supplemental Funds

VIII. Accountability & Evaluation of Program

- Effectiveness of Program
- Program Monitoring

IX. Special Education

X. Glossary



Goals & Objectives

The Board of Trustees (“Board”) of Albert Einstein Academy (“AEA” or the “Charter School”) complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as “English Learners.” AEA adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

The primary purpose of the EL Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English Learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the English Learner Advisory Committee; ongoing evaluation of teaching and learning in support of English Learners; and the use of state and federal funds for EL programs and services. We do this to:

Ensure that students who are English Learners will achieve English language proficiency as quickly as possible.

Promote the academic success of students who are English Learners.

Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of multilingualism, and enhance positive self-esteem of students who are English Learners.

Train instructional staff to implement researchbased teaching strategies for students who are English Learners.

Increase the level of family and community awareness, involvement, and support in meeting the educational needs of students who are English Learners.



I. Initial Identification

Home Language Survey

At or before the time of a student's initial California enrollment, the Charter School shall conduct, in writing, a home language survey to identify whether the primary or native language of the student is a language other than English. 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? (parents, guardians, grandparents, or any other adults)

Students for whom there is at least one response other than English to questions 1, 2, 3, or 4 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 for California (ELPAC) within thirty (30) calendar days of enrollment if there is no record of results from an English language development test. If a parent/guardian's response indicates a primary or native language other than English, and the Charter School determines the student is eligible for initial assessment, the Charter School shall promptly notify the parent or guardian, in writing, prior to the administration of the ELPAC initial assessment. Students in transitional kindergarten shall not be subject to the ELPAC.

The Charter School shall notify parents/guardians of their child's official results on the Initial ELPAC within thirty (30) calendar days following the Charter School's receipt of the results. This notice must also include:

- a) The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program.
- b) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- c) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
- d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
- e) How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- f) The specific exit requirements for the program.
- g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- h) Information pertaining to parental rights that includes written guidance on the following:
 - i. Detailing the right that parents have to have their child immediately removed from such program upon their request.
 - ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

The completed HLS is retained in the student's cumulative file in addition to being entered into the school's student information system (SIS).

For those students who have not been identified as ELs prior to the beginning of the school year, but are

identified as ELs during such school year, the Charter School shall notify the parents within the first two (2) weeks of the student’s placement in a language instruction educational program.



Initial & Annual Assessment

The initial determination of English proficiency status will primarily rely on the results of the Initial ELPAC. Within ninety (90) days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing when assessment is available. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.

To oversee test administration, the Superintendent or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

Qualifying students at all grade levels are assessed in listening, speaking, reading, and writing. Based on the overall Initial ELPAC score, the student is classified at one of four fluency levels in English:

- 1. Beginning to Develop
- 2. Somewhat Developed
- 3. Moderately Developed
- 4. Well Developed

New students coming from other states are tested on the Initial ELPAC within thirty (30) days of their enrollment into California schools. Students who have been previously identified as English learners are tested annually with the summative ELPAC between February 1st and May 31st.

English learners who are in their first twelve (12) months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

Initial Identification continued...

Proficiency Level Descriptors

Beginning to Develop — 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.

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.

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.

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.

Assessing Students with Disabilities

Each English learner with disabilities is to be assessed for English language development with the designated supports or accommodations for testing that the student regularly used during instruction and classroom assessment as delineated in the student's IEP or 504 plan that are appropriate and necessary to address the student's individual needs. When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed using the Alternate ELPAC, as specified in the student's IEP.

When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the student shall be assessed in the remaining domains in which it is possible to assess the student.

II. Reclassification

Criteria

Reclassification is the process that determines whether an English learner should be Reclassified as Fluent English Proficient (RFEP). AEA shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: demonstrated that the student has achieved a level of English language proficiency comparable to that of the school's average native speakers of English and recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers. English language learners shall be redesignated as fluent-English-proficient ("FEP") when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program 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.

The following measures shall be considered to determine whether and English language learner shall be reclassified as FEP:

- (1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student's English reading, writing, listening and speaking skills. Examples of additional assessment data include, but are not limited to:
 - (a) Proficiency Level on the California Standards Test in English Language Arts
 - (b) Objective data on the student's overall academic performance in English
- (2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions
- (3) Comparison of the performance of the student in basic skills against an observably established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English
- (4) Parent/guardian participation and consultation.
- (5) Other criteria as determined by AEA.

Parent/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged. 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, the Student Information System (SIS), and in CALPADS. Students who do not meet all criteria remain classified as "EL" (English learner).

Please note, 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 and supported including, but not limited to monitoring for four years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring their rate of redesignation and ensuring correct classification

and placement. Student progress will be monitored by teaching staff, in conjunction with ELPAC Coordinator, through analysis of school-wide English Language Arts performance. Albert Einstein Academy Charter ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted support and intervention services.



III. Instructional Program Placement & Description

English Learner Instruction

AEA provides English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the Charter School's regular course of study.

AEA provides instruction that allows English learners to develop full proficiency in their use of the English language. The scope and sequence of learning from K-8 provides students the opportunity to accelerate foundational skills mastery so that they are able to efficiently close the gap and engage in grade-level academic content.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

Enhanced instruction must be provided, which may include:

- a) Identification, development, and acquisition of curricular materials, educational software, and technologies; Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; or
- b) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

The Charter School must ensure that English Learner students in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

- a) Enrollment in the standard instructional program, which, at a minimum, consists of:
 - i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - ii. Courses required to meet state and local high school graduation requirements as specified in the AEA Charter, and
 - iii. Courses required for middle school grade promotion.
- b) Enrollment in a full course load of courses that are part of the standard instructional program, and
- c) Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than twelve (12) months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

The Charter School must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Action to overcome content academic barriers must be taken before the deficits become irreparable.

Language Acquisition Programs

AEA shall offer research-based language acquisition 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.

At a minimum, the Charter School shall offer a structured English immersion program which includes

designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the Charter School may include, but are not limited to, the following:

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

In establishing the Charter School's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the Charter School. (See Annual Notice).

- **Elementary School - Designated English Language Development (DELD):** Students are provided Tier I, small group DELD in class. Additional small group pull out DELD instruction is provided by our Literacy Specialists or Support Teachers primarily for TK-5 students scoring a 1 or 2 on the ELPAC. Support specific to writing is also provided for 4th and 5th grade EL students by our Literacy Specialists. Newcomers are prioritized.
- **Elementary School Language Immersion Program:** Grade levels K-5 students receive up to 50% of instruction in German and 50% in English, including all core subjects. Guided Language Acquisition Development (GLAD) strategies are implemented to facilitate both designated and integrated English Language Development (ELD). Small group differentiated literacy instruction is provided in classrooms and for more intensive support, by the ELD/literacy interventionists or Support Teachers.
- **Middle School - English Language Development/Academic Language Development (ELD/ALD):** These courses or groups are designed for students who are Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards in order to reclassify.
- **Middle School Newcomer:** These classes or groups provide support for students who may require more intensive support in social, cultural and academic adaptation. This program is for students who are new to English, the country, and the California school system.
- **Middle School Designated English Language Development (DELD):** Courses are designed for students at the earlier stages of English proficiency (Initial ELPAC novice or intermediate and Summative ELPAC minimally developed, somewhat developed, or moderately developed)-

AEA is committed to providing our English Learners with high-quality instruction via:

- GLAD strategies to provide Integrated and Designated English Language instruction.
- All instruction is standards based to include Common Core, NGSS, and ELD standards.

All programs will provide students with a rigorous International Baccalaureate concept and inquiry based learning experience designed to enhance critical thinking, foster global citizenship, and develop academic English language skills.

IV. Parent Outreach & Involvement



AEA will ensure that parents and families of English Learners are actively and meaningfully involved in the education of their children. AEA will communicate effectively with the parents and families of ELs in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of ELs are full partners in the decisions that affect their children. Translation is provided for meetings and for written communication.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

The Charter School shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving at high levels within a well-rounded education; and
- Meeting the challenging state academic standards expected of all students.

Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from EL parents.

English Learner Advisory Committee ELAC

If AEA enrolls more than twenty **(20)** English learners, AEA must form an English Learner Advisory Committee (ELAC) to serve the advisory functions specified by law. The ELAC committee shall establish by-laws that set forth election protocols, procedures, and other legal requirements. Each site shall maintain records of the agendas and minutes of all ELAC meetings.

Composition Requirements

ELAC must have English Learner parent representation by 51% of their members.

Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. Parents or guardians of EL students who are not employed by the LEA shall constitute a majority of the committee.

Elections

Each year the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC. In the event of member termination or resignation during the school year, the vacancy on the ELAC shall be filled by a new member election at the earliest possible opportunity.

Training

AEA will provide appropriate training each year to ELAC members that assist them in Carrying out their required tasks and responsibilities.

Responsibilities

The Charter School’s ELAC shall annually advise the Board on at least the following tasks:

- The development of a Charter School site plan that includes: description of program goals, objectives and services for English learners, taking into consideration the school site needs for English learners;
- Administration of the annual language census;
- The Charter School school-wide English Learner needs assessment.
- Identify ways to make parents aware of the importance of regular school attendance.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the AEA’s reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians. The development and any necessary revision to the Charter School’s Policy for English Learners.

Additionally, the committee shall:

- Meet at least four (4) times per school year in order to address all required tasks. The committee shall be consulted regarding the scheduling of meeting dates and times.
- Follow established by-laws that set forth procedures and other necessary requirements.
- Review site based English Learner data.
- Review site based instruction which specifically supports English Learners.

If the ELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the ELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

AEA shall identify in its local control and accountability plan (“LCAP”) goals to improve student outcomes, identified through the needs assessment, including those which address academic and language proficiency needs of EL students. The LCAP must include evidence-based strategies, specific actions or services to reach those goals.

V. Staffing & Professional Learning



Staffing & Professional Learning

AEA shall provide high-quality effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel 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. All professional development shall be based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development and assist parents and families in helping their children to improve their academic achievement and become active participants in their children's education, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

More specifically, administration and leadership teams will schedule opportunities to develop a deeper understanding of teaching English Learners. ELD/Literacy Specialists will lead and provide Professional Development including research-based instructional practices in support of English Learners.

On-going professional learning will:

- Build a better understanding of California's English Language Development Standards.
- Foster an understanding of ELPAC testing components and how to better support students in excelling on this assessment.
- Provide teachers and administrators with professional development focused on research based GLAD instructional strategies.
- Improve student engagement strategies and opportunities for student talk.
- Involve families of English Learner students in their children's education.
- Demonstrate how to use AI to plan English Language Development lessons.
- Include more Professional Development opportunities for our Literacy Specialists in support of them leading staff learning.

Staff will:

- Analyze English Learner assessment data, including ELPAC & formative assessments and related tiered support.
- Discuss specific GLAD strategies across their grade levels.
- At elementary, plan and schedule effective Designated ELD instruction for a minimum of sixty minutes per week.

- At middle, provide courses solely for ELs.
- Collaboratively plan student groupings of ELs and related support.

VI. Authorization of Teachers & Staff

The Superintendent or designee shall ensure that all teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services to English learners. Teachers must hold a valid California teaching credential and one of the following authorizations:

- Cross Cultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- Bilingual Authorization (previously issued documents: Bilingual Cross Cultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- Bilingual Cross Cultural Specialist Credential
- Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- Single Subject – World Language: English Language Development (ELD)
- EL Authorization



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 Human Resources Coordinator will oversee and monitor the teacher staffing.

VII. Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations and AEA policies and procedures.

Currently, the state uses Local Control Funding Formula (LCFF). This is a state-level redistribution of funds, which include supplemental and concentration funds to provide additional services for ELs, 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 ELs; to support the involvement of English learner families; and to strengthen compliance with state and federal mandates.

VIII. Accountability, Evaluation of Program Effectiveness and Monitoring of Program Effectiveness

Program Evaluation

To evaluate the effectiveness of the AEA's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually regarding:

1. A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
2. The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;
3. Progress of English learners towards proficiency in English based on the SBE-approved ELPAC overall score of 4;
4. The number and percentage of English learners reclassified each year;
5. The number and percentage of students reclassified to fluent English proficient ("RFEP") that are meeting state grade-level content standards during each of the four years after reclassification, including EL students with a disability;
6. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1 and their date of first enrollment at the Charter School ;
7. The achievement of English learners on standards-based tests in core curricular areas;
8. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309;
9. Progress toward any other goals for English learners identified in the Charter School's LCAP;
10. A comparison of current data with data from at least the previous year in regard to items #1-9 above;
11. A comparison of data between the different language acquisition programs offered by the Charter School; and

Develop the next steps for program improvement based upon an analysis of the findings from items #1-11 above. The Superintendent or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees.

Documentation and Translation of Documents:

AEA will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record.

AEA will translate certain records for those parents or guardians who speak a language group other than English representing fifteen (15) percent or more of the students enrolled in AEA, as determined from the CALPADS data for the preceding year. Specifically, AEA will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to AEA either in English or the primary language.

Annual Notice

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Charter School. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all students enrolling after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

- a. A description of any language acquisition programs provided, including Structured English Immersion;
- b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
- c. The information set forth in section 5 *CCR* Section 11309[c]:
 - i. Be designed using evidence-based research and include both Designated and Integrated ELD;
 - ii. Be allocated sufficient resources by the Charter School to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
 - iii. Within a reasonable period of time, lead to:
 - 1. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
 - 2. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
- d. The process to request establishment of a language acquisition program.

If the Charter School offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program’s effectiveness.

IX. Special Education

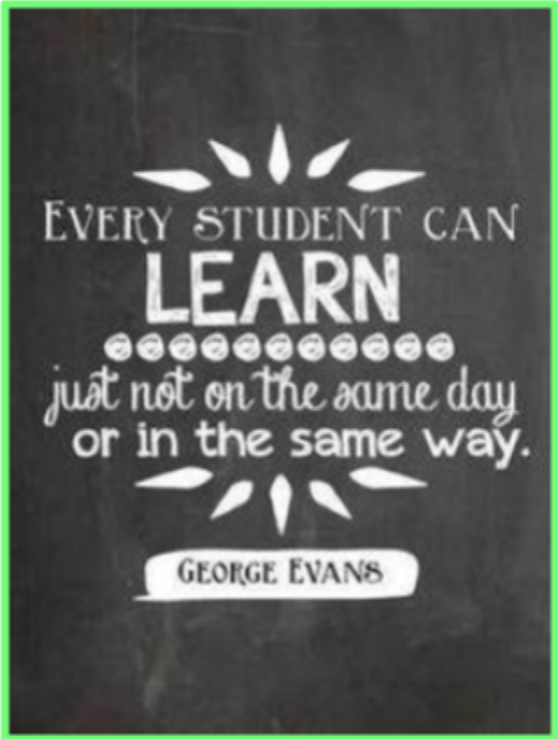
English learners are eligible for special education opportunities. Lack of prior schooling in and of itself is not a special education issue. Once identified and placed, “appropriate action” to develop English language proficiency and to remove language barriers becomes part of the Individualized Education Plan (IEP). The student’s needs are addressed in the IEP, including ELD and primary language support.

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for English Language Learning students experiencing multiple difficulties. Multiple criteria must be used for assessing/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 English Learner students with an IEP, the IEP team will determine which possible test variations, accommodations and/or modifications the student may need in order to participate in the ELPAC testing.

The IEP must specify exactly how and for what domain(s) (listening, speaking, reading, and writing) of the ELPAC that test variations, 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.

Students who are English Learners identified for Special Education will receive appropriate instruction in their classroom placement as determined by their IEP.



X. Glossary

Glossary

Designated English Language Development

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

ELPAC

English Language Proficiency Assessment for California. Statewide mandatory test for all language minority students upon first enrollment in California schools, and annually for all English learners

EL

English learner. This is an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

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

IFEP (Initially 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.

Integrated English Language Development

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

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.

Initial Fluent English Proficient (IFEP) student:

A student who was determined to be fluent in English as determined by the initial ELPAC.

Long Term English Learner (LTEL):

An English learner who has been in U.S. schools for six (6) or more years without reaching levels of English proficiency to be reclassified.

Multilingual 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.

Reclassified Fluent English Proficient (RFEP):

The process whereby a student is reclassified from English learner status to fluent English proficient status. This is the process of determining when an English learner has acquired the English skills necessary to succeed in grade level class work.

BOARD APPROVED POLICY

Approved and Adopted: