

MASTER PLAN FOR ENGLISH LEARNERS

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“Climbing Toward College & Career Readiness”

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Administrative Staff

Vahé Boujekian, Principal
Eddie Villela, Assistant Principal
Adrineh Gharibi, Executive Office Manager

6555 Sylmar Ave., Van Nuys, CA 91401 | Office: (818) 994-2904 | Fax: (818) 994-8096
13400 Erwin Street, Van Nuys, CA 91401 | Office: (818) 787-9527 | Fax: (818) 786-3627

Website: www.araratcharterschool.com

Inspiring Collaboration, Innovation, & Empowerment

TABLE OF CONTENTS

Introduction.....	3
Part 1: Initial Identification, Assessment, & Program Placement	5
Part 2: Teaching and Learning: Instructional Programs	11
Part 3: Monitoring Student Progress and Reclassification.....	18
Part 4: Staffing and Professional Development.....	21
Part 5: Program Evaluation and Funding.....	22
Part 6: Parent and Community Involvement.....	23



INTRODUCTION

ARARAT CHARTER SCHOOL MISSION STATEMENT

The Mission at Ararat Charter School is our commitment to educate students to their maximum potential in an environment that actively engages students in rigorous and relevant programs, promotes academic excellence and values cultural and linguistic diversity, and creative expression. Developing and nurturing the whole child is the primary objective of all Ararat Charter School programs

Ararat Charter School (ACS) is committed to working with concert with administrators, teachers, support staff, district staff, community members, students and parents to provide the most effective instructional program for ELs. There is a commitment to closing the achievement gap for all students and we aim to provide our ELs the ongoing support through the cycle of instruction, assessment, monitoring, and evaluation. In order to successfully implement our English Learner Master Plan, training will be provided to school staff at each site. All district staff members are accountable for ensuring that programs for ELs are optimally effective and we are all expected to follow the procedures in this plan.

GOALS FOR ENGLISH LEARNER PROGRAMS

Ararat Charter School's goal for English language learner programs is to equip students for academic success. The ACS Master Plan for ELs is designed to support the development of ELs' fluency in English and proficiency in the core curriculum as quickly and as effectively as possible. The programs and services contained in this plan were developed based on State and Federal laws, LAUSD District guidelines, Board policies, and research-based best practices in instruction for ELs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

1. Develop and implement effective programs for ELs as described in the Master Plan for ELs.
2. Ensure that all ELs access and master the English Language. Ensure that all ELs access and master core curriculum.
3. Decrease the risk of failure, retention, and lower the affective filter of EL's.
4. Strengthen parent involvement and engagement in their child's academic plans.
5. Increase ELs participation in advanced academic programs and enrichment opportunities.
6. Engage ELs in meaningful cultural, social, and academic activities.
7. Ensure that all programs are being implemented with fidelity

CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

Culturally and linguistically responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to impart knowledge and skills, and to change attitudes. Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of different ethnic backgrounds maintain their identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride.

Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. Students that come from a cultural background that is different from the mainstream Anglo-centered culture encounter difficulties when the curriculum does not represent their history, culture, or background in any way, shape, or form.

There are four fundamental principles to keep in mind when considering the infusion of students' history and culture into the curriculum:

- Language is an integral part of one's identity and culture.
- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved.
- The unique history, culture, and language of each student must be recognized and respected.
- Teaching methodology must accommodate the culture and language of the student.

The teacher must possess more than a cursory knowledge of the cultures (and their respective histories) represented in the classroom. Only then can real infusion take place, as opposed to the separate and supplemental "curriculum" that has characterized much of the attempts, at multicultural education.

STANDARD ENGLISH LEARNERS

Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. ACS is committed to serving the needs of students not yet proficient in Standard or academic English. To that end, this chapter addresses the rationale, philosophy and practices to be employed in the instruction of SELs.

ACS recognizes that ELs and SELs possess a variety of linguistic and cultural abilities that are viewed as assets. Instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent. We believe that all teachers are instructors of both language and content. The goal of the ACS is that every student, Kindergarten through Fifth grade, will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. Central to this goal is the acquisition of Standard American English and academic English. Additionally, all students are provided equitable and meaningful access to the core curriculum. Meaningful access is more than providing all students with the same instructional strategies and the same materials. If students are not able to comprehend those materials and learn through those strategies, they are effectively denied an equal opportunity to learn.

PART 1: INITIAL IDENTIFICATION, ASSESSMENT, & PROGRAM PLACEMENT

ENROLLMENT PROCESS

The enrollment process begins when a parent takes his/her child to Ararat Charter School. The main office of each school is designed to be a warm and welcoming place for parents and children. Parents fill out a pre-lottery form in order to be eligible for our annual lottery selection. If a student is selected through our annual lottery, parents are asked to fill out a full registration packet which includes a home language survey. A certificated staff member is available to provide consistent information about the instructional program options offered to ELs. All information is to be provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children who will be enrolling at ACS. When parents register their children at ACS for the first time, the parent completes the HLS which remains on file in the student's cumulative folder. This information will assist the school in providing the appropriate instructional program placement that best meets each student's needs.

HOME LANGUAGE SURVEY

A Home Language Survey (HLS) is filled out for every student at initial enrollment in ACS as part of the registration process. After parents complete the HLS, a site designee determines whether the child must be administered the CELDT (California English Language Development Test). If the answers to questions 1, 2, 3, and 4 are 'English,' the student is classified as EO (English Only), the parent is notified, and given information their child's program placement. When a language other than English is identified on Question 1, 2, 3, or 4 the student is then assessed for language proficiency in both English via CELDT and the student's primary language is assessed via BINL (Basic Inventory of Natural Languages). Education Code Section 60810 requires school districts to use individual results from the California English Language Development Test (CELDT) as the primary indicator for the initial identification of ELs.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or students observed linguistic behavior.

INITIAL IDENTIFICATION, ASSESSMENT, AND PROGRAM PLACEMENT

Ararat Charter School identifies, assesses and reports all students who have a primary language other than English. All completed forms and copies of documents pertaining to language testing for ELs are maintained in the Mandated State Assessments envelope in the student's cumulative file. Results of testing are entered into ACS database for future reference and monitoring of student progress. The process for identification of ELs has been outlined in Chart 3.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Upon filling out language surveys, parents are notified that their children may need to participate in a language assessment if their primary language is other than English. The California English Development Test (CELDT) is California's state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school for all students

whose home language is not English as indicated by home language survey. At ACS, English language testing occurs as close to the initial day of enrollment as possible provided all immunization requirements have been verified.

The first administration of the CELDT is used to determine if a student is fluent English proficient or an EL. ELs are required to take the CELDT each year during the annual assessment window of July 1 to October 31 until they are reclassified as fluent English proficient (R-FEP) or if they are initially identified as IFEP (Initial Fluent English Proficient). The California English Language Development Test (CELDT) for ELs candidates in kindergarten through twelve includes assessment in listening, speaking, reading and writing. The students in grades K through twelve covers four skill areas: listening, speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas.

CELDT
Grades K-5
Overall Proficiency Level
Skill Area Proficiency Level <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing

There are five proficiency levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced; and the students are tested with in the grade span that pertains to them (K-2 & 3-5). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English Language Development (ELD) standards. The English language performance levels range from 1-5 as indicated on the CELDT by Beginning (B), Early Intermediate (EI), Intermediate (I), Early Advanced (EA), and Advanced (A).

CELDT PROFICIENCY LEVELS
5- Advanced
4- Early Advanced
3- Intermediate
2- Early Intermediate
1- Beginning

Students receive a scale score and a performance level score for each language skill tested as well as an overall scale and performance score. The assessor calculates a preliminary score to guide appropriate program placement once all students have been tested. The test is then forwarded to the publisher for official scoring. Upon receipt of the official score, the preliminary score is updated to reflect the official score. The official CELDT report for each student provides the following:

- An overall English proficiency level and scale score for all parts of the test combined
- A scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing)

The overall scale score is calculated by weighting each skill-area (listening speaking, reading, writing) as 25 percent of the total.

ANNUAL KINDERGARTEN, REGISTRATION, ASSESSMENT AND PLACEMENT

Kindergarten pre-registration begins in March of the school year preceding the child's entrance into Kindergarten. However, administration of the CELDT may not begin until September. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the student will be administered the CELDT at the school site of enrollment.

Assessment results are processed as quickly as possible. Parents are notified by the school site of the results and the options for placement for the child. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process and placement into the selected program. English Learner workshops are arranged within the school year in order to orient parents on the program options and explanation of the waiver process, whenever appropriate.

PRIMARY LANGUAGE ASSESSMENT

State regulations also dictate that primary language testing take place within 14 calendar days of enrollment when triggered by the HLS. Trained personnel who are fluent in the student's primary language administer and score the assessments. Language proficiency in Spanish and Armenian is assessed using the BINL (Basic Inventory of Natural Languages). When first language assessments for other languages are not available, parents complete a background information questionnaire which accompanies the HLS. Results of the primary language assessments are communicated to the parents via the Initial Parent Notification Letter. Parents are informed via the Primary Language Testing Exception Form if testing is not available in the student's primary language. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations.

NOTIFICATION OF RESULTS OF INITIAL ASSESSMENT AND PLACEMENT

Upon completion of English language testing, parents are notified of the results and given a description of available program options. Written notifications to parents are provided in English and the appropriate primary language (Spanish and Armenian) if requested by the parent. The results of the HLS and language testing help determine the options for program placement. In the case of a transfer student, a review of transcripts and previous program participation are also used to inform program placement. Based on the preliminary testing information, students are classified as either Initially Fluent English Proficient (I-FEP) or English Language Learner (ELL). Students scoring at the Early Advanced (4) or Advanced level (5) on the initial administration of the CELDT are considered I-FEP. Parents of I-FEP students are informed of the test results and provided information on their child's their child's program placement.

Parents of identified ELs receive information regarding English learner programs and placement for their child, as well as opportunities to request a waiver for alternative programs that are not available at ACS.

A certificated staff member available will explain the program options available at ACS and programs available to them at other schools so that parents can make an informed decision about their child's educational placement.

*Structured English Immersion

PROGRAM PLACEMENT

ELs Program Placement for the student is determined in the following manner: First, determine if the student is reasonably fluent in English according to the CELDT. To be considered reasonably fluent, a student's overall score must be Early Advance or Advanced level and with scores in sub-skill areas of intermediate level or higher. If the child is reasonably fluent in English by these criteria, the student will be identified as an Initial Fluent English Proficient (I-FEP) student and be placed in the SEI (Structured English Immersion) program with greater exposure to rigorous academic vocabulary and informational text.

If a child is not reasonably fluent in English according to the established criteria, then a placement in a Structured English Immersion (SEI) Program is indicated. Support services in the SEI program must include English Language Development (ELD). This is not optional. In addition, one or more of the following must be included, even if provided within the mainstream class.

- Content instruction using SDAIE techniques.
- Participation in Benchmark, Strategic or Intensive interventions.
- Before, during, and/or after school intervention programs
- Other appropriate services

At the time of parental notification, all placement options are explained to parents of ELs. Once the school identifies a student as an English Language Learner (ELL), parents receive a packet of information explaining the various program options, a complete description of materials used in those programs, and procedures related to the waiver process. Available program options at ACS vary according to English proficiency levels. ELs are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. Procedures for Parental Exception Waivers are explained in detail in Part 5.

Once the program and placement options have been explained to the parent or guardian, an appropriate program is assigned to the student based on the parent's decision.

ANNUAL NOTIFICATION OF PLACEMENT AND ASSESSMENT RESULTS

ELs are tested annually with the CELDT until reclassification. Parents receive an Annual Parent Notification Letter informing them of their child's test results. This letter also serves as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

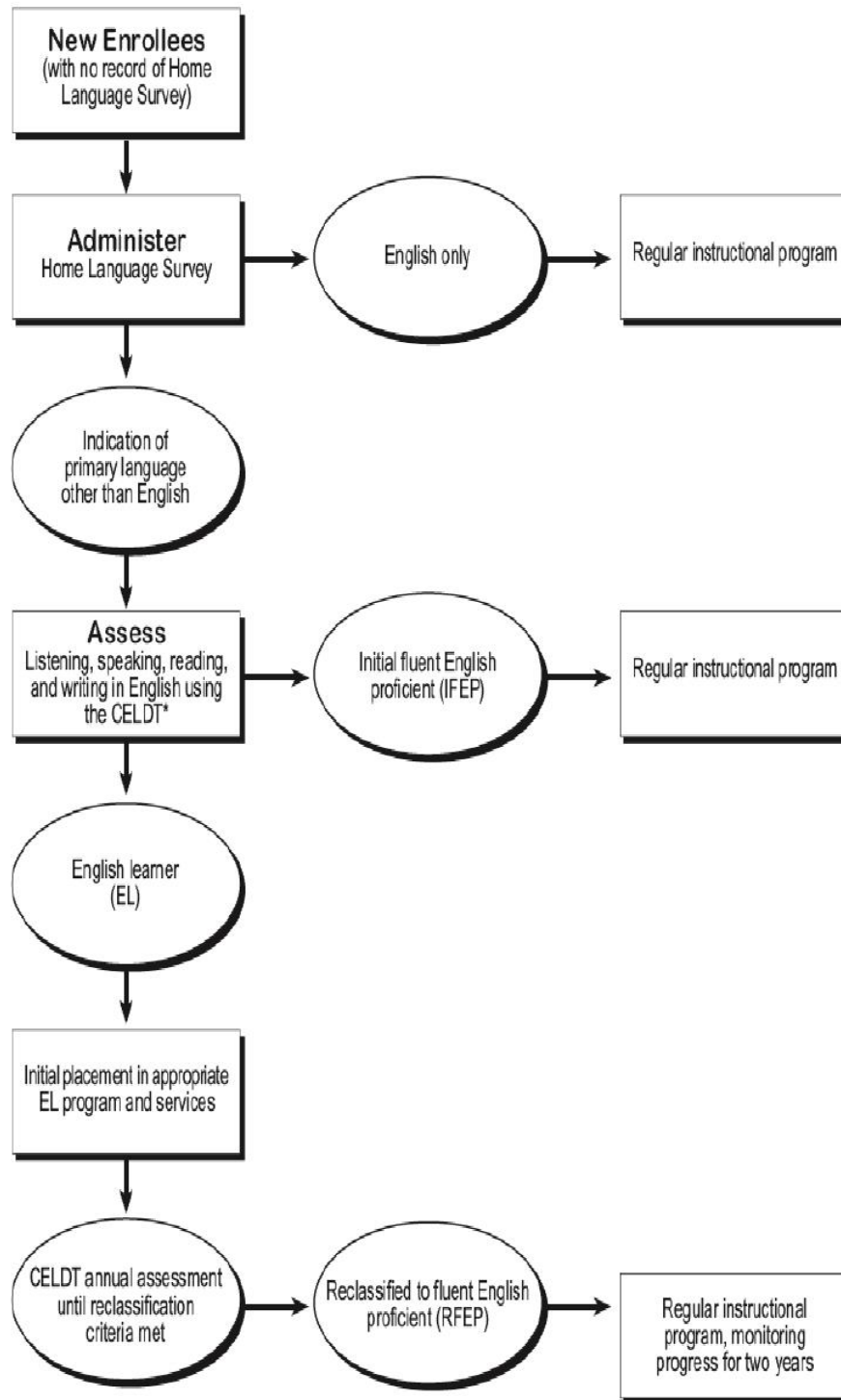
TRANSFER OF STUDENTS

When students transfer, all relevant data regarding the student's English Learner assessment history, including current scores, current student placement, academic progress, and interventions are sent to the receiving school. The site principal or designee is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new classes. Students who arrive from another California school with records of a Home Language Survey and student's results are current and initial language status need not go through the ACS language proficiency status identification process. Students entering the School from another state or country are tested according to the established guidelines. All relevant assessment, academic progress, and placement information is entered into the Student Information System at the time of enrollment including an appropriate entry signifying year first enrolled in a California school, and the year the student first enrolled in a U.S. school.

MAINSTREAM ENGLISH PROGRAM BY PARENT REQUEST

At any time, including during the school year, a parent of an English learner may elect to have the student moved into the Mainstream English Program by completing the corresponding form: Request for Removal from Structured English Immersion. Parents may choose to opt out of a program for the student but cannot opt out of appropriate ELL services provided to the student as required by law, such as ELD instruction, CELDT testing, interventions, etc.) State and federal laws require that all students whose primary language is other than English should be assessed for English-language proficiency, and parents and guardians cannot remove (opt out) their children from this requirement. The legal basis for requiring English-proficiency testing is that all students have the right to an equal and appropriate education and any English-language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right (CELDT Assistance Packet, Section III, CDE; March, 2007). Students in this category continue to receive ELD daily and receive specialized support in core content classes to meet their linguistic and academic needs.

DECISION GUIDE FOR INITIAL IDENTIFICATION OF ENGLISH LEARNERS



* Reading and writing not administered in kindergarten and grade one.

PART 2: TEACHING AND LEARNING—INSTRUCTIONAL PROGRAMS

ACHIEVEMENT GOALS FOR ELs

It is the mission of Ararat Charter School to educate and support ELs in reaching their highest potential each school year. School resources will focus on enabling all students to achieve the following goals. All students will increase one or more academic levels as measured by standardized test (CELDT & CST), benchmark assessments and ELD Standards-based measures each year.

MINIMUM PROGRESS EXPECTATIONS FOR STRUCTURED ENGLISH IMMERSION TO MAINSTREAM (ELEMENTARY)					
CEDLT	Year 1 Beginning	Year 2 Early Intermediate	Year 3 Intermediate	Year 4 Early Advanced	Year 5 English Proficient
ELD Standards-based measures	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
CST: ELA	FBB	BB	Basic (low to mid)	Basic (mid to high)	Proficient/Advanced
CST: Math	FBB	BB	Basic (low to mid)	Basic (mid to high)	Proficient/Advanced
Benchmark Assessments	FBB	BB	Basic	Basic	Proficient/Advanced

*ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

ELs INSTRUCTIONAL PROGRAMS OVERVIEW

All the instructional programs designed for ELs must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs.
2. Well-articulated, standards-based, differentiated core curriculum instruction provided in English with primary language support and/or through Specially Designed Academic Instruction to English (SDAIE).
3. Structured activities designed to develop multicultural proficiency and positive self-esteem.
4. Structured English Immersion and English Language Mainstream provide specific support for ELs to ensure that they continue in their progress to master English. These classes are equivalent in content and rigor to college bound classes. The classes cover the California Academic Content Standards.

Ararat Charter School offers and SEI (Structured English Immersion) program to meet EL's assessed needs: Structured English Immersion (SEI) students receive standards-based, differentiated instruction in the core curriculum as well as English Language Development (ELD) instruction according to their assessed proficiency level. Instruction in ELD is based on the California ELD Standards and focuses on development of the four domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the English Language Arts standards.

ELEMENTARY INSTRUCTIONAL PROGRAM OPTION (GRADES K-5)			
	Targeted Student Population	Program Goals	Key Instructional Services
Structured English Immersion (SEI) Grades K-5	EL (1-5)	Acquire English language proficiency and <u>gain access</u> to grade-level academic core content via differentiated instruction and appropriate supports.	ELD, SDAIE, Differentiated instruction

STRUCTURED ENGLISH IMMERSION K-5 (ELEMENTARY)

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. In addition to ELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffold in English. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. ELs that are "less than reasonably fluent" are placed in the SEI program, unless another instructional program option is requested by the parent/guardian.

STRUCTURED ENGLISH IMMERSION PROGRAM, GRADES K-5 (ELEMENTARY)			
Program Goals: Acquisition of English language skills and access to core content curriculum so that ELs, including those with disabilities, can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. High-quality ELD instruction and scaffold content instruction. SEI is the designated default placement for ELs who are "less than reasonably fluent" (ELs at ELD 1-3).			
Students Served	Program Components	Staffing & Credentialing	Parent Information
<p>ELs with "less than reasonable fluency" in English (ELD 1-3)</p> <p>ELs (ELD 4-5) with a need for English Language support</p> <p>(EO, IFEP, RFEP) with a need for English Language support</p>	<ol style="list-style-type: none"> 30 minutes minimum of ELD instruction at the students' assessed level of English language Proficiency Standards-based instruction in all curricular areas. Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-adopted, district- approved, standards-based materials and supplemental materials. 	<p>Accepted are an English learner authorization or Cross-cultural, Language and Academic Development (CLAD) Certification under state-approved credentials, certificates, permits, and supplementary EL authorizations.</p> <p>Preference is a BCLAD teacher who is bilingual/ Bi-literate to provide primary language support Certification under state-approved credentials, certificates, permits, and supplementary EL authorizations.</p>	<p>Upon student's enrollment, parents must be informed of instructional program options for ELs</p> <p>SEI is the designated placement for ELs who are less than reasonably fluent</p>

ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELD standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies ELs must develop to achieve the proficiency in English, which native speakers already possess when they enter school and continue developing throughout life. The ELA standards are the content and outcome expectation for all students. ELD is a component of all instructional programs designed to serve the needs of ELs. ELD course works are designed to provide ELs with focused instruction based on the state ELD standards. Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. EL instruction is integrated throughout the curriculum and classrooms have the following characteristics:

- Subject matter in the CCSS content areas (reading, writing, math, science, etc.) is taught in English
- Teachers of these classes have received training in methods to instruct English language learners (CLAD), and may be bilingual
- Teachers have received training on the new ELD standards.
- Where teachers have primary language skills, they may support the children’s understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency
- To foster home support and parent involvement, homework assignments may be given or explained in student’s the primary language

In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. Students should not have to wait until the end of a semester or course in order to move levels. When a teacher determines that a student has met all the ELD standards listed in each domain on the portfolio with scores of 3 or 4, as evidenced by the student’s ELD assessments/work samples, then a student may move up an ELD level.

ELD is a component of all program options for ELs. ELD is separate from but complementary to English-language arts instruction. English-Language Arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction in addition to a standards-based program in reading and language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

INITIAL PLACEMENT OF EL'S IN ELD LEVELS BASED ON (CELDT)			
English Language Development	CELDT Overall Score	ELD Levels	Program
Beginning	1	ELD 1	SEI

Early Intermediate	2	ELD 2	SEI
Intermediate	3	ELD 3	SEI
Early Advance	4	IFEP	SEI/SDAIE
Advance	5	IFEP	SEI/SDAIE

*IFEP—Initially Fluent English Proficiency

Note: A student may be classified as an EL if the overall performance level is Early Advance or Advance, but with a skill area scores of Beginning or Early Intermediate in Listening and Speaking (Grades K and 1), or in Listening, Speaking, Reading or Writing (Grades 2-5)

*SEI—Structured English Program

MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

ELD instruction occurs daily for all ELs until they are RFEP. ELD students will receive a minimum of 30 minutes daily of ELD instructional time as recommended by the California Department of Education, and these reflect the requirements for Ararat Charter School.

ELD INSTRUCTIONAL GROUPING (ELEMENTARY)

Ararat Charter School may choose one or more approaches as outlined below that best meet the needs of their ELs population. The following minimum daily guidelines are in place: 30 minutes of ELD per day. Staff training and qualifications are taken into consideration when choosing a program model. Ararat Charter currently uses Self-Contained Classroom Clustering in order to deliver ELD instruction.

DELIVERY MODELS FOR ELD	
Language Art Regrouping	Students are grouped by proficiency level during language arts to receive ELD/Language Arts instruction. This model is recommended to schools with large populations of ELL who speak different languages.
Grade Level Regrouping	The grade level unit works together to regroup their students based on language proficiency. All students receive instruction at the same time. Each teacher is assigned to a specific language level within that grade.
Primary/Intermediate Regrouping	Teachers at the primary grades work together to regroup their students and/or teachers at the intermediate grade work together to regroup their students based on language proficiency. A designated time of day at each grade span is devoted to ELD instruction.
Self-Contained Classroom Clustering	Each teacher delivers ELD instruction to his/her own students. Every attempt is made at the site to cluster ELs into designated classrooms by the same proficiency levels in order to facilitate ELD instruction.
Other Models	Other models may be implemented provided they employ research-based practices, provide instruction in English geared to the proficiency level of students, and utilize State- and district-adopted curriculum. ELs who demonstrate a good working knowledge of English by meeting the district's criteria for reasonable fluency are transferred into Mainstream English classrooms. In a mainstream setting, ELs continue to receive ELD daily and core curriculum content delivered



PROGRESS MONITORING FOR ELD AT ELEMENTARY SCHOOLS

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, elementary school site administrators must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. If by the third year of instruction an EL student is not meeting the minimum benchmarks of progress for his/her particular instructional program, an in-depth diagnostic assessment must be administered to identify specific student needs and the site administrator must ensure that appropriate interventions are provided to accelerate the student's progress.

Regular assessments that measure English language proficiency above and beyond curriculum- embedded assessments, and those assessments included with ACS adopted curriculum - are administered regularly to all elementary level ELs. ACS monitors EL student development of English using:

- CELDT Scores
- ELD Progress Profile
- Common Benchmark Assessments
- ELD Assessments
- Curriculum Embedded Assessments

The teacher, principal, and coordinator will collaborate to create the ELD Progress Profile at each grading period to share with support staff, parents, students and administrators for accurate and current information on the English language proficiency progress of their students. The results of these assessments are compared to the Minimum Progress Expectations by instructional program and when students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

PART 3: MONITORING STUDENT PROGRESS & RECLASSIFICATION

MONITORING OF STUDENT PROGRESS

ACS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs. ELs progress is monitored annually using both school adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed annually by school administrator, ELD coordinator, principals, and teachers. ELs are expected to show one language proficiency ELD level of growth annually as measured by the CELDT until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. Teachers measure students' mastery of the ELD standards through the ELD folder, observation, and informal and formal assessment CELDT throughout the year. The ELD folder provides targeted outcomes across the three PLDs (Proficiency Level Descriptors): These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD/SDAIE instruction. The CELDT test is administered in the fall for all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade level planning and targeted lesson development.

ACS' expectation is for students to progress through the levels of proficiency and re-designate as fully English Proficient (RFEP) before they move on to middle school. For students who enroll beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to local educational agencies (LEAs) to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. An Annual Measurable Achievement Objective (AMAO) is a performance objective, or target, that LEAs receiving Title III sub-grants must meet each year for its ELs. All LEAs receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the CELDT. The third AMAO relating to meeting AYP requirements for the ELs subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE).

TITLE III AMAOS FOR ELS		
English Language Proficiency AMAOs		Assessments
AMAO 1	ELs progress one CELDT level per year	CELDT
AMAO 2	Percentage of ELs Attaining the English Proficient Level on the CELDT	CELDT
AMAO 3	ELs meet the adequate yearly progress (AYP) targets of Proficient or Advanced on the California Standards Test (CST) and (CAPA) in English Language Arts and Mathematics	CST & CAPA
Academic Achievement AMAO		Assessments



AMAO1

AMAO1 defines progress as follows: Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year. Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level. Students at English proficient are expected to maintain that level for overall and sub-skills

AMAO 2

AMAO2 measures the percent of ELs in a defined cohort who have attained English proficiency on the CELDT at a given point in time. The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the annual CELDT administration.

AMAO 3

AMAO3 holds the Title III LEAs accountable for meeting targets for the ELs subgroup that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics. Title III accountability is at the district level, not the school level.

In general, beginning level ELs who enter with core subject grade level competency in their primary language are expected to progress approximately one level on the CST each year and be at grade level in English language arts and core subject areas within five (5) years from onset of program. Students with limited or interrupted schooling in English or their primary language may take longer to reach parity with native English speakers. According to research (Hakuta, Butler & Witt, 2000), factors that slow ELL rates of catching up to the EO population include; native English speakers continue to learn and develop their academic English skills while ELs not only have to learn the fundamentals of English, but also catch up with a student group that continues to develop. Also, socioeconomic status (SES) is a factor in the rate of English acquisition. ACS prefers to take a proactive approach to addressing possible academic deficits faced by ELs. Support programs are appropriate to each grade level.

RECLASSIFICATION

Reclassification is the process by which students who have been identified as Limited English Proficient (LEP) are reclassified as Fluent English Proficient (R-FEP) when they have demonstrated the ability to compete effectively with English-speaking peers in mainstream classes, grades 2-5. Under current law, identified ELs must participate in the annual administration of the CELDT until they are reclassified. The School uses the annual CELDT results as one of four criteria for considering the reclassification of ELs to fluent English proficient; additional criteria include teacher evaluation, elementary report card, and performance in basic grade-level skills.

RECLASSIFICATION CRITERIA	
<i>Grade 2</i>	<i>Grades 3, 4, & 5</i>
<p>Annual CELDT scores Overall annual CELDT score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)</p> <p>Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:</p> <p>Elementary Report Card Report card grade marks of 3 or higher in the areas of Listening, Speaking, Reading, and Writing in ELA in Report Card #2</p> <p>Performance in Basic Grade-Level skills Benchmark assessment #2 or #3 at Basic, Proficient, or Advance (Only Benchmark # 2 or #3 may be used for reclassification)</p> <p style="text-align: center;">Parent Opinion/Consultation</p>	<p>Annual CELDT scores Overall annual CELDT score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)</p> <p>Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:</p> <p>Elementary Report Card Report card grade marks of 3 or higher in the areas of Listening, Speaking, Reading, and Writing in ELA</p> <p>CAASPP The students has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient or Advance performance band on ELA section of the test</p> <p style="text-align: center;">Parent Opinion/Consultation</p>

PART 4: STAFFING AND PROFESSIONAL DEVELOPMENT

SCHOOL GOAL

Ararat Charter School's goal is to ensure that all students have access to qualified students, teachers, administrators, and others staff members and that all educators have access to high-quality professional growth opportunities.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

ACS is committed to providing an adequate number of California Commission on Teacher Credentialing (CCTC) qualified teachers to implement the required ELD and core curriculum instruction for each English Learner. The School requires all teaching personnel assigned to provide instruction in ELD and/or SDAIE to be properly authorized or "actively pursuing" authorization as monitored by the Human Resources Department. The Plan to Remedy the Shortage outlines measures for training and recruitment of highly qualified teachers.

Type of Instruction	AUTHORIZATION
English Language Development (ELD)	Multiple Subject Teaching Credential with CLAD or BCLAD Certification AB 1059 CLAD/LDS/SB1969/SB395 (ELD) SB 1442, SB 2042 Internship Credential with CLAD Emphasis
Specially Designed Academic Instruction in English (SDAIE)	Multiple Subject Teaching Credential with CLAD or BCLAD Certification AB 1059 CLAD/LDS/SB1969/SB395 SB 1442, SB 2042 Internship Credential with CLAD Emphasis

PROFESSIONAL DEVELOPMENT

Ararat Charter School offers professional development and supports new teachers through Induction as part of the Beginning Teachers Support Assistance (BTSA) program that includes an ELs Standard. Additional training in differentiated instruction and strategies for working with ELs and their families is offered to teachers and other school personnel on an ongoing basis through grade level meetings, staff development days, attending conferences, and workshops. In addition, CELDT Training is held during staff development at the beginning of the year.

PART 5: FUNDING AND PROGRAM EVALUATION

FUNDING

The Categorical Block Grant was reformulated in 2005 and currently provides a per- ADA amount of funding to all charter schools. The intent of the categorical block grant is to provide charter schools with a share of categorical funding that is comparable with that provided to school districts but free of “red tape.” The Categorical Block Grant is supplemented with so-called “In-Lieu Economic Impact Aid.” These funds are provided to charter schools that serve economically disadvantaged students (students whose family incomes fall below specified federal poverty income caps) and students who are English learners.

PROGRAM EVALUATION

Ararat Charter School is committed to monitoring the implementation of its EL policies, programs and services. ACS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs. ELs progress is monitored annually using both school adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed annually by school administrators and teachers. ELs are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. ACS ELAC committee will meet periodically in order evaluate our program for English learners.

ACS will evaluate the implementation as well the effectiveness in order to continuously improve and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *English Learner Master Plan*;
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness;
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system.

PROGRAM GOALS

Ararat Charter School’s goal is to the implementation of the *English Learner Master Plan* fully and consistently. ACS intends to ensure steady progress toward and attainment of academic English language development and grade level academic proficiency per expected timeframes. ACS will increase access to and participation in advanced academic program opportunities and strengthen parent/guardian participation and engagement in students' academic development.

ADMINISTRATIVE EVALUATIONS

Similar to the Teaching & Learning Framework for teachers, the School Based Leadership Framework provides guiding principles for supervision of instruction, creating a culture of learning, and monitoring systems and operations. ACS administrative leaders will create a school that will have a committed and dedicated staff that will focus on improving EL instruction.

PART 6: PARENT AND COMMUNITY INVOLVEMENT

SCHOOL GOAL

Ararat Charter School goal is to provide parents of ELs with various opportunities to be active participants in assisting their children to achieve academically. To further this goal, translations and interpretation of school information are made available for all language groups whenever possible. When 15% or more of the school's students are speakers of the same language, parents may request translations of all school information in that language, and oral translation is made available in that language at parent/teacher conferences, advisory committee meetings, Student Success Team (SST) meetings, and other school-related meetings. Parents of ELs are encouraged to participate in Advisory Committee meetings. ACS has an active School Leadership Advisory Committee (SLC) and Parent Involvement Committee (PIC). Community liaisons initiate personal contact with parents of ELs through phone calls, notes, and home visits, offering personal invitations to school events such as parent workshops, meetings, and family events.

PARENT NOTIFICATION AND PARENTAL EXCEPTION WAIVERS

Following initial enrollment, parents of students with a language other than English on questions 1, 2, 3, or 4 on the Home Language Survey receive written notice of language testing results, student placement in an English-language classroom, and a full description of the different educational program choices, education opportunities and instructional materials. In addition, parents receive notification of their right to request a waiver for an alternative program placement. The Parental Exemption Waiver must be obtained and signed at the school site. (A mainstream program is not considered an alternative instructional program.) The three types of waivers as described in Section 311 of CA Ed. Code are:

1. Children who already know English: The student already possesses good English language skills as measured by STAR tests of vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower.
2. Older children: The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of English language skills.
3. Children with Special needs (physical, emotional, psychological, or educational): The child has already been placed for a period of not less than thirty days during that school year in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of study would be better suited to the child's overall educational development.

ACS does not offer an alternative, e.g. Bilingual or Dual Language Immersion, instructional program at this time. Parents of an English language learner wishing an alternative program in a neighboring school will be granted a transfer provided that school has space available in the desired program and is willing to enroll the English Learner in the program of choice. Transportation is the responsibility of the parent.

TIMELINE

In accordance with Proposition 227 requirements, waivers will be acted upon as follows:

For a signed Waiver for an English Learner 10 years of age or older, the school will act upon signed waiver within 20 instructional days of submission to the school principal. ELs under 10 years of age must be placed in an English language classroom for a period of not less than 30 days. The school will act upon a Parental Exception Waiver no later than 10 days after the 30 day English language classroom placement or 20 instructional days, whichever is later.

PROCEDURE FOR DENIED WAIVERS

In most cases, ELs are placed according to parental request, however, a waiver may be denied if the student does not meet the criteria in Article III, Section 311 of the English Language Education for Immigrant Children Initiative (Prop. 227).

Under federal civil rights law, charter schools, like all public schools, must timely identify English learners and provide them with an effective program of English language acquisition that also affords meaningful access to the school's academic core curriculum. While independent charter schools authorized by the District are not required to adopt the District's Master Plan for English Learners, any instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials; and (3) periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Annually, independent charter schools authorized by the District must submit to the District Charter Schools' Division a certification indicating whether the school is going to implement the District's Master Plan or adopt and implement another instructional plan for English learners. If the independent charter school chooses to adopt its own plan, it must submit a certification to the Charter School's Division.