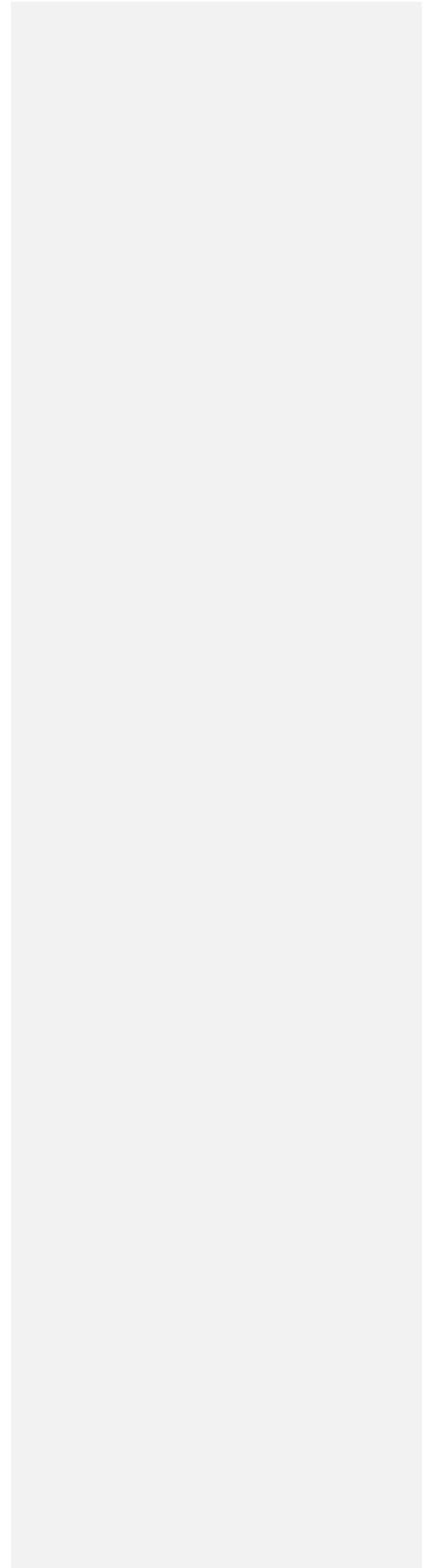




Larchmont Charter School

English Learner Master Plan

September 2014



Narrative

How will English Learners needs be identified?

Upon initial enrollment, parents complete the Home Language Survey (HLS) on the District's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

English Only (EO): if the answers to the four questions on the HLS are "English", the student is classified as English Only.

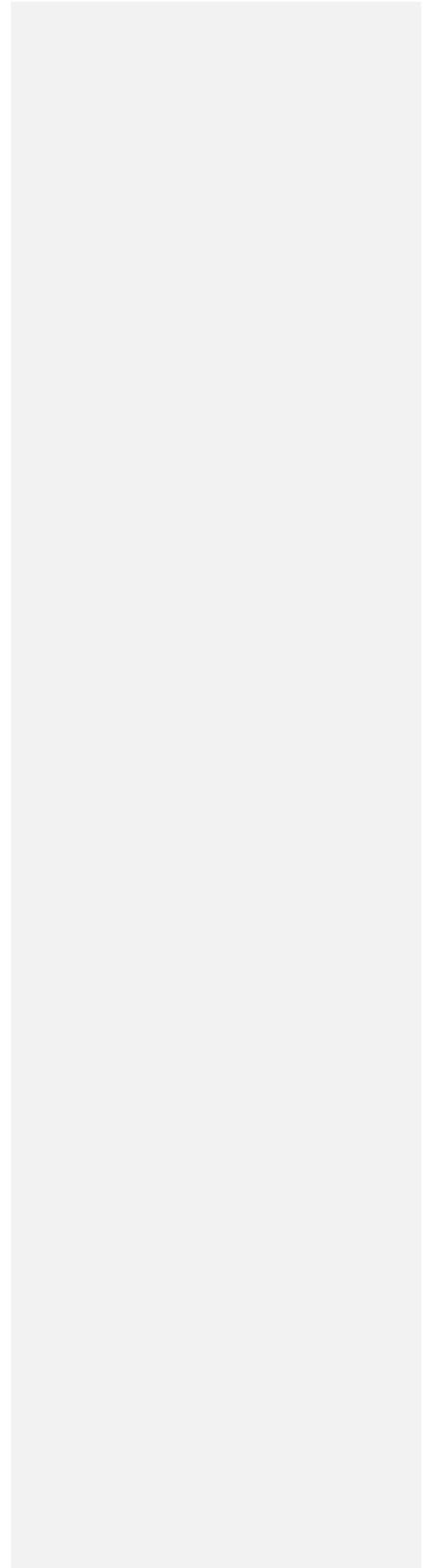
Possible English Learner (EL): if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the student is administered the state English language proficiency assessment, the California English Language Development Test (CELDT), to measure his or her level of English proficiency. Additionally, If the parent's response to the first three questions on the HLS is English and the response to the fourth question is other than English, and there is evidence of significant non-English exposure, then the student is administered the state English language proficiency assessment, the California English Language Development Test (CELDT).

ELs are reclassified as fluent English proficient (RFEP) based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Performance in basic grade level skills
- English proficiency on the CELDT: overall level of Early Advanced or Advanced with each domain score (Listening, Speaking, Reading, and Writing) Intermediate or higher
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

*In the event that a student meets the CELDT and performance in basic grade level skills criteria but not the grade/progress report mark requirements, the school's Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following may be considered:

- Report card grades/progress report marks in equivalent ELA courses.
- Prior CST/CMA scores, if applicable
- Authentic student work samples, especially writing samples



What services will be offered for students who are English Learners?

Guiding Principles:

1. All teachers deliver standards-based, differentiated instruction using SDAIE in reading, writing, math, science, and social studies to ensure full access to the core curriculum. **ELLs are fully supported in accessing rich content knowledge and developing academic English across the disciplines. This Integrated ELD instructional approach emphasizes strategic scaffolding and support for meaning making, language development, effective expression, content knowledge and foundational skills.**
2. Instruction is designed to ensure that EL students acquire English Language proficiency and master academic content standards required of all California students.
3. Instruction emphasizes the importance of ELA/Literacy in Reading, Writing, Speaking and Listening and Language, and provides opportunities for honing these skills in multiple contexts.

Instructional Services for English Learners:

SDAIE: English Learners will receive Specifically Designed Academic Instruction in English (SDAIE), centered around four elements – content, connections, comprehensibility, and interaction – and designed to make instruction comprehensible and grade-level academic content accessible for English Learners. This instructional model supports growing student independence in interacting and producing text, participating in discussions, giving presentations and engaging in research. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. All teachers will take part in Thinking Maps training to further enhance the SDAIE instruction for English Learners and additional effective strategies, including those presented as Snapshots and Vignettes if the CA ELA/ELD Framework will be utilized. The purpose of SDAIE instruction is teaching skills and knowledge in the content areas as well as promoting language development in order to promote college and career readiness for all LCS students.

Differentiated Reading Groups: English Learners will be placed in small reading groups differentiated by each student's particular needs in language development. This differentiated, small group instruction in reading must use SDAIE methodology, as stated above.

Everyday Mathematics and College Preparatory Mathematics English Learners Support: English Learners receive Everyday Mathematics and College Preparatory Mathematics

support for English Language Learners. Each lesson includes the following components to specifically address the needs of the English Learners:

- Providing Access: proven instructional –delivery strategies to maximize English Learners’ comprehension of math concepts.
 - Flexible Grouping
 - Using Visuals
 - Using Reference Materials
 - Using Diagrams and Models to Solve Problems
 - Using Structured Routines
 - Using Role-Playing
 - Tapping Prior Knowledge
 - Using Gestures and Total Physical Response Techniques
 - Using Graphic Organizers
- Previewing Vocabulary: Lists of words with multiple meanings, key math terms, common procedural vocabulary, or idiomatic phrases that are used in the lesson are previewed and explanations as well as opportunities for student interactions with word meanings clarify and build support for making meaning in mathematics.
- Building Academic Language: Supports for teacher and student focus on and the development of academic language based on the specific math skills taught in each lesson are provided.
 - Words with Multiple Meanings
 - Attribute Adjectives
 - Language of Probability
 - Idioms and Expressions
 - Idioms
 - Cognates
- Checking for Understanding: Teacher’s edition provides examples of prompts that can be used to monitor English Learners’ comprehension of lesson content at the first three proficiency levels established by the CELDT.

How, where, and by whom will the services be provided?

These services will be provided to English Learners in their regular classroom, as well as in their differentiated reading group. All teachers will be using SDAIE methodology. Instructional strategies for English Learners including TPR, use of Thinking Maps, GLAD, a print-rich environment with multi-level texts available and content area vocabulary displays and glossaries for specific units. Collaboration with classmates in discussions, presentations and projects further enhances ELL language development. In an effort to support the success of our English language learners in elementary school, we have developed and expanded approach to literacy that includes technology and

the arts in addition to the more traditional academic experiences. Research shows that children who are learning English benefit from the opportunities to use the arts to assist in developing vocabulary, basic concepts, and reading skills. This approach combines language activities with multimedia, drama, music, and art in order to enhance and express understanding. The ability of each student to acquire information from a variety of sources, to synthesize their knowledge, and to create presentations that reflect his or her understanding of a given subject, is a stated goal at LCS. By broadening and deepening our definition of literacy, we have raised the standards of literacy for all of our students, supporting the growth of our ELL students within the context of our diverse learning community.

In middle and high school, students who are ELL will be supported through the above strategies and English immersion in their classrooms. Teachers in all subject areas in the middle school will utilize rich vocabulary development, reading comprehension skills, and high expectations for student oral language development. The interdisciplinary approach in our middle school classrooms will allow for students to develop language and vocabulary in a meaningful, authentic setting that creates long-lasting results.

Comment [EB1]: Does this also apply to HS?

Expectations for personal responsibility and academic performance increase at these grades as students begin their transition into secondary school. Specific instruction in student goal setting and self-monitoring strategies are key for all students in middle school. The overarching ELA/literacy and ELD goal, **readiness for college, career, and civic life**, takes on new meaning and teachers must be poised to support students in connecting their learning to their future adult lives. Designing lessons and experiences around purposeful interactions with a growing body of literary and informational texts helps students move towards the goal of being **broadly literate**.

The CA ELA/ELD Standards also introduce argument at grades six through eight, exemplifying expectations of increased sophistication in middle school. These sophisticated expectations exist across the many disciplines that students study, and include specific literacy standards in history/social studies, science, and technical subjects for the strands of reading and writing. Teachers in these grades work together to coordinate and articulate expectations across disciplines. As a team, they strategize to support student goal setting, and to promote self-directed and collaborative learning in order to increase reading engagement and conceptual understanding for their students.

In **High School**, supports for EL learners will continue as indicated in Middle School with a lens toward increased student independence and a realistic individualized plan to support each student's college and career goals. Regular goal setting meetings with College and Career counselors will prepare students to take increasing responsibility for next steps. Support for PSAT/ SAT/ACT applications will be given with translation provided for families as needed.

Developing student competencies are challenged by tasks that engage them with real issues and students are expected to challenge their own and others' thinking in

discussions, presentations and debates. Projects that serve communities both locally and globally are a cornerstone of our high school program at LCS, and promote student responsibility for improving the world they inhabit.

How will the program for students who are English Learners will be evaluated each year and how will the results of this evaluation will be used to improve those services?

As a part of our mission-driven dedication to diversity, Larchmont Charter School is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and hold itself accountable for outcomes.

At the beginning of each school year, teachers will evaluate the appropriate ELD level (1-5) for each of their English Learners. Teachers will use this information to continuously monitor each English Learners' ability to achieve tasks at their level based on the grade-level standards. Every grading period, teachers record this information on ELD Folders that specify what tasks English Learners are expected to achieve to move up to the next ELD level. The progress of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. English Learners are expected to move up a minimum of one level each school year. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).

The results of this evaluation will be used to improve the EL program each year. Any grade-level standards or coursework that were particularly difficult for English Learners to master will be identified. The teaching and assessment methodologies for these standards will be addressed to improve the likelihood of English Learners achieving these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed. Achievement gaps in ELA, Math and Foreign Language will be regularly analyzed and strategies for student support will be designed and implemented. Regular reports to our Board of Directors on comparative EL group progress will guide next steps and support budgetary allocations as needed.

Plan

I. Introduction

A. *Guiding Principles for Educating English Language Learners (adapted and expanded by LCS from LAUSD and George Washington University)*

1. Principle 1: English learners are held to the same high expectations of learning established for all students.
2. Principle 2: English learners develop full receptive and productive proficiencies in the CCSS ELD/ELA Standards in the domains of Speaking and Listening, Reading, Writing, and Language consistent with expectations for all students.
3. Principle 3: English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, gardening, cooking, and physical education, consistent with those for all students.
4. Principle 4: English learners receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.
5. Principle 5: English learners are evaluated with appropriate valid assessments that are aligned to state and local standards and that take into account their language development stages and cultural backgrounds.
6. Principle 6: The academic success of English learners is a responsibility shared by all educators, the family, and the community. Progress of all students is tracked and regularly shared and analyzed publically at LCS Board Meetings.

II. Initial Identification, Assessment, and Reclassification

A. *The Enrollment Process*

1. Home Language Survey: Upon initial enrollment, parents complete the Home Language Survey (HLS) on Larchmont's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home.
2. The HLS consists of the following four questions:
 - a) What language did the student learn when he or she first began to talk?
 - b) What language does this student most frequently use at home?
 - c) What language do you use most frequently to speak to this student?
 - d) Which language is most often used by the adults at home?
3. These questions are used to determine a student's home language status as follows:
 - a) English Only (EO): if the answers to the four questions on the HLS are "English", the student is classified as English Only.

b) Possible English Learner (EL): if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the student is administered the state English language proficiency assessment, the California English Language Development Test (CELDT), to measure his or her level of English proficiency. Additionally, If the parent's response to the first three questions on the HLS is English and the response to the fourth question is other than English, and there is evidence of significant non-English exposure, then the student is administered the state English language proficiency assessment, the California English Language Development Test (CELDT).

4. Parent Notification of CELDT

B. *Language Proficiency Assessments*

1. English Language Proficiency Assessment – Initial Identification
2. English Language Proficiency Assessment – Annual Assessment
3. Initial Language Classification/Status
4. Annual Language Classification/Status
5. Parental Notification of Initial Assessment Results
6. Parental Notification of Annual Assessment Results
 - a) Subsequent numbers are automatically inserted at the beginning of each line at the same numbering level.

C. *Transfer Students*

D. *Reclassification: Criteria Used For Reclassification*

1. ELs are reclassified as fluent English proficient (RFEP) based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
 - a) Basic grade level skills
 - b) English proficiency on the CELDT: overall level of Early Advanced or Advanced with each domain score (Listening, Speaking, Reading, and Writing) Intermediate or higher
 - c) Teacher evaluation based on student grades/progress report marks
 - d) Parent consultation and approval
2. In the even that a student meets the CELDT and basic grade level skills criteria but not the grade/progress report mark requirements, the school's Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following may be considered:
 - a) Report card grades/progress report marks in equivalent ELA courses.
 - b) Prior CST/CMA scores, if applicable
 - c) Authentic student work samples, especially writing samples

E. *Reclassification Process*

Comment [EB2]: added

- F. *Monitoring Progress of Reclassified Students*
- G. *Reclassifying English Learners With Disabilities*

III. Instructional Services for English Learners

A. *Guiding Principles for Instructional Services to ELs*

1. All teachers deliver standards-based, differentiated instruction using SDAIE in reading, writing, math, science, and social studies to ensure full access to the core curriculum. ELLs are fully supported in accessing rich content knowledge and developing academic English across the disciplines. This Integrated ELD instructional approach emphasizes strategic scaffolding and support for meaning making, language development, effective expression, content knowledge and foundational skills. All teachers deliver standards-based, differentiated instruction using SDAIE in reading, writing, math, science, and social studies to ensure full access to the core curriculum.
2. Instruction is designed to ensure that EL students acquire English Language proficiency and master academic content standards required of all California students.
4. Instruction emphasizes the importance of ELD/ELA/Literacy in Reading, Writing, Speaking and Listening, and Languages and provides opportunities for honing these skills in multiple contexts.
5. Instruction emphasizes the importance of ELA/Literacy in Reading, Writing, Speaking and Listening and Language, and provides opportunities for honing these skills in multiple contexts.

B. *English Language Development*

1. Instructional Services for English Learners:
 - a) SDAIE: English Learners will receive Specifically Designed Academic Instruction in English (SDAIE), centered around four elements – content, connections, comprehensibility, and interaction – and designed to make instruction comprehensible and grade-level academic content accessible for English Learners. This instructional model supports growing student independence in interacting and producing text, participating in discussions, giving presentations and engaging in research. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. All teachers will take part in Thinking Maps training to further enhance the SDAIE instruction for English Learners and additional effective strategies, including those presented as Snapshots and Vignettes if the CA ELA/ELD Framework will be utilized. The purpose of SDAIE

instruction is teaching skills and knowledge in the content areas as well as promoting language development in order to promote college and career readiness for all LCS students.

b) Differentiated Reading Groups: English Learners will be placed in small reading groups differentiated by each student's particular needs in language development. This differentiated, small group instruction in reading must use SDAIE methodology, as stated above.

c) Everyday Mathematics and College Preparatory Mathematics English Learners Support: English Learners receive Everyday Mathematics support for English Language Learners. Each lesson includes the following components to specifically address the needs of the English Learners:

- (1) Providing Access: recommends proven instructional –delivery strategies to maximize English Learners' comprehension of math concepts.
 - (2) Flexible Grouping
 - (3) Using Visuals
 - (4) Using Reference Materials
 - (5) Using Diagrams to Solve Problems
 - (6) Using Structured Routines
 - (7) Using Role-Playing
 - (8) Tapping Prior Knowledge
 - (9) Using Gestures and Total Physical Response
 - (10) Using Graphic Organizers
- Previewing Vocabulary: lists words with multiple meanings, key math terms, common procedural vocabulary, or idiomatic phrases that are used in the lesson and explanations of the words meanings to clarify and build support for the mathematics.
 - Building Academic Language: focuses on and develops academic language based on the specific math skill taught in each lesson.
 - Words with Multiple Meanings
 - Attribute Adjectives
 - Language of Probability
 - Idioms and Expressions
 - Idioms
 - Cognates
 - Checking for Understanding: Teacher's edition provides examples of prompts that can be used to monitor English Learners' comprehension of lesson content at the first three proficiency levels established by the CELDT.
 - ELD Instructional Grouping

- Reading groups, differentiated by the student’s level of English language proficiency, provide smaller group instruction in order to meet the specific language needs of each student.
- *Ensuring Access to Core Academic Content*
 - *Standards trackers are utilized k-12 to document teaching and assessment of CCSS in all classes*
 - *K-5 Progress Reports are Standards Based*
 - *Math programs, Everyday Math and College Preparatory Math are CCSS aligned*
 - *Writer’s Workshop Units of Study used K-5 are CCSS aligned*
- *Professional Development for Implementation of the Common Core State Standards, English Learner Master Plan, and Educator Growth and Development*
 - *CCSS Aligned Staff Development is included during Institute and all Staff Development Days*
 - *CCSS Coordinator serves as consultant and support provider for teaching teams gathering materials and helping to manage CAASPP assessments*
 - *Trainer of trainer model for ELD/ELA staff development provided through LACOE’s Framework Support Network beginning 9/ 11/14*
 - *Use of ELD Snapshots and Vignettes to illustrate best practices for ELD Instruction*
- **Family and Community Involvement**
 - *Communication with Parents*
 - Translators and Interpreters
 - Translators are provided at all parent teacher conferences and any meeting with teachers.
 - *Required Parent Notifications*
 - The school provides written notification to parents of all ELL students concerning the following:
 - Initial identification and administration of initial CELDT
 - Initial CELDT results
 - Annual CELDT results
 - Reclassification as Fluent English Proficient (RFEP)
- **Monitoring, Evaluation, and Accountability**

- *Purposes of EL Program Monitoring, Evaluation, and Accountability*
 - Larchmont Charter School is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and hold itself accountable.
 - At the beginning of each school year, teachers will evaluate the appropriate ELD level (1-5) for each of their English Learners. Teachers will use this information to continuously monitor each English Learners' ability to achieve tasks at their level based on the grade-level standards. Every grading period, teachers record this information on ELD Folders that specify what tasks English Learners are expected to achieve to move up to the next ELD level. The progressing of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. English Learners are expected to move up a minimum of one level each school year. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).
 - The results of this evaluation will be used to improve the EL program each year. Any grade-level standards that were particularly difficult for English Learners to achieve will be identified and the teaching methodologies for these standards will be addressed to improve the ability for English Learners to achieve these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed.

- A. *EL Program Goals and Related Evaluation Questions & Measures*
- B. *EL Program Evaluation Questions & Measures, by Goal*
- C. *Using Program Monitoring & Effectiveness Information to Improve Implementation and Strengthen Program*
 - 1. *Analysis of Data and tracking of students who are not making adequate yearly progress. Intervention and afterschool programs, tutoring in MS/HS*

- D. *School Performance Framework*
- E. *Accountability for Implementation of Instruction*

- **Meeting State and Federal Compliance Requirements**
 - *Authorization to Teach English Learners*
 - *All teachers meet NCLB requirements for ELD instruction*
 - *Teacher and Administrator Evaluation: the Teaching and Learning Framework – A Teacher & School Leader Review Process*
 - *Funding*

Comment [EB3]: This section still needs instructional leader revisions