
EDUCATION FOR ENGLISH LANGUAGE LEARNER POLICY

The Board of Directors of the Capital College & Career Academy (“CCCA” 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.” CCCA adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

Definitions

“English learner” (“EL”) means 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.

“Designated English Language Development” means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development (“ELD”) standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

“Integrated English Language Development” means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey.

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the English Language Proficiency Assessments for California ("ELPAC").

Any student with a disability shall take the ELPAC with those accommodations for testing that the students has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs.

To oversee test administration, the Executive Director 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.

CCCA shall notify parents/guardians of their child's official results on the Initial ELPAC within 30 calendar days following the CCCA's receipt of the results.

Within 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 Executive Director or designee shall develop criteria for determining student needs on the basis of these assessments.

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This notice shall:

- (1) Contain a simple, nontechnical description of the purposes, method, and content of the program in which their child will be enrolled;
- (2) Inform the parent(s) or guardian(s) that they have the right and are encouraged to visit such classes in which their child will be enrolled and to come to the school for a conference to explain the nature and objectives of such education;
- (3) Further inform the parent(s) or guardian(s) that they have the right, if they so wish, not to have their child enrolled in such an education program; and
- (4) Inform the parent(s) or guardian(s) that they have the opportunity to participate in the advisory committee.

No later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a

language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following:

- (1) The reason for the student's classification as English language learner
- (2) The level of English proficiency
- (3) A description of the program for English language development instruction, including a description of all the following:
 - (A) The manner in which the program will meet the educational strengths and needs of student
 - (B) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - (C) The specific exit requirements for the program, the expected rate of transition from the program into general education classrooms not tailored for ELs, and the expected rate of graduation from secondary school for schools utilizing English Learner programs.
 - (D) Where the student has been identified for special education, the manner in which the program meets the requirement to the student's IEP
- (4) Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.

Parents/guardians also shall be notified of the results of any reassessment.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR §§ 854.1-854.3. English learners who are in their first 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.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Instruction

CCCA intends to provide 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.

CCCA shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Executive Director or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Executive Director 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.

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.

While CCCA currently operates as a single-site high school this policy outlines specific information pertaining to middle and elementary school students in the event the school ever expands to these grades. No elementary or middle school student who is an English learner shall be denied enrollment in any of the following:

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet courses required for high school grade promotion, as specified in the CCCA Charter.

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 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.

2. A full course load of courses specified in item #1 above

Staff Qualifications and Training

The Executive Director or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

CCCA 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, the Executive Director or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Language Acquisition Programs

CCCA 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 Executive Director or designee shall consult with parents/guardians and the community during the LCAP development process. The Executive Director 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, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program.

Reclassification/Redesignation

CCCA 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:

- (1) Demonstrated English language proficiency comparable to that of the school's average native English language speakers; and
- (2) 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 an English language learner shall be reclassified as fluent-English-proficient:

- (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 assessment data include, but are not limited to:
 - (a) Basic performance on the California Standards Test in English Language Arts
 - (b) Objective data on the student's overall academic performance in English
 - (c) Annual iReady assessments
 - (d) Formative in class assessments
- (2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions
- (3) Parent/guardian participation and consultation.

Parents/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.

The Executive Director or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for three years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Executive Director or designee shall develop a process to monitor the effectiveness of the Charter School's program for English language and academic success for each English language learner.

Documentation and Translation of Documents

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

CCCA will translate certain records for those parents or guardians who speak a language group other than English representing 15 percent or more of the pupils enrolled in CCCA, as determined from the CALPADS data for the preceding year. Specifically, CCCA 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 CCCA either in English or the primary language.

Program Evaluation

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

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. 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
6. Progress toward any other goals for English learners identified in the Charter School's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the Charter School

The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees.

Advisory Committees

If CCCA enrolls more than 20 English language learners, parents/guardians, advisory committees shall be maintained to serve the advisory functions specified by law.

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage that their children represent of the total number of students in the school.

The Charter School's English language advisory committee shall annually advise the Board on at least the following tasks:

- (1) The development of a Charter School description of program goals, objectives and services for English learners, taking into consideration the school site needs for English learners;
- (2) The Charter School needs assessments;
- (3) Administration of the annual language census;
- (4) Review of and comment on the Charter School's reclassification procedures; and
- (5) Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR § 11300-11316.

In order to assist advisory members in carrying out their responsibilities, the Executive Director or designee shall ensure that the committee members receive appropriate training and materials.