



Lashon Academy Charter School English Learner Master Plan 2019-2024

Our Mission

The Lashon Academy Charter School mission is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

Our Vision

The Lashon Academy Charter School vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- that education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- that all children can achieve;
- that the development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and
- that the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

Our Goals for English Learners:

Our vision is to ensure that our English Learners have meaningful access to rigorous instruction, materials, and academic choices. We will ensure equity for English Learners while maintaining their cultural and linguistic identity all the while developing an understanding of the cultural diversity of our community.

1. By 2019-2020, 8% reclassification rate
2. By 2020-2021 10% reclassification rate
3. By 2021-2022 14% reclassification rate
4. By 2022-2023 16% reclassification rate
5. By 2023-2024 20% reclassification rate
6. Any EL student in the Expanding Proficiency Level for more than one year will be identified and receive targeted support through a designated EL academic block, small group academic language support during core subjects, and computer program (Edgenuity) daily, designed to increase the student's performance to the Bridging Proficiency Level after one year.

7. All teachers will be highly qualified at teaching English Learners effectively as measured by observations and student scores.

Identification and Needs Assessment of English Learners:

Lashon will begin to identify English Learner Students through a Home Language Survey (HLS). This survey is filled out for every student at initial enrollment at Lashon as part of the registration process. Once this survey has been completed our EL Coordinator will review. All students whose parents designate a home language other than English, and who have not been previously tested will be given the English Language Proficiency Assessments for California, ELPAC during the testing window to determine their English Language Proficiency Level. At Lashon, English language testing occurs as close to the initial day of enrollment as possible provided all immunization requirements have been verified and within the 30-day period immediately following the start of school. Foster youth or students who are homeless will be immediately enrolled even if their immunization records are missing or unavailable at the time of enrollment.

Placement

The results of the ELPAC determine if the student is Initial Fluent English Proficient (IFEP) or English Learner (EL). The ELPAC provides scores for all Language Domains in Listening, Speaking, Reading, and Writing as well as an Overall English Language Level. The ELPAC designates proficiency levels in English with the following labels:

ELPAC PROFICIENCY LEVELS
4—Well Developed
3—Moderately Developed
2—Somewhat Developed
1—Beginning Stage

A student with an initial overall score below the Well Developed Level is identified as an English Learner (EL).

- EL students will be tested during the summative ELPAC testing window every year until he/she meets the criteria for reclassification.

A student with an initial overall score of Well Developed is identified as Initial Fluent English Proficient (I-FEP).

- I-FEP students will be assessed using the Fountas & Pinnell Reading Assessment and NWEA benchmark English Language Arts Assessment once every trimester.

- Students in grades 3-6 will also be assessed through the California Assessment of Student Performance and Progress (SBAC) to determine academic skill levels once yearly during the Spring testing window.

Parent Notification

Based on the home language survey results, All Parents/Guardians are notified that their child will be assessed with the Initial ELPAC through the Initial ELPAC Parent Notification letter, which details the criteria for determination if a student is an English Learner or Proficient in English. Parents/Guardians are provided with this notification, that they are to complete, sign, and return to the school office manager.

The Summative Parent Notification letter will be sent to all parents of identified English Language Learner students within 30 calendar days following receipt of test results. This letter will explain The English Language Proficiency Assessments for California, or “ELPAC,” are the tests used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

ELPAC Score Report parent letters will be sent home for parents explaining their child’s report, which shows an overall score, consisting of oral language skills (speaking, listening) and written language skills (reading, writing) and a performance level.

Instructional Design:

General Curriculum

Lashon Academy Charter School will provide all EL students full access to the curriculum, so that they understand the content being taught. Research based strategies (Rubinstein-Avila, 2006) will be integrated into all instructional components to provide all EL students full access to an ELA/ELD embedded framework that will include:

- Core Curriculum K-6 ELA and ELD: Readers and Writers Units of Study, Words Their Way
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading materials during Reading Workshop
- Frequent use of graphic organizers in all content areas
- Explicit language experiences instruction through hands-on project based learning
- SDAIE (Specially Designed Academic Instruction in English) used in all content areas

- Accountable Talk Framework—teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks, leveled questions.
- Use of visuals, realia, sentence frames, and vocabulary frontloading whenever appropriate
- Primary language support as needed

English language Instruction is differentiated according to students' ELD levels. Students with similar language support needs can be grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

The school will supplement the Reader's and Writer's Workshop with Pearson's Words Their Way series. Words Their Way, a literacy program that will be used schoolwide, is differentiated into five levels. This program builds foundational skills including print concepts; phonological awareness; phonics and word recognition, fluency and vocabulary. At each level of *Words Their Way in Action- The Developmental Model*, the spelling patterns and the words selected to represent them correspond to students' level of understanding. This curriculum has proven to be effective in helping students solidify the foundational literacy skills that will allow them to access grade level content.

Students identified as English Learners through initial assessment will receive in addition to the embedded ELA/ELD curriculum, at minimum, 30 minutes of English Language Development every day primarily, but not exclusively. designed to provide them with access to the core curriculum. Lashon ensures that each R-FEP student who is not sustaining adequate academic progress will also receive targeted support including 30 minutes of language support and ensure that the teacher monitors progress of each student.

As emphasized throughout the ELA/ELD Framework, the challenge for EL's to learn English as a language in addition to learning grade level content through English is a dual responsibility of the teachers. All EL's and R-FEP students not making adequate progress will have full and complete access to all grade level curriculum in all content areas. In addition to full access to the curriculum, full access to grade level technology components such as GoMath and Learning A-Z will be provided, which will include individualized English Language Supports through the use of the computer program, Edgenuity. Additional use of the ELD curriculum, Words Their Way, will be specifically geared towards student word study and vocabulary skills needed to build during the learning of the English Language. EL students will be grouped by assessed level of proficiency and receive targeted instruction by the teacher within the classroom to provide individualized instruction and targeted interventions, as needed, to prevent the student from incurring long-term academic deficits..

Professional Development and English Language Development

The ability for the school to support students in acquiring academic English in a timely manner, requires that all teachers at Lashon Academy have the training and capacity to implement the design described above. With this purpose in mind, all teachers will be trained in Guided Language Acquisition Design (Project GLAD).

Project GLAD has been used by school districts across California for many years and it has a high reputation for effectively training teachers to incorporate SDAIE and ELD strategies into their general curriculum, as well as promoting high expectations for English Learners. They describe themselves as:

(Project GLAD) provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Project GLAD aligns itself with our Readers and Writers Curriculum from Teachers College at Columbia University.

Program Evaluation/Assessment

Monitoring progress of the acquisition of English is essential. Lashon Academy will use summative ELPAC data and CASSPP data (3rd-6th), teacher observations, benchmark testing data (NWEA) and parent input to identify English Learners (EL), determine their English Language Development Proficiency level and reclassify EL students as English proficient when appropriate. Lashon will also monitor the progress of students reclassified as RFEP to ensure that they maintain English proficiency. Lashon will use a systematic process to monitor ELs' progress toward English proficiency on an ongoing basis for a minimum of 4 years per the *Every Student Succeeds Act (ESSA)*. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. If the results of these assessments show that students have not made adequate progress, as measured by benchmark assessments, interventions will be applied.

Monitoring Progress of Reclassified Students

Once a year for a minimum of four years following the reclassification of an EL student, the SST team (principal, EL coordinator, classroom teacher, other personnel as needed) meet to review the performance and progress of all RFEP students. All RFEP students are monitored by the EL coordinator in conjunction with the classroom teacher at the end of each trimester to progress monitor that the students are meeting

proficiency benchmarks in core content areas. If a student is not making satisfactory progress after reclassification, the SST team must meet to develop an intervention instructional plan with specialized support. Some of the supports may include, parent/teacher conference, in school intervention program, after school academic support, differentiated assignments with content language support.

Students with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification, however the ELA-CMA CASSPP score of Met or Exceeding may substitute the ELA CASSPP if the student takes that assessment. The SST and IEP teams will both be consulted when reclassifying an English Learner with disabilities. The IEP team will also verify that in addition to meeting the reclassification criteria, the student has mastered their ELD goals outlined in their IEP.

Lashon Academy Charter School Reclassification Criteria Chart

	Kindergarten-2 nd grade	3 rd -6 th grade
English Language Proficiency Assessments for California (ELPAC)	ELPAC Proficiency Level of a 4 <u>And</u> <ul style="list-style-type: none"> • Well Developed in all skill areas (Listening, Speaking, Reading, Writing) 	ELPAC Proficiency Level of a 4 <u>And</u> <ul style="list-style-type: none"> • Well Developed in all skill areas (Listening, Speaking, Reading, Writing)
Teacher Evaluation	<ul style="list-style-type: none"> • Report Card Marks of 3 or 4 in ELA and ELD 	<ul style="list-style-type: none"> • Report Card Marks of 3 or 4 in ELA and ELD
Basic Skills Assessment	<ul style="list-style-type: none"> • Benchmark Testing (NWEA) scores of meeting and/or exceeding in all ELA skill areas. <u>And</u> <ul style="list-style-type: none"> • 3 or 4 on each of the components of the rubric in the Fall and Spring School Writing Exam 	<ul style="list-style-type: none"> • Met or Exceeding on ELA CASSPP Assessment <u>And</u> <ul style="list-style-type: none"> • Benchmark Testing (NWEA) scores of meeting and/or exceeding in all ELA skill areas.
Parent Approval	Parent Consultation and Approval	Parent Consultation and Approval