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**MASTER PLAN FOR ENGLISH LANGUAGE LEARNERS**  
**Updated April 2020**

New Heights Charter School adheres to federal, state, and judicial mandates for English Language Learners.

New Heights has a responsive instructional program that develops listening, speaking, reading, and writing skills in academic English. New Heights uses mainstream English Language Development to assure that English Language Learners will have meaningful access to the core curriculum. The approach seeks to help language learners learn academic English, while promoting home language skills. We strive to equip all learners with the ability to effectively express their ideas in different contexts, shifting between registers of English. Teachers explicitly teach academic language to all students throughout the school day.

**NEW HEIGHTS UTILIZES THE FOLLOWING PROCESS TO SUPPORT ELL STUDENTS:**

**IDENTIFICATION:** A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based on prior assumptions. A student who lists a language other than English on any of the questions of the HLS, will be identified as an English Language Learner initially, until their actual language proficiency is determined through a language assessment, the ELPAC.

**ASSESSMENT:** The English Language Proficiency Assessments for California (ELPAC) is given to each incoming English Language Learner, including students with disabilities, to determine each student's English language proficiency level. Per California state law, this is done within 30 days of student's enrollment. ELPAC is administered annually to all English Language Learners, including students with disabilities, to determine students' individual proficiency level and monitor progress. Scores on these language proficiency tests are used as one of the necessary components when making reclassification decisions.

(NOTE: ELPAC Testing for Spring 2020 was cancelled at the state level due to school closures for COVID-19.)

**RECLASSIFICATION:** Reclassification is based on state language test scores, teacher evaluation, internal basic skills assessment, state test scores and parent input. Students scoring a "4" are

considered for possible reclassification. Annual Review of Student Progress begins mid spring, after language test scores become available and work samples are collected and analyzed.

In addition to the state language test results, criteria used to make the reclassification decision include an evaluation of the student's academic performance by the teacher, including review of work samples indicating Average Progress or Advanced Progress, the parent's opinion about the student's proficiency in English, and the student's performance on the SBAC test and/or internal measures of basic skills, which can include scores on the writing rubric and reading levels as measured by the Fountas and Pinnell Benchmark Reading Assessment.

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#### Basic Skills Assessment

Grades K-2: Proficiency of 2 or above on Fountas and Pinnell

Grades 3-5: Proficiency of 2 or above on Fountas and Pinnell or Standards Met or Standard Exceeded on ELA SBAC

Grades 6-8: Proficiency of 2 or above on Fountas and Pinnell or Standards Met or Standard Exceeded on ELA SBAC

#### Teacher Evaluation

Grades K-8: Average writing rubric score of 2 or above from on demand writing and average over "2" on report cards.

The reclassification team (which includes the teacher, the Executive Director and/or ELL support person, and may include a parent) reviews the information listed above and discusses teacher and parent recommendations in a reclassification meeting.

If a student satisfies all of these requirements, he/she will then be recommended for reclassification. Students are continued to be monitored for two years after official reclassification.

Student with Disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English Language Proficiency and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level. When students who have had the benefit of six or more years of ELD support do not meet the four criteria for reclassification as established by New Heights, it is possible for the IEP team to consider reclassification based upon a process which considers the impact of his/her disability on English Language Proficiency. If the IEP team believes that a student would still benefit from ELD

support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

**PARENT INVOLVEMENT:** Parents are notified of their child's language test scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. New Heights has multiple other ways for parents to get involved with their ELL students. For example, the school hosts English Language Development Advisory Team meetings to review and improve our work with ELL students and Academic Family Nights for parents to get involved in their children's learning. New Heights reaches out to parents by sending home translated letters discussing students' progress and providing tips on how parents can help encourage their children to read and develop their English skills. New Heights has also offered English class for parents to learn the skills they need to support their children with homework.

**TEACHER QUALIFICATIONS:** New Heights Charter School will seek to recruit teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELL students. All teachers are versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques. To continue developing teacher's skills, the faculty receives professional development in ELL learning strategies and our academic coaches provide in-class and planning support to teachers.

### **Program Placement Options for English Learners**

At New Heights all English Language Learners participate in the general education classes with other students and receive special language support through designated and integrated ELD instruction. Designated instruction occurs daily for at least 30 minutes led by a qualified teacher to build vocabulary, oral language, and written language. Students with similar language needs work in small groups or partnerships to increase their language skills. Language support is also provided to students through integrated language instruction. Teachers work with ELL students through daily reading, writing, and discussion activities to build student's literacy skills. Teachers integrate language learning, academic content, and learning strategies. If students have an IEP, ELD support will be structured to meet the objectives of the IEP.

Three relevant themes guide the school's English Language Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

Parents may ask for an Alternative Education Program with approved Parental Exception Waiver.

The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic

subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

**SERVICE DELIVERY:** Research-based methods are used regularly by classroom teachers for **designated and integrated** ELD throughout the school day.

After careful review of the student data and available research on best practices to support ELL students, teachers are implementing the following **integrated** strategies/supports to build students' language skills, such as:

- 1) High interest leveled books organized in classroom libraries (based on Fountas and Pinnell's Levelled Benchmark Assessment system) are used daily to encourage readers,
- 2) Daily oral language development through Morning Meeting and/or partnership talk
- 3) Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS, Grades K-3 and SIPPS Plus, grades 4-8),
- 4) *Text Talk* (grades 1-3), Making Meaning, or other read aloud approaches to build academic vocabulary and oral comprehension, including repeated, interactive read aloud.
- 5) *Brain Pop* or other multi-media support (video/visual support for content learning),
- 6) *Words Their Way* (grades K-8) or other word study approaches to build students' knowledge of words, and
- 7) Online math programs, such as Zearn (K-5) and IXL (6-8), provide technology-infused, visual support for math.
- 8) Oral language practice using Zwiers framework for academic talk.
- 9) Fountas and Pinnell Levelled Intervention Kits for struggling readers.

**Designated ELD** instruction is given in small groups for at least 30 minutes during the school day in the classroom by the classroom teacher. The small groups receive support through teacher-led instruction and/or language-based computer programs including:

- 1) Rosetta Stone online program
- 2) Grammar Gallery lessons
- 3) Hammeray Oral Language Development books
- 4) Oral language practice using Zwiers framework for academic talk focused on particular language goals based on ELL level
- 5) Teacher-designed lessons to support access to grade level content
- 6) Repeated, interactive read aloud
- 7) Kate Kinsella Academic Vocabulary program/approach
- 8) Patterns of Power language routines

When needed, additional support is given before school and afterschool for students who struggle. Online programs are available during these times, including Fast ForWord, a web-based reading program designed for students with oral language processing challenges.

**YEARLY PROGRAM EVALUATION:**

Program Evaluation will consist of three major aspects: ongoing needs assessment, document reviews to ensure compliance with the policy, and ongoing coaching and staff development support. Key to this process is a review of students' ELD folders for each of their ELL students. These folders are used to monitor individual progress at their targeted ELD level. These folders include students' ELD levels, student writing samples, and Reading Levels, to show mastery towards ELD and ELA standards. In addition to ELD folders, students have a cumulative folder with state test data, parental notifications, and final reclassification decisions. It also serves as an archive for Language Assessment Scores and student work from previous years. The cumulative folder for each student is reviewed by the teacher early in the fall semester in order to provide teachers with the most accurate reflection of their student's progress to date.

The schoolwide English Language Learner program is evaluated each year based on student data (EL LTEL, at-risk of LTEL, RFEP and never EL data), classroom observations of language instruction, parent input, and faculty input. The evaluation also reviews the efficacy of the program resources chosen for instructional purposes for designated ELD and integrated ELD. Each year, a class matrix is completed based on universal screening tools to identify all students, including EL students, and their mastery of standards in ELA and Math. All students performing below expected grade level performance are assigned to intervention supports. These supports are given during the school day in small groups or one-on-one support, as well as before and afterschool. All EL students who are encountering challenges (as measured by the CELDT, by SBAC, and by the school's internal measures) are placed in small groups for additional support. Progress is monitored regularly to support future instruction and assessments are given to determine effectiveness and make major changes if needed.