

ACLCL English Language Learner Plan

English language learners (EL) will receive placement and ongoing assessment. EL learners participate in mainstream classrooms led by facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL learners to meet their unique needs; in many cases, this includes such accommodations as 1-to-1 reading support or working with a learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment of the ACLC (unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) is a key factor in most EL learners being re-designated R-FEP by the time they graduate.

English language learners in the ACLC community are supported not only by the availability of traditional language development classes, but by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every learner to access information and formulate new knowledge based on prior learning and experience.

The needs of English language learners will be identified by the ACLC charter school using the same methods employed by the AUSD. Upon enrollment in the ACLC, parents of the child are given the Home Language Survey. If a language other than English was noted on the Home Language Survey or enrollment forms, ACLC is required to assess the English and primary language proficiency of the child using the CELDT within 30 days of enrollment. Depending upon the CELDT level, learners are appropriately placed. These students will also be administered a primary language assessment in their native language within 90 days of enrollment.

Elementary English Language Learners (ELLs) will be identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, ACLC will assess the English and primary language proficiency of the child using the CELDT within 30 days of enrollment. ELLs will be placed in classrooms with students of similar proficiency levels and/or in SDAIE or ELD Cluster classrooms, receiving instruction utilizing sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day to assist in ensuring that any existing academic deficits are addressed. In addition, ELLs will receive differentiated English Language Development instruction from the facilitator(s) based on their own English Language Proficiency Level for 30 - 40 minutes daily. The differentiated instruction may be integrated into the daily Reading and Writing Workshops, providing individualized (one-on-one) conferences to the English Language Learner(s). As the need arises, differentiated ELD instruction may be provided to the English Language Learners in small groups with similar proficiencies in English at a designated time during the day. The English Language Learners will continue to be supported by the self-directed, hands-on approach of the ACLC.

Learners whose CELDT Proficiency Level is Beginning, Early Intermediate, or Intermediate would be placed in a Grade 6-12 SEI: English Language Development, Sheltered English, and

Sheltered Content Area Classes. Structured English Immersion (SEI) provides instruction in English and includes a sequential ELD program including language arts and sheltered English content with primary language support as needed. Learners are held to the state ELD standards as they progress toward mastery of the grade level standards. These courses will be available for ACLC learners at ACLC. Content area classes at ACLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Early Elementary ELLs (K-3) will be placed in SDAIE classes with no fewer than 6 ELLs. If there are fewer than 6 ELLs in a grade or study group the class will be identified as an "ELD Cluster". For grades 4-5, there will be no fewer than 10 ELLs in a SDAIE classroom or study group before a second class at the same grade level or study group can have ELLs. Elementary ELLs are also held to the state ELD standards as they progress toward the grade level standards. Those learners whose first language is not English will receive "dedicated time" from a facilitator who will provide language lessons that are designed for their levels of proficiency. The facilitator will provide "comprehensible input" which will consist of instruction in the second language made understandable to the English Language Learner through TPR, games, skits, small group attention, individualized instruction and conferences. ACLC will use the CELDT to determine when learners will be redesignated/reclassified as fluent English proficient (FEP).

Learners whose CELDT Proficiency Level is Early Advanced, Advanced, or Proficient would be placed in a Grade 6-12 ELM: English mainstream classes with daily differentiated English Language Development instruction until redesignation as Fluent English Proficient. English Language Mainstream (ELM) provides instruction in English and is based on grade-level state standards. Learners will continue to receive additional and appropriate instruction in English Language Development (ELD) at ACLC in order to meet the requirements to be redesignated/reclassified as fluent English proficient (FEP). Content area classes at ACLC are taught by qualified SDAIE facilitators who use strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

The goals of all programs are for the learners to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. Learners are retested yearly using the CELDT to see if they are eligible for reclassification (using the additional AUSD standards for reclassification) and to make sure that they are making progress. All costs associated with ELL services shall be the responsibility of ACLC.

CLCS Board Approved: 3/24/09