



Education of English Learners (ELL) Policy

The California Department of Education has set forth goals for all English Learner (“EL”) students in the state of California. Those goals are to:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

The Forest Charter School Council shares these goals has adopted this policy to achieve these goals.

Forest Charter School shall not deny an EL student enrollment or discriminate against an EL student due to his or her EL status, immigration status or national origin.

Legal Requirements

Forest Charter School will comply with all applicable state laws regarding EL students, which currently include the following:

- Home Language Survey: Forest Charter School will give the state-required home language survey to students enrolling in kindergarten, students enrolling in a public school for the first time, and students enrolling from out of state.
- English Language Proficiency Assessments for California (“ELPAC”): Within 30 days¹ of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet) must be tested. Previously identified EL students will be tested within 60 days. Yearly assessment is required until an EL student is reclassified as English Proficient.
- Any new student identified as an EL will be paired with a qualified Supervising Teacher who holds a CLAD, CTEL or BCLAD certification.

EL Team and Curriculum

To best guide each student classified as an EL, Forest Charter School will work as a team to guide and instruct each particular student. This team will consist of the student, parent/guardian, and the Supervising Teacher who holds a CTEL, CLAD, or BCLAD certification, and other individuals involved with the student’s instruction. The team will

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.

meet to select curriculum that will best serve the EL student. Forest Charter School always takes each individual student's needs into consideration when choosing curriculum for EL students. The Supervising Teacher will monitor and evaluate the student's progress on a monthly basis. In addition, the Supervising Teacher will modify the curriculum based on informal assessments.

The instruction for the student will be primarily delivered in English, using such approaches as Specially Designed Academic Instruction in English (SDAIE). EL students will also receive additional support, focusing on their English language development skills.

Forest Charter School's EL program shall be based on sound instructional theory, use standards-aligned instructional materials, and effectively assist students in accessing the full educational program.

Identification and Assessments

Before a student is enrolled in an EL program, the parent/guardian shall receive information about the program and the opportunities for parent involvement, including the right to be involved in their child's education and be active participants in assisting their child to obtain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. This information shall include the fact that the student's participation in the program is voluntary on the part of the parent/guardian and that Forest Charter School shall hold regular meetings with parents/guardians to formulate and respond to the recommendations of EL parents/guardians.

The notice and information required to be provided to parents/guardians under this Policy shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents/guardians can understand. If 15 percent or more of the pupils enrolled in Forest Charter School speak a single primary language other than English, as determined from the census data submitted in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by Forest Charter School shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

The ELPAC shall be administered in accordance with test publisher instructions, and variations and accommodations in test administration may be provided to EL students. Any student with a disability who is identified as EL shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP.

The Director designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results. The Director or designee shall monitor students following their reclassification to ensure their correct

classification and placement determine whether the student needs any additional academic support.

Forest Charter School shall maintain a record of each eligible student's most recent participation in an administration of the ELPAC. This record shall include the following information for each eligible pupil:

- ELPAC administered (specify initial or summative);
- Student's name;
- Student's grade;
- Date on which the administration of the ELPAC test was completed; and
- ELPAC test results.

If a EL student transfers from Forest Charter School, the student's record of results shall be transferred by Forest Charter School within ten (10) calendar days from the date of a request from the receiving local educational agency where the student subsequently enrolls.

Program Evaluation

To evaluate the effectiveness of Forest Charter School's program for EL students, the Director

or designee shall report to the Charter Council, at least annually, regarding:

- Progress of EL students towards proficiency in English;
- The number and percentage of EL students reclassified as fluent English proficient;
- The number and percentage of EL students who are or are at risk of being classified as long-term EL;
- The achievement of English learners on standards-based tests in core curricular areas;
- Progress toward any other goals for EL students identified in Forest Charter School's LCAP; and
- A comparison of current data with data from at least the previous year.