

English Language Learner Policy

Children's Community Charter School (CCCS) intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards. The district's program shall be based on sound instructional theory and adequately supported in order to assist students in accessing the full educational program.

The site administrator shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

CCCS shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

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

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the CELDT or the English Language Proficiency Assessments for California (ELPAC). The test shall be administered between 60 calendar days before the date of first enrollment in a district school and 30 calendar days after the date of first enrollment, but not before July 1 of that school year.

Any student with a disability shall be allowed to take the CELDT or ELPAC 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 that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP.

Reclassification/Redesignation

Reclassification is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and district. Children's Community Charter School has developed student reclassification policy and procedures based on criteria set forth by California Department of Education (CDE) guidelines. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

1. Overall English proficiency level of 4 (Early Advanced) or 5 (Advanced) on the California English Language Development Test (CELDT), with subscores of 3 (Intermediate) or higher;
2. Demonstration of "basic skills" in English from an objective assessment that is also given to English proficient students of the same age (i.e. BPST, Rigby, QRI, STAR Reading, SBAC ELA)

Adopted by the CCCS Governing Board 11/14/16

3. Teacher Evaluation; and
4. Parent Notification.

Once students reach RFEP status, the site administrator or designee will closely monitor their academic progress for two years.