

## Sebastopol Independent Charter School

### Education for English Learners Policy

The Sebastopol Independent Charter School (“SICS” or the “Charter School”) will meet all applicable legal requirements for English Learners (“EL”). The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

As applicable, SICS shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners. SICS will be accountable to meet applicable EL goals as set forth in its LCAP and other LEA Plans.

#### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

#### **Assessment / CELDT Testing**

All students who indicate that their primary home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing until he/she is reclassified.

Any student with a disability who is identified as an English learner 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. (5 CCR 11516-11516.7; 20 USC 1412)

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<sup>1</sup> 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 tested. All other students who have indicated a primary home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

## **Reclassification/Redesignation**

When an English learner is determined pursuant to state and Charter School reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

The Charter School shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the Charter School's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The Executive Director or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

## **Curriculum**

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The Charter School's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

## **Staff**

The Executive Director or designee shall ensure that all core academic staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

## **Special Education / Children with Disabilities**

In conducting an evaluation of a child with a perceived disability, the Charter School will ensure that assessments and other evaluation materials used to assess a child:

- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer (34 CFR 300.304)

Upon completion of the administration of assessments and other evaluation measures, a child will not be determined to be a child with a disability if the determinant factor for that determination is limited English proficiency (34 CFR 300.306)

Last Updated: 10/17