

*RENAISSANCE ARTS ACADEMY
2022/23
ENGLISH LEARNER MASTER PLAN*

RENAISSANCE ARTS ACADEMY

Renaissance Arts Academy meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. English Language Learners receive specialized support in vocabulary development, oral and written communication, and reading comprehension working with the reading specialist and faculty team through SDAIE. The reading specialist assists in monitoring spoken and written English language development and recommending students for re-classification as observations, and assessments indicate.

Home Language Survey

Renaissance Arts Academy administers a home language survey as necessary after student’s enrollment into the Charter School.

ELPAC Testing

All students who indicate that their home language is other than English will be administered the English Language Proficiency Assessment for California (ELPAC) within thirty days of initial enrollment¹ and at least annually thereafter until re-designated as fluent English proficient.

Renaissance Arts Academy notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the ESSA for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

¹The 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 ELPAC tested.

Strategies for English Learner Instruction and Intervention

The research on language acquisition conducted over the past 25 years has established that acquiring the language and literacy skills necessary for academic success in a new language takes many years to develop (Krashen & Terrell, 1983). Research also shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without support (i.e. conventionally presented academic classes) will impede the acquisition of the target language. (Cummins, 1986). The California Department of Education recognizes that students who have been reclassified continue to require additional monitoring – at RenArts reclassified students' English Language Arts scores are tracked subsequent to reclassification until such a time that they achieve “met standards” for two consecutive testing opportunities in English Language Arts and Mathematics.

At Renaissance Arts Academy, English Language Development support is provided using a Response to Intervention framework. The entire pool of students developing Cognitive Academic Language Proficiency (CALP) has access to a continuum of supports that increases in intensity in response to students' needs. The pool includes Initially Fluent English Proficient (IFEP) students, English Learners (EL), and Reclassified Fluent English Proficient (RFEP) students. Calculating the percentage of English learners without respect to those factors impacting that percentage (number of students from whom the English Learner population is drawn and number of students recently reclassified) not only under-represents those students requiring English language learning support, but ignores the programs put in place to serve all English learners.

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs? How often does integrated ELD and designated ELD take place, and for what lengths of time?
2. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
3. Who delivers designated and integrated ELD to ELs, and where does it take place?
4. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

All RenArts students on the language acquisition continuum have access to the support necessary to ensure that they develop Cognitive Academic Language Proficiency and benefit fully from a comprehensive range of academic learning experiences occurring throughout every subject on a daily basis. They are able to access rigorous, complex concepts and texts of all types (literary, artistic, historical, philosophical, scientific, sociological, etc.) *because* of the continued focus on developing academic language fluency in English across the curriculum.

ELD Supports, Procedures and Compliance

RenArts' program employs cognitive, cultural, and linguistic modeling practices designed to ensure equitable access to curriculum and reflect high academic expectations for all students, including those with limited proficiency in English or standard English usage. Faculty team studies the cumulative record and additional school documents of each incoming student to identify individuals currently receiving specialized instruction for English Language Development. Students testing below the Fully Functional English level are identified for supports that provide both access to grade level content material and the tools to develop powerful literacy in English.

Year	English Learner Pool	Recently Reclassified	English Learner	% of RenArts students Receiving Tier II and III English Language Development Support
2021/22	101	88	13	20%
2020/21	114	82	32	22%
2019/20	108	83	25	20%
2018/19	99	78	21	18%
2017/18	93	66	20	17%
2016/17	82	40	18	23%
2015/16	84	41	21	24%
2014/15	89	44	18	25%

Renaissance Arts Academy engages all students in a rigorous literacy program, and special care is taken to ensure that English Learners receive the support in every subject matter necessary to achieve powerful literacy. The faculty team employs Specially Designed Academic Instruction in English (SDAIE) methodologies in providing focused academic language development experiences for English learners.

Learning experiences for EL students are designed to actively engage, intellectually challenge, and demonstrate respect for the home cultures of all students. Materials studied include alternate texts that address grade level concepts and standards but are written at a level commensurate with current individual reading levels in English. Such text sources incorporate the additional vocabulary and language load that EL students encounter, capitalizing on existing linguistic and cultural knowledge. Faculty team thoroughly contextualizes unfamiliar vocabulary, employs Advance Organizers to scaffold new information, and uses Language Acquisition Approach to help EL students build both speaking and writing vocabulary. Realia, visuals, and Total Physical Response are also employed to review and reinforce vocabulary and concepts. Additional support is provided through Reading Specialist services, academic tutoring and educational counseling.

Learners at all levels of English acquisition and standard English usage have additional avenues of access to both grade-level academic content and organic language development opportunities through RenArts' rigorous performing arts program. Through the interpretation of global classics and the collaborative creation and performance of music and dance works, all RenArts' students share the struggle to construct individual and collective means of communicating thought, emotion and experience through an idiom they are just learning. Questions regarding the nature of language, of communicative processes, of shared common human experience are central to serious arts study, and EL students have a crucial contribution to make to the ongoing discussion and discovery.

The ELPAC, faculty evaluation, parent opinion and consultation, or a comparison of the student's performance in basic skills are used to determine whether a student should receive specialized supports that provide both access to grade level content material and the tools to develop powerful literacy in English.

A student is determined in need of ELD instruction if his/her development of overall English language is below the Moderately Functional Stage. Students continue to receive such services until they achieve or

exceed Fully Functional Stage in overall English language at which time they are considered for reclassification as Fluent English Proficient. Renaissance Arts Academy uses the California English Language Development grade level standards for Emerging, Expanding, and Bridging. In all areas of English Language Arts students work to progress through the stages while accessing core grade-level content through experience with English speaking, listening, reading and writing. The emphasis on learning through English is purposeful and reflects our belief that cognitive knowledge development, including full participation in accelerated subject content and applications, need not be delayed while a student gains proficiency in a new language. English learners will be assessed in accordance with proficiency descriptors in the California English Language Development Standards.

Three Modes of Communication:

- Collaborative (engagement in dialogue with others);
- Interpretive (comprehension and analysis of written and spoken texts); and
- Productive (creation of oral presentations and written texts);and
- Two dimensions of Knowledge of Language:
 - Metalinguistic Awareness: The extent of language awareness and self-monitoring students have at the level; and
 - Accuracy of Production: The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

At every stage of English Language acquisition and development of standard English usage, and in every mode of language use, students are full participants in RenArts core curriculum and high expectations for academic and artistic development. Renaissance Arts Academy is committed to making all curricula accessible on a sophisticated level to all students, including those who are English learners. Renaissance Arts Academy ELD strategies help students build critical literacy skills in English as they simultaneously develop as powerful and creative thinkers. EL students are reassessed annually to monitor English language development and determine need for reclassification. The faculty team regularly assesses all student progress in reading, writing, mathematics and other subject areas. In addition to formal assessments, faculty use informal assessments, observation, and student work to monitor ongoing progress of EL and SEL students toward both ELD and core content goals. RenArts provides parent/guardian with notification regarding all ELD or other student concerns in their native language or other appropriate means of communication, and provides translation for conferences and meetings as needed. RenArts faculty engages in ongoing professional development that prepares them to best meet individual student needs in all areas, including English language development.

Monitoring and Evaluation of Program Effectiveness

Annual evaluation of the program by the administration and faculty team includes the following measures and adjusts the program in response to resulting analysis:

- Adherence to Renaissance Arts Academy-adopted academic outcomes by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.

- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Long Term English Learners

In order to continue RenArts' extraordinary success in supporting English Language Learners' academic development, as evidenced by a 100% graduation rate, 100% completion of A-G with C or better, a 100% acceptance to four-year university rate, and with 100% scoring college ready or provisionally college ready on the 11th grade CAASP ELA, the faculty, parents and students remain committed to serving Long-Term English Learners within a framework that:

- Acknowledges the research on language acquisition conducted over the past 25 years establishing that acquiring the language and literacy skills necessary for academic success in a new language takes many years to develop (Krashen & Terrell, 1983).
- Recognizes along with The California Department of Education that students who have been reclassified continue to require additional monitoring and support – reclassified students' English Language Arts scores are tracked subsequent to reclassification until such a time that they achieve "met standards" for three consecutive years in English Language Arts and Mathematics.
- Establishes a learning community that values the preservation and development students' primary language/s as a benefit to her/his own intellectual and artistic development and which supports whole family participation in students' learning.
- Implements a school-wide instructional approach available to all students with highly-effective faculty teams leading flexible, multi-age groups through in-depth, interdisciplinary study of classical and contemporary texts, rigorous independent analysis and integrated English Development.
- Actively addresses those students' needs who are English Learners *or* those students who were, prior to coming to RenArts, prematurely re-classified as FEP and placed in instructional situations without sufficient support (thus impeding their English Language Development (Cummins, 1986)), through a school-wide response to intervention model that provides full access to advanced material while effectively supporting their English Language development.
- Individually monitors and supports the progress of English Learners to ensure they are prepared to reclassify while maintaining their access to college preparatory learning experiences.

RenArts' success with English Learners is predicated on a long-term, strategic approach to Reclassification. RenArts targets the most intensive support for English Learners on those sixth through twelfth grade students scoring below Moderately Functional level on the ELPAC for two or more consecutive years. For those students scoring Fully Functional on the new ELPAC, RenArts continues supports until they have met standards on the ELA portion of the CAASP.

RenArts will continue to support reclassified students for the reasons listed above; most significantly because of the benefit this approach has had for every one of our English Learners in graduating with full A-G and UC/CSU eligibility. RenArts' reclassification rates will continue to vary from year to year as percentage metrics for small populations contain very few degrees of freedom and produce large variation from year to year, however RenArts maintains on average a 51% reclassification rate over the last 3 years.

Strategies for English Learner Instruction and Intervention

The United States Office of Civil Rights alerts public schools that, “The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that ... English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services...” Additionally, the research on language acquisition shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without sufficient support (i.e. conventionally presented academic classes) will impede the acquisition of the target language *and* deny access to meaningful participation in educational programs and services.

(Cummins,1986). To ensure EL students full access to all programs, Instruction targets three main areas of language development: listening comprehension, interpersonal communication, and cognitive academic language. Renaissance Arts Academy four focus strategies altered to highlight language development help students transfer acquired vocabulary (receptive and productive) across the curriculum. These strategies not only make the speaking/reading/writing process visible to students, they afford students independent access to texts and concepts that are both at grade level and English Language Development level:

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemp)
- Concept Categorizing (Sidnie Myrick)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, interpretation, collaboration, and production. Individual and Group Investigation allows students to authentically experience the process of inquiry from developing basic comprehension to developing sophisticated analyses. Write-Around engages students in close readings of complex texts; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all texts; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and research citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

Reclassification criteria take into account all of the following:

1. The student demonstrates *English proficiency* on the annual ELPAC by achieving an overall performance level of moderately or fully functional.
2. Student work as assessed by the faculty team (regularly administered formal written assessments, daily informal written and oral assessments, and ongoing faculty observations) evidences Progress Toward Standards in all grade-level course-work.
3. The student has achieved a minimum of “Standard Nearly Met” on CAASP ELA assessment for *two consecutive testing cycles or has achieved grade level reading comprehension as measured by the Burns and Roe Informal Reading Inventory.
4. Parent consultation and approval.