

# **Darnall Charter School**

## **English Language Learner (ELL) Master Plan**

### **Introduction and Summary**

Darnall Charter School's English Language Learner (ELL) Master Plan serves as the framework for providing equitable, effective, and research-based educational services to English learners in grades TK-8. This plan aligns with the California English Learner Roadmap, implementing its four foundational principles to support English learners in achieving academic success, developing strong English language competencies, and maintaining meaningful connections to their primary language.. The four principles of the California English Learner Roadmap are:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- Systemic Support
- Alignment and Articulation

It is the commitment of Darnall Charter School to create an asset-based educational environment that values student home languages and cultures while providing rigorous academic instruction and comprehensive language development opportunities. This plan addresses the unique needs of our EL population and establishes clear pathways for academic achievement and English proficiency. The plan recognizes that English learners bring valuable linguistic and cultural resources to our school community and positions these assets as strengths that enhance the educational experience.

The framework outlined in this document ensures that every English learner at Darnall Charter School receives instruction that is both academically rigorous and linguistically appropriate. Through systematic implementation of research-based practices, ongoing professional development, and meaningful family engagement, Darnall Charter School is committed to eliminating achievement gaps and providing pathways to academic success and English proficiency.

### **Legal Requirements and Compliance**

Darnall Charter School operates within a comprehensive legal framework designed to protect the rights of English learners and ensure their access to appropriate educational services. At the federal level, we comply with the Equal Educational Opportunities Act (EEOA), which mandates that schools take appropriate action to overcome language barriers that impede equal participation in instructional programs. The Every Student Succeeds Act (ESSA) requires accountability for English learner achievement and reclassification rates, while Title VI of the Civil Rights Act prohibits discrimination based on national origin.

California state law provides additional protections and requirements through Education Code Sections 300-340, which outline specific requirements for English Language Development programs. The California English Learner Roadmap Policy, adopted in 2017, establishes the four-principle framework that guides program implementation. Darnall Charter School also adheres to the California English Language Development Standards, which provide grade-level expectations for language development across all content areas.

Our compliance assurance process includes annual plan reviews and updates, regular monitoring of student progress, staff training, and parent notification and involvement. The school maintains records of all EL services, assessments, and communications to ensure transparency and accountability.

### **Vision and Mission for EL Programming**

Our vision affirms that English learners at Darnall Charter School will fully and meaningfully access and participate in a twenty-first century education that results in their attaining high levels of English proficiency and mastery of grade-level standards. This vision recognizes that educational equity requires more than providing access; it also demands that we create learning environments where English learners can thrive academically while developing language skills.

The mission of our English learner program reflects Darnall Charter School's commitment to affirming, welcoming, and responding to the diverse range of English learner strengths, needs, and identities represented in our school community. Darnall Charter School strives to prepare students with the linguistic, academic, and social skills required for college, career, and civic participation in a global, diverse, and multilingual world. Darnall Charter School's commitment to continuous improvement means that data-driven decision making guides ongoing program enhancement and refinement.

### **California EL Roadmap Principle Implementation**

#### *Principle 1: Assets-Oriented and Needs Responsive Schools*

Darnall Charter School uses an assets-oriented approach that recognizes and celebrates the linguistic and cultural resources that English learners bring to our educational community. Rather than viewing home languages as barriers to overcome, Darnall Charter School positions multilingualism as a valuable skill that enhances cognitive development and global competitiveness. School programs celebrate and incorporate student linguistic and cultural backgrounds into curriculum and instruction across all subject areas. These representations communicate to students and families that their languages and cultures are valued and respected. Darnall Charter School creates multilingual materials and signage that help families navigate the school environment, implement culturally relevant teaching practices that connect curriculum to students' lived experiences, and establish community partnerships that reflect the demographics and interests of our student population. Home language surveys provide ongoing information

about linguistic resources and cultural knowledge, and translation services ensure that language does not become a barrier to family engagement or student success.

### *Principle 2: Intellectual Quality of Instruction and Meaningful Access*

The second principle of the California EL Roadmap emphasizes that English learners must have access to an intellectually rich, challenging curriculum that promotes critical thinking and academic achievement. Darnall Charter School ensures that all English learners receive rigorous academic content instruction that meets grade-level standards while providing appropriate language support. Our designated English Language Development (ELD) program provides daily, systematic instruction focused on developing English proficiency across listening, speaking, reading, and writing domains. This instruction is structured around the California ELD Standards and delivered by teachers with appropriate credentials and training. Designated ELD time is protected and purposeful and uses research-based curricular materials.

Integrated ELD is conducted in mathematics, science, social studies, and language arts instructional settings and includes explicit attention to academic language development, with teachers using research-based strategies to make content comprehensible while building language skills. Darnall Charter School uses Specially Designed Academic Instruction in English (SDAIE) methodologies that provide scaffolding through visual supports, graphic organizers, manipulatives, and collaborative learning.

All English learners have access to core curriculum with appropriate language support. Teachers use collaborative learning structures that promote peer interaction and academic discourse, recognizing that language development occurs through meaningful communication about academic content. Technology integration enhances language learning opportunities through multimedia resources, interactive software, and digital tools.

### *Principle 3: System Conditions that Support Effectiveness*

Creating effective programs for English learners requires systematic attention to the conditions that support high-quality instruction and services. Darnall Charter School ensures that qualified staff with appropriate credentials and training serve our English learner population. All teachers working with English learners hold valid California teaching credentials with English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), or BCLAD (Bilingual CLAD) certifications as appropriate to their assignments.

Administrative leadership demonstrates visible commitment to English learner success through resource allocation, policy development, and accountability measures. Data systems enable continuous monitoring of student progress, program effectiveness, and outcomes. These systems track individual student achievement, language proficiency development, reclassification rates, and post-reclassification monitoring. Data analysis informs instructional decisions, program

modifications, and resource allocation to ensure that our English learner program continues to improve and adapt to student needs.

Professional learning communities include English learner instruction and collaborative discussions and data analysis to provide collaborative planning time and ongoing professional support for staff. These groups engage in regular analysis of student work, sharing of effective practices, and collective problem-solving around instructional challenges.

#### *Principle 4: Alignment and Articulation Within and Across Systems*

Darnall Charter School's TK-8 structure provides unique opportunities for vertical alignment that ensures continuity of services and consistent expectations as students progress through grade levels. Darnall Charter School develops grade-level progressions for English Language Development instruction that build on previous learning while preparing students for future academic challenges.

Horizontal coordination ensures that English learner services are integrated across all school programs and general education teachers, special education staff, and enrichment program staff work collaboratively to provide comprehensive support that addresses the whole child. Transition support is particularly critical for our middle school English learners who will be moving on to high school programs. Darnall Charter School also coordinates with community organizations, health services, and social support agencies to address the broader needs of students and families. These partnerships recognize that academic success is supported by family stability, health and wellness, and community engagement.

#### **English Language Development Program Design**

Darnall Charter School implements a comprehensive English Language Development program based on research-based practices and that is aligned with California state standards and requirements. Darnall Charter School provides both designated and integrated English Language Development instruction that accelerates language acquisition while ensuring access to grade-level academic content.

Darnall Charter School's primary program model is Structured English Immersion (SEI), which serves all English learners through instruction delivered primarily in English with strategic use of primary language support when available and appropriate. This model combines rigorous academic instruction with systematic language development opportunities, ensuring that students develop both conversational and academic English proficiency. Classes include both English learners and English-proficient students, creating natural opportunities for peer interaction and language modeling while maintaining focus on language development needs.

Designated English Language Development instruction is delivered daily, with explicit instruction focused on developing English proficiency across the four domains of listening, speaking, reading, and writing. This instruction is planned and delivered by teachers with

appropriate credentials and training, using adopted curriculum materials aligned with the California English Language Development Standards. Students are grouped by English proficiency as demonstrated on the English Language Proficiency Assessment for California (ELPAC) level during designated ELD time, allowing for targeted instruction that meets student language needs.

The structure of designated ELD instruction varies by grade level to accommodate developmental needs and scheduling requirements. Students in grades TK-5 receive a minimum of 30 minutes daily of designated ELD instruction, and students in grades 6-8 receive a minimum of 45 minutes daily. This instruction is systematic and progressive, building on previous learning while introducing new language structures, vocabulary, and communication skills.

Integrated English Language Development during mathematics, science, social studies, and language arts instruction, recognizes that language development occurs most effectively when students are engaged in meaningful, content-rich learning experiences that require authentic communication. Integrated ELD focuses particularly on developing academic language skills that students need for success in content area learning.

### **Assessment and Reclassification**

The assessment and reclassification process at Darnall Charter School is designed to ensure accurate identification of English learners, monitor progress toward English proficiency, and determine when they have achieved the language skills necessary for success in mainstream academic programs without specialized language support. The assessment system includes initial identification procedures through the Home Language Survey, annual progress monitoring, and systematic reclassification procedures that comply with all state requirements.

Initial assessment and placement procedures are based on the Home Language Survey, that is given to all students upon enrollment. Students whose language survey responses indicate a language other than English is spoken in the home receive the ELPAC Initial Assessment within 30 days of the start of the school year to determine their English proficiency level.

Annual assessment of English language proficiency occurs through administration of the Summative ELPAC, which all English learners take each spring during the testing window designated by the California Department of Education. This assessment measures student growth in English proficiency and provides data for program evaluation, individual student progress monitoring, and reclassification decisions.

The reclassification process at Darnall Charter School follows California's established criteria, which require multiple measures of student achievement and language proficiency. Students must demonstrate overall performance at Level 4 (Well Developed) on the ELPAC with scores of Level 3 or 4 in each individual domain. Academic performance must meet grade-level standards as measured by state assessments or local measures, and teacher evaluation provides professional judgment about student readiness for reclassification. This evaluation includes review of student

work samples and assessment results. Parent consultation is also a part of the reclassification process and ensures that parents can provide input based on their observations of their child's language development. The reclassification decision is then made by the Title III Coordinator in consultation with teachers, administrators, and support staff who review all available data and make a determination based on the student's demonstrated ability to succeed academically without specialized English learner services.

Students who are reclassified as Fluent English Proficient receive two years of monitoring to ensure continued academic success and to identify any need for additional support services. During this monitoring period, the school tracks academic performance, provides additional support as needed, and maintains communication with families about student progress.

### **Staffing and Professional Development**

Darnall Charter School recognizes that highly qualified, well-trained staff are essential to the success of an English learner program. Leadership for the school's English learner program includes a designated EL Coordinator who oversees program implementation, compliance, and evaluation. All teaching staff serving English learners must hold valid California teaching credentials with appropriate English learner authorization. This includes teachers with CLAD (Cross-cultural, Language and Academic Development) or BCLAD (Bilingual CLAD) credentials. Teachers who do not yet have English learner authorization work under appropriate supervision while completing required training and credentialing requirements. Bilingual paraprofessionals provide classroom support and help provide additional practice opportunities.

Ongoing professional development focused specifically on English learner instruction is conducted and address current research and best practices in English learner education, including implementation of the California English Language Development Standards, integrated and designated ELD instruction techniques, assessment and data analysis for English learners, family engagement strategies, and technology integration for language learning.

Collaborative planning time provides regular opportunities for teachers to work together on curriculum development, lesson planning, and student progress analysis. These collaborative sessions, usually held on Tuesdays, focus on sharing effective practices, analyzing student work, and developing strategies to address individual student needs.

### **Parent and Family Engagement**

Darnall Charter School implements a comprehensive approach to family engagement that removes barriers to participation, provides meaningful opportunities for involvement, and builds strong partnerships between school and home. Communication and outreach efforts ensure that all families receive information about school programs, policies, and their children's progress in languages they understand. The school translates essential documents into the primary languages of families when this language is other than English and is represented by 15% or more of the

school's population. Translation services are provided during meetings, conferences, and school events.

Through the District English Language Advisory Committee, Darnall Charter School provides families with clear, understandable information about English learner program components, including designated and integrated English Language Development instruction, assessment procedures, and reclassification criteria and processes.

### **Monitoring and Evaluation**

Comprehensive monitoring and evaluation systems ensure that our English learner program achieves its goals of accelerating language development, supporting academic achievement, and preparing students for success. Darnall Charter School implements systematic data collection and analysis procedures that provide ongoing information about program effectiveness, student progress, and areas for improvement. This data-driven approach enables continuous program refinement and ensures accountability to students and families.

Family engagement evaluation includes analysis of participation rates in school activities, satisfaction surveys, and feedback from advisory committees. We measure the effectiveness of communication strategies, the impact of parent education programs, and the success of efforts to increase family involvement in school governance. This data helps refine engagement strategies and ensures that our efforts are meeting families' needs and interests.

Annual program evaluation provides a comprehensive review of all aspects of English learner services, including student outcomes, program implementation, and resource allocation. This evaluation is done as part of Darnall Charter School's Local Control and Accountability Plan development and educational partner input cycles and includes input from students, families, staff, and community members through surveys, groups, and committee feedback. Integration with the Local Control and Accountability Plan (LCAP) ensures that English learner goals and actions are included in school-wide improvement planning and resource allocation.

### **Board Adoption:**