

Authorizers & English Learners in Charter Schools

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10 am PT**

NATIONAL NETWORK FOR DISTRICT AUTHORIZING

CALIFORNIA CHARTER AUTHORIZING PROFESSIONALS (CCAP)

COLORADO ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS (CACSA)

FLORIDA ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS (FACSA)

Presenters

Dr. Guadalupe Solis, President, Lemoore Union High School District Board (CA)

Jan Chamberlin, Director of English Language Services, STRIVE Prep Charter Schools, CO

Richard Urias, Principal, Oxnard High School, Oxnard, CA

How do we ensure equitable access?

- Who are the ELs in the community?
- Establishing specific measurable expectations for all students within the program.
 - Monitor and report to the specific gains and needs of the program to the community. (This also includes ELAC, PAC, and ELCAP, etc.)
- Offer a program that will meet the specific needs of the students in the community.
- Recruiting - Establish a vision that speaks inclusiveness and is shared by all staff and policies.
 - Advertising in the languages understood by the community. Advertise throughout the community
- Understand the role of both authorizers and charters,

How do schools effectively serve?

Integrated ELD

All teachers provide students with the **language instruction and scaffolds needed to meaningfully engage** in rigorous content **throughout the academic day**. Students of various language abilities work together.



Designated ELD

A dedicated time to receive critical language instruction that is unlikely to occur in core content classes. Ideally, students are grouped by proficiency levels for targeted instruction.



How do schools effectively serve?

Regardless of English Language Development model, Multilingual Learners (ELs) are most effectively served when:

- The approach to services and instruction is asset-based
- Language is taught alongside not in lieu of meaningful content
- The focus is on educational excellence rather than compliance
- The school makes it a named, shared priority

How do schools effectively serve?



STUDENT TALK



EXPLICIT
ACADEMIC
LANGUAGE
INSTRUCTION



ACCESS TO
RIGOROUS
GRADE-LEVEL
CONTENT



EXTENSIVE
USE OF
VISUALS



LEARNING
ENVIRONMENT

How do authorizers monitor, engage?

Providing appropriate services to EL students is not optional

- Does the charter school have a comprehensive ELD plan?
- Is the charter school actively working to identify barriers to success for ELL students and continually adjusting their ELD plan to better meet ELL student needs?
- Are their resources the Authorizer can provide/support the charter school? Is there a network of support beyond the charter school site?
- Is the charter school engaging the parent as an educational partner?

How do authorizers monitor, engage?

Support

- Are ELL student needs reflected in PD? Best Practices? Resource plans? State supplemental income plan? Single Plan for Student Achievement?
- Do ELL students receive supplemental monitoring via Student Study Teams or ELL Review Teams?
- Do year 1 & 2 Redesignated Fluent English Proficient students continue to receive monitoring and support?
- Does the charter school ensure ELL students and parents are made aware of supplemental resources and support with phone calls and flyers in their home language?

How do authorizers monitor, engage?

Data/Evidence

- What does ELL State Assessment indicate about ELL student learning? Is there an intentional plan to prepare students for the ELL State Assessment?
- What does state assessment data indicate about ELL student learning? Is their English Language assessment score part of the ELL redesignation process?
- Does disproportionality exist for ELL students with discipline and attendance?
- Are ELL enrollment rates comparable to that of neighboring traditional schools/districts?
- Celebrate ELL students - State Assessment completion, level increases

Questions and Discussion

For more information

CCAP: www.calauthorizers.org

English Learner resources, including these slides

NN4DA: www.NN4DA.org

CACSA: www.coauthorizers.org

FACSA: www.flauthorizers.org

THANK YOU!
