

ENGLISH LEARNER MASTER PLAN



Restoring America's Heritage by Developing Servant Leaders

John Adams Academy

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Vision & Mission Statement

John Adams Academy is restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

All programs, services, and systems of John Adams Academies, Inc. (the "Academy") are designed to achieve this mission of developing servant leaders. The following statement provides definitions and details to further articulate the meaning and intent of the vision and mission statement:

What is America's Heritage?

America's heritage is a tradition of self-governing and virtuous citizens who unite in pursuit of unalienable, certain, and universal principles of life, liberty, and the pursuit of happiness for all. It is a tradition that is passed on to each generation, and each generation fights to make these principles available to all and to preserve them for future generations. Such a free society is necessary for true human flourishing.

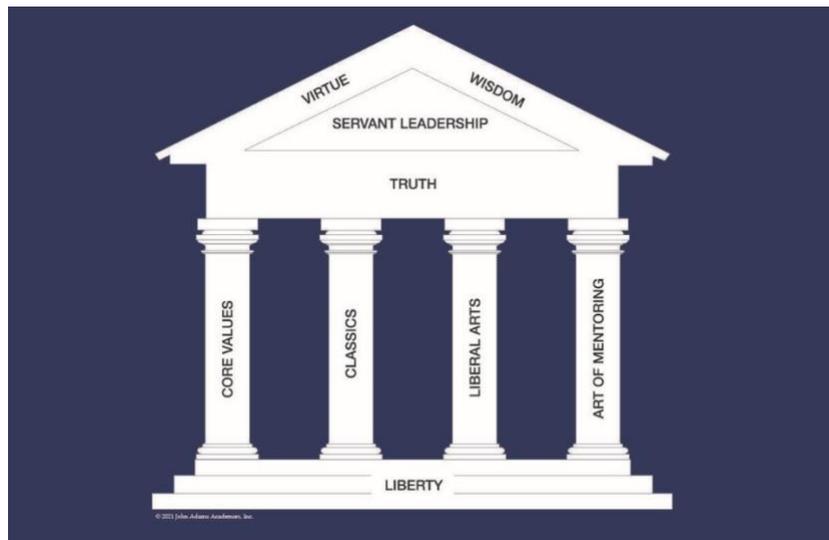
American Classical Leadership Education®

American Classical Leadership Education® is a liberty-based education that leads a scholar to servant leadership through the pursuit of truth and the development of virtue and wisdom. It is John Adams Academy's unique model of education formed after the education that produced the great servant leaders who founded our great nation.

To understand and to implement such a model, one must first look to what it was about America that produced such great servant leaders. Some leaders had formal classical educations – Adams, Jefferson, and Madison. Some did not. Some were self-educated. George Washington independently read the books his brother sent back from England. Fredrick Douglass fought for his own education which ultimately lead to his liberation from slavery. Benjamin Franklin was self-taught as a young apprentice giving up eating meat in order to afford the purchase of books. Abigail Adams had no formal education but learned from the classics in her family library. She was articulate, astute, and had a keen political mind. But what they all had in common was they were all rooted in liberty and engaged the liberal arts through the classics and mentors, which prepared them for servant leadership.

An American Classical Leadership Education® is not the education of the old-world aristocrat. America rejected the notion that aristocrats were the sovereigns and the birthright leaders. In America, where everyone is sovereign, there is a natural aristocracy of servant leaders rather than a hereditary aristocracy. America proclaimed in the Declaration of Independence that each individual had unalienable rights to life, liberty, and the pursuit of happiness. In America, the common man was not a subject anymore.

This novel concept naturally leads to a classical education that has this American notion of liberty at its foundation and leadership and service at its heart.



The graphical representation of the Academy's American Classical Leadership Education® depicted above is a model of becoming that should be used throughout life as one continually strives to be a servant leader.

The foundation of this model is liberty, upon which the four pillars of education are grounded. It is liberty, not force, that constitutes the basis of the education of a free people.

Standing upon the firm foundation of liberty are the pillars of an American Classical Leadership Education®. The pillars are:

- **Core Values**

The first pillar of the American Classical Leadership Education® is core values. The core values are the culture that enriches the fertile environment for the development of servant leaders. They are the language or currency used to express our leadership and character-building educational program.

- **Art of Mentoring**

The art of mentoring is the other exterior pillar that helps channel the efforts of a scholar. The art of mentoring is the liberty-based art by which scholars are mentored and led through the liberal arts and the classics while respecting the sovereign nature and intrinsic worth of the scholar.

- **Classics**

It is through the pillar of the classics that a scholar engages in the Great Conversation that asks age old questions, and thereby discovers what is good, true, and beautiful. As with our national founders, classics hold the potential to transform a scholar into a wiser and more liberated servant leader.

- **Liberal Arts**

The other central pillar to our program is the liberal arts. Whereas classics provide the content of our program, the liberal arts provide the practice. The liberal arts are the arts a scholar must cultivate to become liberated from ignorance and ennobled to virtuous and dignified thinking and acting. They are also the arts of a free society.

These pillars of education liberate the scholar by enabling the scholar to discover **truth**. The scholar is invited to act on that truth and in the process grows in **wisdom**. It is by thoroughly engaging in the classics and by the examples of great mentors that a scholar is inspired to develop the **virtue** to do what is right. These are the necessary pillars for the cultivation of **servant leadership** of self-governing citizens who choose to serve, particularly in keeping and defending the principles of freedom throughout civil society.

*Restoring America's Heritage
by Developing Servant Leaders*

Ten Core Values

Appreciation of Our National Heritage

Public and Private Virtue

Emphasis on Mentors and Classics

Scholar Empowered Learning

Fostering Creativity and Entrepreneurial Spirit

High Standards of Academic Excellence

Modeling What We Teach

Abundance Mentality

Building a Culture of Greatness

*Self-Governance, Personal Responsibility,
and Accountability*

John Adams 
ACADEMY

Board Approved

April 20, 2023

Governing Board:

Dr. Dean Forman, President/Founder

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John Brennan

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Troy Henke, Superintendent

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Emily Devers, Deputy Superintendent

Jodi Buda, Academic Services Manager

John Adams Academy is committed to providing effective education programs for English Learners to meet the LEA and state standards for English competence and academic achievement.

Superintendent Message

A Master Plan for English Learners

In alignment with our mission to Restore America’s Heritage by Developing Servant Leaders, we are honored and proud to serve our scholars as they transition from English Learners into proficient, fluent English speakers. We know that a scholar cannot learn what he or she cannot understand, and that is why transitioning identified scholars to English fluency is a critical component to individual scholar success.

In *A Thomas Jefferson Education*, Oliver DeMille writes, “If you really want to teach students a language, simulate the way native speakers learned it – in stories, in shared tradition” (86). A critical component of an American Classical Leadership Education is learning about our American heritage. From nursery rhymes and fairy tales to seminal works of political philosophy, we are happy to have the opportunity to share this heritage with our English Learners through our songs, poems, stories, and classics. By teaching classics, our English Learners will acquire language in a way that is culturally rich as well as technically proficient.

At the same time, we recognize and value the home languages and cultures of our scholar population. We celebrate the many families that compose our school community. This uniquely American quality of our population is one of our country’s beauties and is reflected in our national motto – *E pluribus unum* – out of many, one.

Message from Academic Services

This plan has been developed in order to assist and guide educators in the implementation of our rigorous educational program for English Learners at John Adams Academy. It is based on state and federal laws, board policies, research, and input from stakeholders to ensure that the best pedagogy, practice, and procedures for English Learners will be used at John Adams Academy.

All English Learners should have equal access to JAA's American Classical Leadership Education, and the curriculum should be as rigorous as the one for native English speakers. As such, it should be relatively accessible and efficient for JAA to demonstrate compliance with laws and policies that have been put into place to safeguard English Learner Scholars' access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revisions and improvements over time. This way, John Adams Academy will ensure that programs and services for English Learners will be of the highest quality.

Purpose of the Master Plan

To ensure that English learners develop as servant leaders and succeed academically.

- **Integrate into the JAA community and participate with the community in service opportunities.**
- Develop scholars' English fluently in speaking, listening, reading, and writing.
- Provide continuous and summative evaluation and monitoring of the English Learner program and adjust as needed.

To provide access to JAA's American Classical Leadership Education

- Provide English Learners the opportunity to study classics of Western Civilization
- Provide primary language instruction or support whenever possible or when required by state guidelines.
- Provide instruction based on JAA standards and State adopted standards.
- Provide instructional materials that meet scholars' needs.

To provide scholars with daily English Language Development so they can acquire English fluency and literacy for academic success.

- Provide staff development on effective ELD strategies and techniques.

- Provide continuous assessment of scholars' second language acquisition progress.
- Provide LEA-adopted ELD materials for teachers and scholars.

To promote scholars' positive self-image and awareness that the United States is comprised of multi-ethnic and cultural peoples united, *e pluribus unum*, in freedom under the U.S. Constitution.

Incorporate ongoing studies in America's heritage and learn how the United States is made from peoples of multiple cultures, through ELAC.

- Develop an understanding of the principles found in The Declaration of Independence and learn how to participate in local, state and national civic opportunities.
- Provide staff development about cultures and diversity.

To ensure that each English Learner receives educational services from properly qualified and credentialed staff.

- Identify certificated and classified staffing needs annually.
- Employ qualified certificated (BCLAD, CLAD) candidates via university and college recruitment, as available.
- Employ qualified bilingual classified support staff.

To encourage parents' participation and involvement in the education of their children

- Establish clear communication channels among the school, home, and community.
- Educate parents about school procedures.
- Provide parents with oral interpretation and written translation to ensure equal access of information according to state guidelines.
- Provide opportunities for bilingual parents to become involved in school committees, such as the English Learner Advisory Committee (ELAC) and the parent service organization (PSO).

Education for English Language Learners

John Adams Academies provides English language learners with a challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible to assist scholars in accessing the full educational program and achieving the JAA academic standards.

The Superintendent or designee shall maintain procedures, which provide for the identification, assessment, and placement of English language learners and for their reclassification based on criteria established and described in the English Learner Master Plan.

To evaluate the program effectiveness, the Superintendent, or designee shall regularly examine program and individual English learner results, including reports of the

English language learners' academic achievement, progress towards proficiency in English, and the progress of students who have been reclassified as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board.

INSTRUCTION

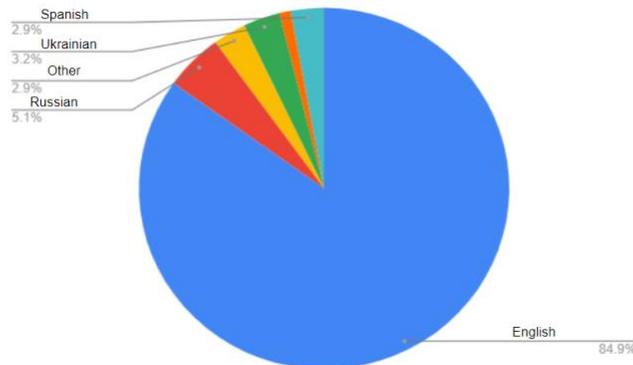
Definitions

Who Are English Learners? According to federal law governing Elementary and Secondary Education, Every Student Succeeds Act (2015), an EL is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in) an elementary or secondary school
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English
- Who was born in the U.S. and whose native language(s) is a language(s) other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in the classroom where the language of instruction is English; or the opportunity to participate fully in society. (ESEA Section 8101[20])

In California, a student is classified as an EL if their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice EL or Intermediate

Figure 1: Enrollment by Language Classification



English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient. (Education Code 306)

Currently, 12 percent of JAA scholars are classified as ELs.

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possesses a good knowledge of the English language. (Education Code 306)

English Language Mainstream, ELM, means English language speakers have acquired reasonable fluency in English and/or ELPAC level 4. (Education Code 306)

Structured English Immersion, ELPAC levels 1, 2, and 3, SEI, means an English language acquisition process in which English Language Development, ELD, instruction is in English, supplements and supports of core curriculum conducive to scholars who are learning the language will be provided.

TYPOLOGIES OF ENGLISH LEARNERS

Newcomer: Foreign-born English learner enrolled in U.S. schools for less than 3 years.

Potential Long-term English Learner (PLTEL): ELs with 4 to 5.9 years as English learners in grades 3 to 12.

Long-term English Learner (LTEL): ELs in 6th through 12th grade who have been enrolled in a U.S. school for six or more years without meeting the criteria for reclassification.

ELs on Track: U.S.-born ELs who have been enrolled in U.S. schools for less than 4 years and meeting minimum progress expectations.

IDENTIFICATION AND ASSESSMENT

Upon enrollment, each scholar's primary language shall be determined by a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, scholars who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English Language Performance Assessment for California, ELPAC, shall be assessed. (5 CCR 11516)

All scholars shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any scholar with a disability shall take the ELPAC with those accommodations for testing that the scholar has regularly used during instruction and classroom assessment as delineated in the scholar's individualized education program (IEP) or Section 504 plan that is appropriate and necessary to address the scholar's individual needs. (5 CCR 11516.5)

The school shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days of receiving the results. (5 CCR 11511.5)

Within 90 days of initial enrollment, scholars identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. The superintendent or designee shall develop criteria for determining scholar needs based on these assessments. (Former Education Code 52164.1, 62002)

Before scholars are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual scholar's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a scholar participating in, or identified for participation in, a language instruction program shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the scholar's classification as an English language learner.
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of the following:
 - The way the program will meet the educational strengths and needs of the scholar.
 - The way the program will help the scholar develop his/her English proficiency and meet age-appropriate academic standards.
 - Where the scholar has been identified for special education, the way the program meets the requirements of the scholar's IEP.
4. Specific exit requirements for the program, the expected rate of transition from the program to Reclassification as Fluent English Speaking or RFEP.

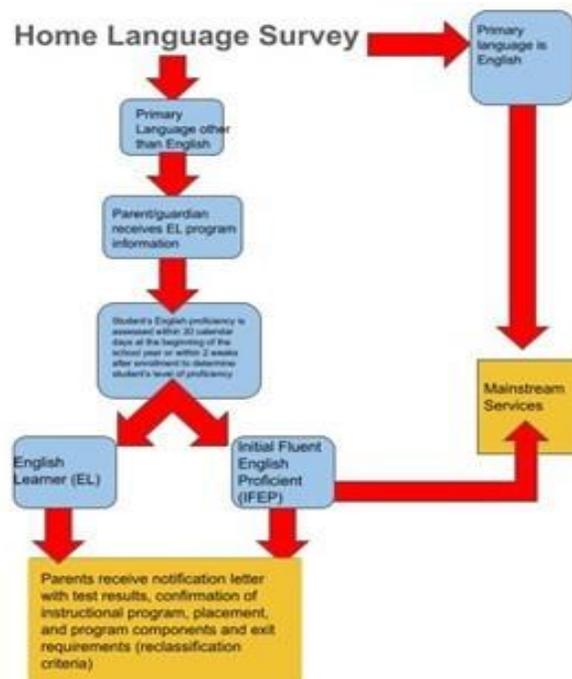
- Information regarding a parent/guardian’s options to decline to allow the scholar to become enrolled in the program or to choose to allow the scholar to become enrolled in an alternative program.
 - Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
5. Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Amending the Home Language Survey

The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student’s English language proficiency, the school must initiate the Language Classification Correction process.

The Enrollment Process

The enrollment process begins when a parent or guardian registers their child online for John Adams Academy and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS) (see Figure below). The HLS is a questionnaire used to determine the scholar’s primary language and whether the scholar will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a scholar will need to meet their full academic potential.



Transitional Kindergarten and Kindergarten Orientation and Enrollment

Elementary schools are to hold orientation meetings for families of newly enrolling kindergarten scholars prior to the start of the school year. Elementary schools are to provide a variety of times and dates for the orientation meetings, based on the needs of the community. The purpose of these orientation meetings is to provide parents/guardians with information to assist them in making meaningful decisions about instructional program placement for their child. Translation/Interpretation should be provided. The orientation meetings are to be held at different times of the day, in order to accommodate parents'/guardians' various work schedules. These meetings provide an opportunity for families to receive parent/guardian-friendly brochures and view information that describes instructional programs, the minimum progress expectations benchmarks, reclassification criteria, and the curricular materials used in each program. Because this information is essential for parents/guardians to make informed choices for their children and will also offer a minimum of one orientation meeting to allow parents/guardians another opportunity to receive the information.

Parent/Guardian Notification Requirements

Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a Structured English Immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310;5 CCR 11309)

A parent/guardian may request that the LEA waive the requirement of Education Code 305, pertaining to the placement of a scholar in a Structured English Immersion program if one of the following circumstances exists:

1. A scholar who already knows English: The scholar already possesses good English language skills, as measured by the California Assessment of Student Performance and Progress (CAASPP) in which the scholar scores at or above the Standard level for his/her grade level and/or LEA benchmark assessments in which the scholar scores at or above grade level.
2. Older students: The scholar is age 10 years or older, and it is the informed belief of the Headmaster and educational staff that an alternate course of study would be better suited to the scholar's rapid acquisition of basic English skills. (Education Code 311(b))
3. Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development.

When evaluating waiver requests pursuant to the Education Code 311(a) for scholars who already know English and other waiver requests for those scholars for whom the California Assessment of Student Performance and Progress assessment is not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards, and teacher evaluations.

Parental exception waivers pursuant to Education Code 311 for students with special needs shall be granted if it is the informed belief of the Headmaster and education staff that, due to the scholar's educational needs, an alternate course of educational study would be better suited to the scholar's overall educational development. (Education Code 311)

The Headmaster shall consider all waiver requests made pursuant to Education Code 311 for scholars with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the Headmaster shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

Each waiver shall be considered on its individual merits with great deference given to parental preference for scholar placement.

The Headmaster shall act upon all parental exception waivers within 20 instructional days of the submission to the Headmaster. However, parental waiver requests pursuant to Education Code 311 for scholars with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted

upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the Headmaster, whichever is later. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Parental Notification of Annual Assessment Results and Program Placement

Parents/guardians of EL students who are administered the ELPAC Summative Assessment or an alternate language proficiency assessment must receive official notification, within 30 days after the beginning of the school year (or, if during the school year, within two weeks of the child being placed in a program), informing them of their child's:

- Annual English language proficiency level and how it was assessed.
- Language classification
- Instructional program placement

Parents/guardians of EL students are informed of the above information via the School's Annual Parent Notification of Language Test Results and Confirmation of Program Placement letter, and the Parent Notification of Reclassification Criteria.

Identification of Long-Term English Learners

In 2012, California passed bill AB-2193 "Long-term English Learners" to add sections to the Education Code relating to English Learners. A key function of this new code is the definition of the new sub-group of Long-Term English Learners (LTEL). Annually, the California Department of Education supplies school districts with the number of scholars identified as LTEL or at risk of becoming an LTEL. Below are the measures for determining LTELS and scholars at-risk pursuant to Education Code 313.1

- Long-term English Learner (LTEL) refers to an English Learner who has been enrolled in schools in the United States for more than six years and has remained at the same or regressed in English language proficiency for two or more years.
- English learners at risk of becoming long-term English learners (at-risk) mean English learner who has been in United States schools for more than six years without reaching sufficient English proficiency to be reclassified. Scores at the intermediate level or below on the ELPAC, and scores in the fourth year at the Not Met or Nearly Met level on the EL standards-based achievement test.
 - This group of scholars must be provided with instructional programs that include specialized English Language Development instruction and accommodations for the scholar's level and need for linguistic and

academic development. Some may be assigned to formal interventions that address both language and academic needs. Typically, this group of scholars enrolled in SEI instruction in the core academic subjects, provided by an appropriately credentialed teacher with English Learner or Bilingual Authorization.

Reclassification

JAA shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have demonstrated English language proficiency comparable to that of average native English language speakers. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers. (5 CCR 11302)

English language 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 the regular program 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)

Under current California Education Code 313, identified scholars who are English Learners must participate in the annual administration of the ELPAC until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. The latest official English Language Proficiency Assessment for California (ELPAC) Overall Performance Level 4
2. Teacher evaluation, including review of the scholar's curriculum mastery based on English proficiency, not other factors unrelated to language (ex. Attendance, behavior, homework completion)
3. Parental opinion and consultation
 - a. Parents/guardians shall receive notice and a description of the reclassification process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged. The LEA shall make every attempt to involve the parent/guardian in the reclassification process through the avenues of parent letter, and phone calls.
4. Comparison of the performance of the scholar in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient in English to participate effectively in a curriculum designed for scholars of the same age whose native language is English. For example,

demonstration that a scholar is making progress in I-Ready, MAP, CAASPP or Lexia.

The Academic Services Manager shall provide subsequent monitoring and support for reclassified scholars, including but not limited to monitoring the performance of reclassified scholars in the core curriculum in comparison with their native English-speaking peers, monitoring the rate of reclassified, and ensuring correct classification and placement.

The Academic Services Manager shall develop a process to monitor the effectiveness of the program for English language learners. The program shall be modified as needed to help ensure language and academic success for each English language learner.

John Adams Academy Reclassification Criteria Matrix

Grade Level	ELPAC-Annual	Teacher Evaluation	Basic Skills Assessment	Parent Approval
Kindergarten	ELPAC overall score of 4 (Well Developed)	Meeting grade level standards or "Teacher Evaluation" form is required to satisfy this requirement.	<ul style="list-style-type: none"> • Lexia on grade level target and/or <ul style="list-style-type: none"> • Skill Assessment within the average grade-level score or above 	Parent Acknowledgement
First Grade	ELPAC overall score of 4 (Well Developed)	Meeting grade level standards or Teacher evaluation form is required to determine if a student's grade is not due to language acquisition issues in order to satisfy this requirement.	<ul style="list-style-type: none"> • iReady on grade level and/or <ul style="list-style-type: none"> • Lexia on grade level target 	Parent Acknowledgement
2nd-3rd Grade	ELPAC overall score of 4 (Well Developed)	Grade of C or better in ELA or Teacher Evaluation form is required to determine if a student's grade is not due to language acquisition issues in order to satisfy this requirement.	<ul style="list-style-type: none"> • iReady on grade level and/or <ul style="list-style-type: none"> • Lexia on grade level target 	Parent Acknowledgement
4th-5th Grade	ELPAC overall score of 4 (Well Developed)	Grade of C- or better in ELA or Teacher Evaluation form is required to determine if a student's grade is not due to language acquisition issues in order to satisfy this requirement.	<ul style="list-style-type: none"> • iReady on grade level and/or <ul style="list-style-type: none"> • Lexia on grade level target and/or <ul style="list-style-type: none"> • Standard Met or Above on CAASPP ELA 	Parent Acknowledgement
6th-8th Grade	ELPAC overall score of 4 (Well Developed)	Grade of C or better in ELA or Teacher Evaluation form is required to determine if a student's grade is not due to language acquisition issues in order to satisfy this requirement.	<ul style="list-style-type: none"> • MAP Assessment met or exceeded standard. and/or <ul style="list-style-type: none"> • Standard Met or above on CAASPP ELA and/or <ul style="list-style-type: none"> • Lexia Power Up intermediate or advanced levels 	Parent Acknowledgement
9th-12th Grade	ELPAC overall score of 4 (Well Developed)	Grade of C- or better in ELA or Teacher Evaluation form is required to determine if a student's grade is not due to language acquisition issues in order to satisfy this requirement.	<ul style="list-style-type: none"> • MAP Assessment met or exceeded standard. and/or <ul style="list-style-type: none"> • Standard Met or above on CAASPP ELA 	Parent Acknowledgement

The Law:

EC Section 313(f) specifies that multiple measures be used to reclassify ELs but must include all four of the following criteria:

1. Assessment of English language proficiency (ELPAC Score)

Reclassification for Special Education Scholars

Special Education EL Scholars who take the ELPAC will follow the same reclassification process as other EL Scholars.

Reclassification of EL Special Education Scholars may be an IEP team function; however, staff members specialized in English language development should participate in the meeting. If the IEP team determines that the scholar must take an alternative assessment instead of a regular state assessment of student achievement, the IEP must contain a statement of:

1. Why the scholar cannot participate in the regular assessment; and
2. Why the alternative assessment was selected.

If a scholar has met the academic achievement criterion but the disability precludes the scholar from scoring the reclassification criteria, the IEP team, along with the attendance of an EL specialist, may recommend other criteria for reclassification.

Progress Monitoring Reclassified Scholars

School sites will monitor and regularly assess the progress of all reclassified English Learners for at least four years to ensure that they have not been prematurely exited from EL support programs and that they are meaningfully participating in the LEA's standards-based educational programs comparable to their English only peers. Elementary schools will monitor after the first and second quarter and secondary level will monitor after first quarter, second quarter (semester), and the third quarter.

Detailed, tiered interventions should be documented in the Post Reclassification Follow-Up Monitoring form in Ellevation when a scholar scores "Standard Not Met" on the CASSPP, or if the scholar receives less than a "C" or "2" in any core subject area. JAA is committed to ensuring EL scholars acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

Reclassified Scholars Not Making Sufficient Progress

Reclassified scholars who are not making adequate academic progress are offered additional support and targeted intervention opportunities. Data for these additional services is monitored closely to determine the effectiveness of the intervention.

The following are the procedures for providing RFEP scholars with additional learning opportunities to address diagnosed academic needs:

Step 1

When an RFEP scholar falls behind in his/her grade level performance, instruction should be modified to meet the scholar's diagnosed academic needs. Teachers should change grouping patterns during content area instruction to provide differentiation using specialized methods and strategies, or they may provide the student with individualized assistance with teacher aids, tutors or volunteers. For example, teachers group scholars by skill need based on the six to eight-week assessment data to differentiate instruction. Parents are informed and offered an opportunity to provide feedback.

Step 2

When the necessary in class modifications have been provided and the scholar's academic performance does not improve, the teacher should refer the scholar to the Dean for placement in appropriately designed interventions. The school must group scholars by grade and skill need using the assessment data and provide intervention based on the identified needs. The intervention teacher must use the available content area resources to provide differentiated instruction as needed. Parents are informed and offered an opportunity to provide feedback.

Step 3

When a scholar fails to demonstrate sufficient progress following participation in the school's intervention, the scholar should be referred to the Scholar Study Team (SST) for additional recommendations, in consultation with the parents.

Staffing and Professional Development

Qualified Teachers

John Adams Academy actively recruits authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. JAA partners with County offices of Education, local universities, by attending job fairs, and through a variety of job announcements. JAA prides itself on having all staff fully certified.

- Teachers providing instruction in Structured English Immersion and English Language Mainstream Programs are authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in the Bilingual Transitional Alternative Program are appropriately authorized to provide such instruction via a BCLAD or equivalent authorization.

(20 USC 6319(a) (1), 6826 (c); EC 44253.1, 44253.2, 44253.3, 44253.10; Casandeda v. Pickard (5th cir. 1981) 648 F.2d 989, 1009-1011)

Professional Development

The Academic Services Department provides research-based ongoing professional development opportunities to all teachers and supports staff working with English learners. Staff development opportunities, which are of sufficient intensity and duration occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, and parent outreach to have a positive and lasting impact on the teacher's performance in the classroom. These opportunities are provided through on-site training, NSD training, education conferences, and site staff meetings.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to school Deans to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained.

Administrators and Teachers

JAA provides staff development to ensure understanding of the Master Plan for English Learners program:

- ELPAC training for administrators and teachers
- Mentor Teacher Coaching
- Staff development presentations and Grade-level workshops on:
 - ELAC training
 - Integrated and Designated ELD
 - ELA/ELD
 - Initial and Summative ELPAC trainings
 - Ellevation training
 - Reclassification training
 - Lexia training

John Adams Academy will provide ongoing professional development for administrators and staff, on legal requirements and LEA procedures relating to the implementation of this English Learner Master Plan including:

- Initial identification
- Placement options and procedures
- Parental rights and informed choice

JAA is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. Continued professional development will prepare and empower our educators with the instructional skills, leadership skills, and required to work effectively with our English Learner.

EL teachers who are well prepared and use effective strategies in the classroom will help ensure that the EL program model successfully achieves its educational objectives. Enrollment and Registrar staff will receive training on the legal requirements and procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan.

Opportunity and Equal Education Access

Language Program Options and Parent Choice

English learners have equitable access to all programs provided by John Adams Academy, as required by law. JAA notifies parents of English learners about program choices and placement, including the opportunity to apply for a waiver.

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their scholar. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the scholar's placement is to be filed in the cumulative folder and in the Ellevation scholar profile.

Program Options

After English Language learners have been identified using the English Language Proficiency Assessment, the scholars will be provided with an appropriate language program. The programs provided meet civil rights requirements and best meet the needs of our EL scholar population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. JAA will offer EL services until ELs are proficient in English and can participate meaningfully in education programs without EL support.

When determining which EL services are best suited for a scholar, the school will consider the scholars.

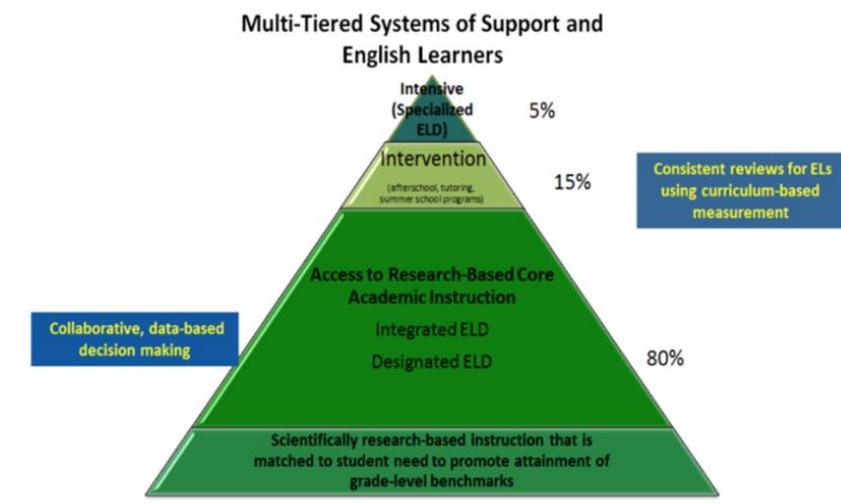
- English proficiency level
- Grade Level
- Educational background
- Language background

During the regular day, an authorized teacher must provide ELD instruction appropriate to the English proficiency level of each EL scholar until he/she is reclassified as fluent English proficient. JAA provides ELs with instruction using materials that are specifically designed to enable scholars at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The law does not require a specific number of minutes of ELD for all ELs. JAA has the discretion to determine the amount of time appropriate for scholars at different English language proficiency levels, however, it should be equivalent to the requirement of any other subject matter.

Best Practices for Program Models Serving English Learners

Factors Critical to Successful Program Models for English Learners

- Specialized instruction that recognizes learners’ unique needs as language learners, whether the instruction is content- or language acquisition-focused.
- Specific focus on literacy development
- Specific focus on oral language development
- Any teachers with ELs, including and especially general education, need to be prepared with the specific instructional techniques necessary to best serve these scholars.
- Teachers should be educated on, and prepared to serve, ELs as a population, as individuals, and as language learners
- Respectful and welcoming school culture
- Positive, accepting cultural atmospheres.
- Robust parent/guardian and community involvement
- Enacting procedures to identify EL students and monitor their progress.



References:
 California Department of Education. (2019). California practitioner’s guide for educating English learners with disabilities.
 New Economics for Women. (2017). New academy charter schools English learner master plan.

Multi-tiered System of Supports and English Learners

John Adams Academy uses Multi-Tiered System of Supports (MTSS) for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor scholar progress, and provide evidence-based interventions. The MTSS model above demonstrates how to enact the multi-level instructional system in order to maximize scholar achievement and to reduce behavioral problems.

Academic Excellence for English Learners

At John Adams Academy the English Learner Program meets state standards, is based on the assessed needs of English learners, and achieves its intended outcomes in classical education. JAA determines the effectiveness of its program for English learners and modifies the program as needed. English Learners are reclassified by following policies and procedures that are consistent with current legal requirements.

Research findings have demonstrated the importance of early and explicit instruction in phonological awareness and phonics along with extensive and varied vocabulary instruction, and opportunities for students to engage in structured academic vocabulary. The use of scholars' primary languages can help to build literacy and reading comprehension.

Examples of classroom learning activities include:

- Daily intensive small group reading interventions.
- Structured peer-assisted learning activities
- Explicit instruction in phonological awareness and phonics
- Extensive and varied vocabulary instruction
- Structured academic conversations.
- Use of scholars' primary languages can help to build literacy and reading comprehension.
- Independent reading of appropriate texts

Standards, Assessment and Accountability

Program Implementation and Monitoring

The Academic Services provides training for all staff, school administration, and support staff in the following areas:

- ELD curriculum and instruction
- Strategies to provide access to the core curriculum.
- Differentiated instruction.

- Designated/Integrated ELD strategies.
 - Designated ELD instruction is a protected time during the school day in which teachers’ group ELs according to English language development needs by ELPAC proficiency level. Integrated ELD instruction, is provided throughout the school day by all teachers and emerges from the text and materials of content subject matter.
- Ellevation digital platform

Consistent implementation of the program design is monitored by site administrators. School administration perform on going observations and walkthroughs of all classes which include English learners. Observations and walkthroughs are conducted to ensure that teachers:

- Provide daily ELD instruction.
- Follow the ELD curriculum and assessments.
- Make use of appropriate strategies such as analyzing material from point of view of scholar with limited English proficiency, activating scholars background knowledge, presenting materials and lessons orally as well as increasing the use of visuals, graphic organizers, hands-on-learning experiences, using simple language for communicating as well as limiting the use of idioms, jargon and complex sentence structures, and regularly assessing and monitoring scholar progress.
- Provide differentiated instruction targeted to specific linguistic needs.

In addition, the Academic Services supports school sites by assisting with the review of documentation for each EL program compliance, review of procedures, and expectations.

LEA Wide Assessment

Assessment Instrument	Target Population	Purpose
I-Ready	Grades 1-5	Inform Instruction/Reclassification
MAP	Grades 6-12	Inform Instruction/Growth/Reclassification
Lexia	All Scholars	Provides differentiation, builds phonemic awareness and phonics/Reclassification
CAASPP ELA/Math	Grades 3-8,11	Accountability
English Learner Performance Assessment for California (ELPAC)	All English learners, grades K-12	Inform Instruction Accountability Reclassification

Through the assessment program, staff carefully considers what scholars are asked to perform, how scholars’ performance is evaluated and how evaluation results are used. This information is disseminated to admin and teachers through staff development. The

assessment program is responsive to the developmental differences and linguistic differences, as well as special needs of English learners. Through multiple forms of assessment, the school can determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

Opt Out Option for English Learners

Parent Rights

All parents whose child is receiving or is eligible to receive EL services have the right to decline or opt out of the EL program or services being offered. **School personnel may not recommend that a parent opt a child out of EL programs or services for any reason.** JAA is still required to provide ELD instruction, and the scholar is still required to participate in the ELPAC assessment.

Process for Opting Out of EL Services

Parents are informed of the initial ELPAC assessment results and the instructional program that has been selected for their scholar in a Parent Notification Letter within 30 days of the assessment. If the parent elects to not have their scholar participate in the EL program or services, they may request a conference with the school administrator to discuss the information contained in the letter and to complete an Opt Out Form. If a parent decides to opt out of EL services, the scholar retains their English Learner status and John Adams Academy is still obligated by civil rights laws to provide the EL scholar meaningful access to the full educational program. All English Learners should have access to the full core curriculum. JAA shall continuously monitor scholars' academic progress on a regularly scheduled basis and the scholar is still required to take the ELPAC assessment each year until they reclassify.

Progress Monitoring

Progress monitoring includes a combination of different data sources. These sources include local assessments, state assessments, classroom grades, courses taken, observations of scholar engagement, and attendance, along with comparisons of other ELs of the same English language proficiency. The English Language support team shall analyze this information at specifically targeted points throughout the school year and be able to make recommendations based on the scholar's current EL proficiency level and their ability to perform at grade level. If an EL scholar is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the scholar. Such steps include, but are not limited to, further assessing the scholar's

English Learning Program, notifying the scholar's parents about the scholar's lack of progress, encouraging the parents/guardians to opt the scholar back into the English Language Development programs and services, and providing designated supports for the scholar's English language acquisition.

English Proficiency Assessment

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the reclassification process. After the scholar exits EL status, the site English Learner Support Team shall continue to monitor the scholar's academic progress for a minimum of four years.

English Language Development

The ELD standards guide teachers in supporting English learners in the acquisition of English needed for success in content areas. These ELD Standards are also aligned to the rigor of the California Common Core State Standards. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They correspond to the Mathematics and Science content standards. The ELD standards are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards. Parents and/or guardians have the right to decline or opt their scholars out of a school's EL program or out of particular EL services within an EL program. Appropriate documentation of the parental choice is to be kept by the LEA. JAA still has an obligation to ensure that scholars receive ELD and access to other core content areas from teachers who are qualified to provide such instruction.

John Adams Academy has a variety of resources and instructional materials available to support ELD instruction provided through general funding. ELs must be provided with standards-aligned instructional materials.

Essential Components of a Comprehensive ELD Program

- ❖ All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.
- ❖ Through collaborative conversations about rich texts and concepts and through deep interactions with complex and informational texts, ELs extend both their language and knowledge of the world.
- ❖ Language development is fostered when teachers establish routines and expectations for equitable and accountable conversations...With strategic

scaffolding, EL children can learn to adopt particular ways of using English...that are highly valued in school.

- ❖ Effective instructional experiences for ELs throughout the day and across the disciplines
- ❖ Promote interactivity; are engaging, meaningful, and relevant; and are intellectually rich and challenging.
- ❖ Integrate appropriate scaffolding to provide strategic supports that move learners toward independence.
- ❖ Foster development of both content knowledge and academic English
- ❖ Value and build on primary language and culture, as well as prior knowledge.

Source: California Department of Education. (2015). English Language Arts/English Language Development Framework. Sacramento, CA: Author.

COMMUNITY INVOLVEMENT

Parent Involvement

John Adams Academy informs English learner parents how they can be involved in the education of their children and be active participants in assisting their children to:

- Attain English proficiency.
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all scholars.
- Develop greatness in mind and character to become servant leaders of integrity and sound judgement.

Our schools develop English learner parent committees to encourage active parent involvement and a strong home-school connection. The goal of the English Language Advisory Committee (ELAC) is to promote positive collaboration between parents and the school. Through such committee, JAA can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents, community members and the district.

JAA develops English learner parent committees to encourage active parent involvement and a strong home-school connection. The goal of the English Language Advisory Committee (ELAC) is to promote positive collaboration between parents and the school.

English Learner Advisory Committee (ELAC)

Each school with 21 or more English learners must establish a school-level English Learner Advisory Committee. Parents and/or guardians of English learners elect parent members of the school committee. All parents of English learners will be provided the opportunity to vote. Parents of English learners not employed by the school must constitute a majority of the committee, and at least the same percentage of the committee members as the percentage of English learners represented at the site.

ELAC Advising Responsibilities:

- Make budgetary recommendations for all services provided to EL scholars.
- Participate in the development and analysis of results of the school's needs assessment.
- Ways to make other parents aware of the importance of regular school attendance.
- Participate in and assist with the dissemination of information and materials related to all aspects of the Master Plan for English learners.
- Make program recommendations for all scholars enrolled in an English learner instructional program.

FUNDING

Allocation and use of funds meet statutory requirements for allowable expenditures. JAA uses supplemental funds for core instruction of English learners and ELOP funds for services that supplement the core instruction.

The supplemental fund resources are available to provide each English learner with learning opportunities in an appropriate program, which includes ELD and the rest of the core curriculum. All required texts, including primary language texts, and instructional materials are purchased with supplemental funds. English learners receive educational materials and services paid for with supplemental funds in at least the same proportion as native English speakers (20 USC 1703 (f); *Castaneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013).

