



THE CLASSICAL ACADEMIES

English Learner Master Plan

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Introduction

The Classical Academies

The Classical Academies is an organization of award-winning, tuition-free, California Public Charter Schools serving North San Diego County since 1999. With over 5,800 students in grades TK-12, the schools are making a tremendous impact as they reinvent public education.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. These hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning styles, and reach their maximum potential by becoming thinkers, communicators, and achievers.

In addition to rigorous academics, small class sizes, and an acclaimed character education program, students are invited to participate in a variety of extracurricular activities and clubs, such as musical theater, choir, robotics, art, sports, and more. With campuses in Escondido, Vista, and Oceanside, The Classical Academies is open to all students in San Diego, Orange, and Riverside Counties.

Education Philosophy

The Classical Academy is dedicated to developing self-motivated, life-long learners through this six-fold vision:

To pursue academic excellence with an emphasis on mastery of the “basics” and development of critical skills through clearly articulated standards in all subjects.

1. To pursue academic excellence with an emphasis on mastery of the “basics” and development of critical skills through clearly articulated standards in all subjects.
2. To encourage individualized learning through smaller workshop size, understanding of learning styles, the teaching of specific study strategies, and the understanding of each child’s uniqueness.
3. To maximize the effectiveness and enjoyment of learning through multi-sensory, interactive methods of instruction inclusive of critical thinking skills, use of effective innovative teaching strategies, and integrated teaching across the curriculum.

4. To provide a content-rich education that inspires excellence by holding forth examples of classic works of literature, music, and art, which have stood the test of time and been widely recognized as the very best.
5. To give high priority to an enriched curriculum inclusive of computer technology, science technology, art, music, drama, Spanish, and PE.
6. To foster the development of the whole child through strong parental involvement with an emphasis on positive character development and service-learning in the community at large.

One of our core values is that “rigor and relevance is personalized, acknowledging that all learn differently.” For this reason, personalized learning is part of the educational environment, curriculum design, and is infused within the content delivery.

Personalized Learning is the tailoring of instruction, curriculum, and learning environments to meet the needs and aspirations of individual learners. Teachers, working with parents, create learning plans for students that can include technology, classrooms, labs, electives, and independent study options to complete their assigned academic program.

Parent Partnership

It is a core belief at The Classical Academies that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership that we share with parents is the cornerstone of everything we do at The Classical Academies and one that we have come to rely on in helping all students become thinkers, communicators, and achievers.

Multilingual Learners at The Classical Academies

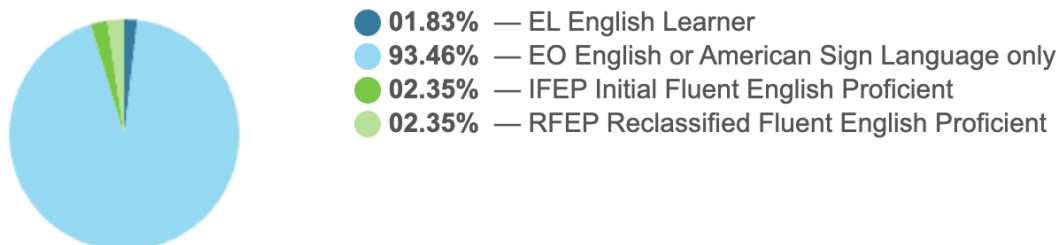
The Classical Academies consists of four Local Education Agencies, each with unique demographics of English Learners.

The Classical Academy (Escondido)

The Classical Academy has a total of 1534 students enrolled in grades TK-8. English learners represent 1.83% of the student population. Multilingual learners at TCA have a variety of primary languages, including Swedish, Russian, Mandarin, Portugues, Farsi,

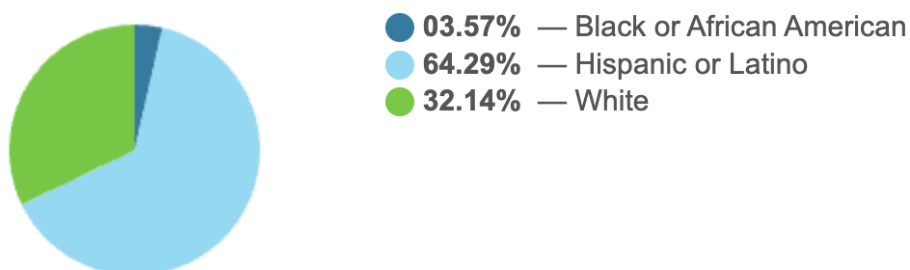
and Spanish. Spanish is the overwhelming majority of primary languages. Reclassified Fluent English Proficient students represent 2.35% of students.

English Language Acquisition Status (All Enrolled Students)



English learners represent the following ethnicities.

Ethnicity (All Registered Students for the Summative ELPAC)

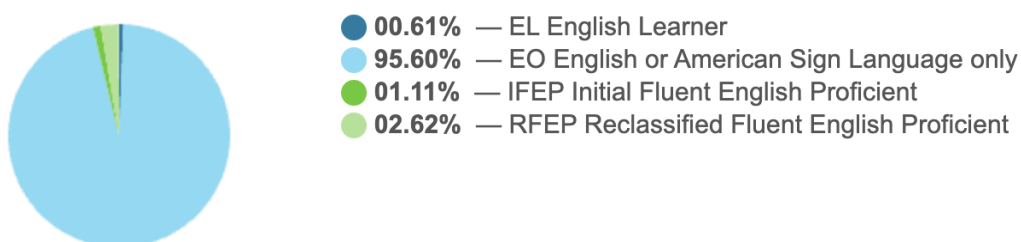


Students with disabilities (IEPs) make-up 11.76% of the student population and 10.71% of English Learners are dually identified.

Coastal Academy TK-12 (Oceanside)

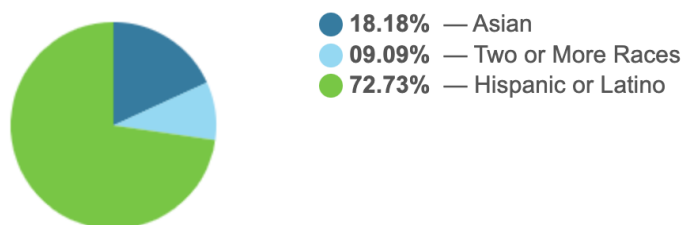
At Coastal Academy, which serves 1,800 students from Transitional Kindergarten through twelfth grade, 00.61% (11) of the student population is designated as an English learner. In addition, 2.62% of students are Reclassified Fluent English Proficient.

English Language Acquisition Status (All Enrolled Students)



Ethnicities represented by our English Learners are as follows.

Ethnicity (All Registered Students for the Summative ELPAC)

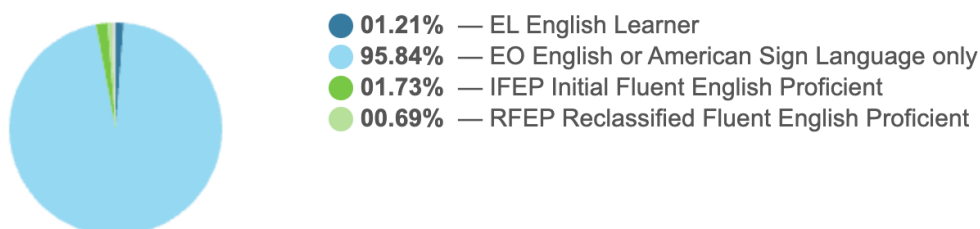


The majority of English learners speak Spanish as their primary language, while some students have listed Cantonese and Mandarin. Of our English Learners, 18% are dually identified with Special Education. Similarly, our total population includes 14% identified as special education.

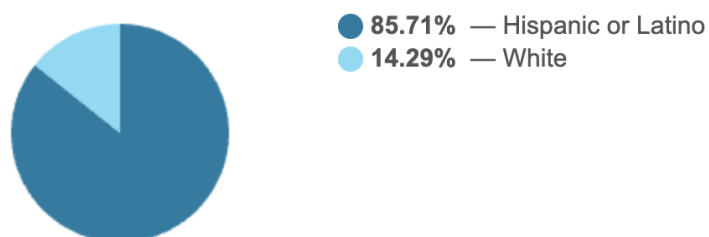
Classical Academy Vista (Vista)

Classical Academy Vista has a total student population of 583 students in grade Transitional Kindergarten through Eighth Grade. English learners represent 1.21% of the student population and speak mostly Spanish as their primary language.

English Language Acquisition Status (All Enrolled Students)



Ethnicity (All Registered Students for the Summative ELPAC)

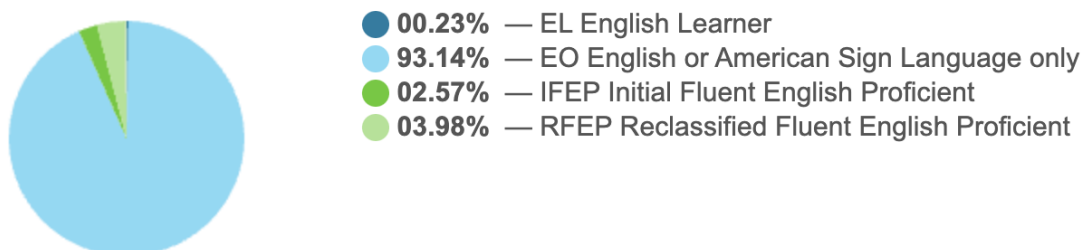


Students with IEPs represent 12.31% of the total student population and 47.87% of English Learners are dually identified.

Classical Academy High School

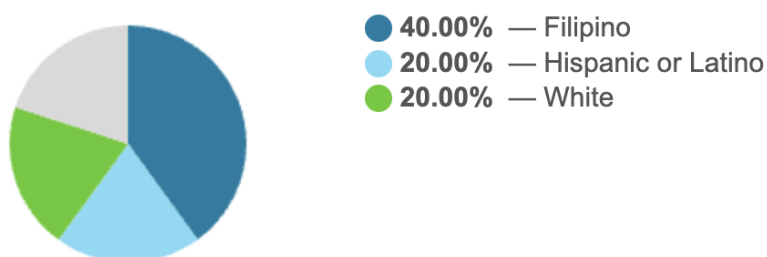
Classical Academy High School serves 1,282 students in grades 9-12. Students with IEPs represent 10.74% of the student population. Students identified as English Learners represent 0.23% of the population and no students are currently dually identified as EL and SPED.

English Language Acquisition Status (All Enrolled Students)



EL students at Classical Academy High School speak a variety of primary languages including Spanish and Russian. They represent the following ethnicities.

Ethnicity (All Registered Students for the Initial ELPAC)



California English Learner Roadmap Policy

On July 12, 2017, the California State Board of Education (CDE) unanimously approved the California English Learner Roadmap Policy: Educational Programs and Services for English Learners. The SBE policy ushers in a new era of English learner education that embraces linguistic diversity as an asset while providing the supports necessary to allow English learners meaningful access to an intellectually rich and engaging curriculum¹.

¹ "Roadmap Policy," Roadmap Policy - English Learner Roadmap (CA Dept of Education) (California Department of Education, March 10, 2022), <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>.

Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages².

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.³

Four Interrelated Principles

→ Principle One: Assets-Oriented and Needs-Responsive Schools

- ◆ Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

→ Principle Two: Intellectual Quality of Instruction and Meaningful Access

- ◆ English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

→ Principle Three: System Conditions That Support Effectiveness

- ◆ Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform

² Ibid.

³ “Roadmap Policy,” Roadmap Policy - English Learner Roadmap (CA Dept of Education) (California Department of Education, March 10, 2022), <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>.

instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

→ **Principle Four: Alignment and Articulation Within and Across Systems**

- ◆ English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

The Classical Academies have systems that are aligned to these principles.

<p>Principle One: Assets Oriented and Needs Responsive Schools</p>	<ul style="list-style-type: none"> • Each Multilingual Learner is assigned an instructional team, which includes a parent/guardian, credentialed teacher, and an ELD Provider (also a credentialed teacher). Students with IEPs and 504s will also have a case manager and service providers. The instructional team individualizes the student's instructional plan which includes mastery of the grade level core content, language proficiency, intervention, and enrichment. • Parent partnership is a key tenant of the educational philosophy of TCA. TCA fosters the development of the whole child through strong parental involvement with an emphasis on positive character development and service-learning in the community at large. Parents play an integral role in the development and inclusion of cultural assets into the curriculum. • All professionals at The Classical Academies have undergone Diversity, Equity, and Inclusion training through The Third Option® • The Classical Academies is a Professional Learning Community (PLC) that actively engages in an ongoing process of inquiry about the needs of the students with a focus on data and collaboration
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	around best instructional practices.
Principle Two: Intellectual Quality of Instruction and Meaningful Access	<ul style="list-style-type: none"> • Multilingual Learners receive Designated ELD and Integrated ELD pursuant to the California Department of Education's definition of a comprehensive ELD program. • Students at The Classical Academies pursue academic excellence with an emphasis on mastery of the "basics" and development of critical skills through clearly articulated standards in all subjects. • TCA Curriculum is aligned to both the California State Common Core Standards and the California English Language Development Standards. The California ELD/ELA Framework is also used as a tool for integration. • Educators maximize the effectiveness and enjoyment of learning through multi-sensory, interactive methods of instruction inclusive of critical thinking skills, use of effective innovative teaching strategies, and integrated teaching across the curriculum and including language proficiency skills in English. • To provide a content-rich education that inspires excellence by holding forth examples of classic works of literature, music, and art, which have stood the test of time and been widely recognized as the very best. • Primary language supports and other language accommodations are used to support Multilingual Learners in all academic, intervention, and enrichment endeavors. • To give high priority to an enriched curriculum inclusive of computer technology, science technology, art, music, drama, Spanish, and PE.
Principle Three: System Conditions That Support Effectiveness	<ul style="list-style-type: none"> • TCA has adopted Performance Matters as a data system which provides the opportunity to aggregate and disaggregate data by subgroups like EL, RFEP, etc.

	<ul style="list-style-type: none"> • TCA utilizes a variety of assessments to track understanding, monitor progress, and celebrate accomplishments. Assessments include formative assessments that take place during learning and summative tests that provide end-of-unit data on learning. We implement the use of teacher/parent-created tests as well as standardized testing. A variety of questioning techniques are used in assessments, including, but not limited to, multiple-choice, free response, project-based, and performance-based. • The instructional team monitors personal academic growth using Renaissance STAR assessments. We also administer the California Assessment of Student Performance and Progress (CAASPP) in grades 3 – 11 each spring. • The ELD Provider team meets collaboratively at the onset of each learning period to analyze data, plan and adjust instruction, and ensure students progress toward English language proficiency.
Principle Four: Alignment and Articulation Within and Across Systems	<ul style="list-style-type: none"> • Multilingual learners experience a coherent and aligned set of pathways and practices from early childhood to High School Graduation. • Professional learning is dedicated to vertical articulation of the standards from Transitional Kindergarten to grade 12. • Designated ELD is offered as a pull-out/push-in service, built into the schedule in the elementary grades and a separate class period in the school day for High School students. • All campuses follow the same procedures for identification instruction, and monitoring language learners and students that recently reclassified (RFEP).

The ELD Team

Each Local Education Agency (LEA) within The Classical Academies has one or more experienced, authorized teachers devoted to the EL population at their site. This person

is known as the ELD Provider. The ELD Provider plays an integral role in a student's instructional team. The instructional team includes, at minimum, a parent/guardian, teacher of record, and the ELD Provider. The instructional team exists for the purpose of creating individualized instructional plans in alignment with the student's academic and language proficiency goals.

ELD Providers

The Classical Academy TK-8	Lynette Ryker, Traci Holland
Classical Academy, Vista	Tennille Araujo
Coastal Academy TK-12	Jessica Hackenson (ELD Coordinator), Kelle Eberspacher
Classical Academy High School	Christopher Holz, Kellye Bojorquez

ELD Provider Roles and Responsibilities

The ELD providers provide support in the areas of data/records, planning/instruction, and assessment of multilingual learners.

Data/ Records:

- Maintain record of Multilingual Learners on campus using the ELPAC Roles and Responsibilities Spreadsheet, in partnership with the registrar.
 - Coordinate with the registrar to onboard new students and provide services within 30 days of enrollment.
- Meet with parents to complete reclassification forms for all EL students each spring (after ELPAC results are available in TOMS or Pathways).
- Direct reclassification process for SPED students and attend IEP meetings as determined by the IEP team.
 - Gather data and student information for appropriate reclassification forms and maintain communication with the registrar regarding language status changes.

Planning and Instruction:

- Collaborate with content area teachers to plan and provide designated ELD instruction.
 - Designated ELD:
 - Driven by CA ELD standards; supported by CCSS content area standards and the ELD/ELA Framework.

- Lessons include speaking, listening, reading, and writing, as appropriate, based on the individual ELPAC Student Score Report.
- Provide instruction in person or on zoom, as appropriate.
 - 20-30 minutes minimum per week for K-2
 - 30-45 minutes minimum per week for 3-5
 - 45-60 minutes minimum per week for 6-12
- Collaborate with content area teachers, teachers of record, and parents as they provide Integrated ELD.
 - Coordinate curriculum pieces and supplemental resources that EL students need for equitable access to the curriculum (e.g. primary language text, translation services, lexia products, etc.)

Assessment:

- Complete calibration and training for the Summative ELPAC in a timely manner (October - December).
- Administer the Summative ELPAC during the testing window and report scores (February - May).
 - Testing takes 2-4 hours per student; students in grade 3+ can take the test in groups.

Chapter 1: Identification, Assessment, and Reclassification

Multilingual Learner Identification

A Home Language Survey (HLS) is completed for each enrolling student that is new to public schools in the state of California or new to the United States. If there is concern about the answers on the Home Language Survey, a representative from the LEA will reach out to the parent/guardian for clarification and correction, when applicable. The response on the survey indicates whether a student needs to take the Initial English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the assessment, they will be designated an English Learner (EL).

English Learner Assessment

The English Language Proficiency Assessments for California (ELPAC) are given in two parts.

- Initial ELPAC: Used to determine initial identification as an English Learner in order to provide appropriate instruction in English. This assessment is administered within 30 days of enrollment.
- Summative ELPAC: Administered annually to previously identified English Learners (ELs) to gauge progress toward English proficiency. This assessment provides more insight into a student's proficiency levels in the areas of speaking, listening, reading, and writing. This becomes an important data point for the development of the student's instructional plan. EL students are assessed each spring until they achieve proficiency in English. EL students with disabilities will be assessed using accommodations or modifications based on their Individualized Education Plan (IEP) or Section 504 plans. Beginning in 2022, the Alternate ELPAC is available for students who qualify based on their IEPs.⁴

⁴ ETS, "About the ELPAC," English Language Proficiency Assessments for California (California Department of Education, 2022), <https://www.elpac.org/about/>.

What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1373) Beginning to Develop	(1374–1421) Somewhat Developed	(1422–1473) Moderately Developed	(1474–1700) Well Developed
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

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Additionally, The Classical Academies assesses the academic progress of all students using the Renaissance STAR assessment system. All students take the Reading and Math two-three times per year. Students in Kindergarten and First Grade may take the Renaissance Early Literacy Assessment. Renaissance STAR assessment data provides additional information about an EL student's progress. See the Appendix for the testing schedule.

Reclassification

The Classical Academies (TCA) aligns its reclassification procedures set forth by the California Department of Education (CDE).⁶ Reclassification is the process by which a student's official designation changes from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) (See Appendix).

CDE Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to EC Section 60810.

TCA Criterion 1: An overall score of 4 is required for reclassification.

CDE Criterion 2: Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.

TCA Criterion 2: Teacher evaluation is represented by report card grade in English Language Arts. In grades K-6, the student must earn a report card grade of 2 or higher in Language Arts. For grades 7-12, the student must earn a report card grade of C or better in English Language Arts.

⁵ "Starting Smarter," ELPAC Starting Smarter – English Language Proficiency Assessments for California (The Regents of the University of California, 2022), <https://elpac.startingsmarter.org/>.

⁶ "Reclassification," Reclassification - English Learners (CA Dept of Education) (California Department of Education, August 25, 2022), <https://www.cde.ca.gov/sp/el/rd/>.

CDE Criterion 3: Parental opinion and consultation.

TCA Criterion 3: Parents will be notified of their child's progress toward English proficiency annually. A conference (in person, virtual, or phone) will take place to discuss the student's progress and a parent/guardian will sign the EL Reclassification form to indicate their input about reclassification.

CDE Criterion 4: Comparison of the performance of the pupil 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, which demonstrates whether 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.

TCA Criterion 4: EL Students in 3rd through 8th grade, and 11th grade will take the California Assessment of Student Performance and Progress (CAASPP) through the Smarter Balanced Assessment System (SBAC) test each Spring. The basic skills requirement will be met with a score at or above the 40th percentile. For Transitional Kindergarten through grade 2 and grades 9, 10, and 12, or if CAASPP scores are not available, Renaissance STAR scores at or above the 40th percentile may be used for the basic skills requirement. EL students with IEPs or 504 plans will be assessed using appropriate accommodations as indicated in the student's IEP or 504 plan.

Reclassification for Students with Mild/Moderate Disabilities

The Classical Academies Requires that all students should be considered for reclassification with general education criteria with accommodations first.

- Students should take the ELPAC Summative each year with accommodations as specified in the student's IEP.
- Students will continue to be identified as English Learner until criteria for reclassification has been met.
- General education criteria for reclassification must be considered prior to alternative criteria.

IEP considerations - students with an IEP who do not meet the district requirements due to a mild/moderate disability may be considered for reclassification by the instructional team. The instructional team should include the teacher of record, parent/guardian, IEP team: Specialized Academic Instructor (possibly School Psychologist, Speech and Language Pathologist, etc.), General Education Teacher, Admin, and ELD team (ELD Provider and/or ELD Coordinator).

Process for Reclassification for students with Mild/Moderate Disabilities:

- This process is initiated by the Special Education Specialized Academic Instructor (SAI) in partnership with the ELD Provider.
 - SAI initiates assessments for academic achievement review. STAR, Reading Plus, San Diego Quick and/or WJ, possibly speech and language assessments, review past ELPAC scores.
 - ◆ If applicable, once a parent signs and returns an assessment plan, SAI conducts the academic achievement assessment.
 - SAI contacts general education teacher(s) and includes input on the Reclassification Worksheet.
 - SAI contacts parents and includes input on the Reclassification Worksheet. SAI may use the Parent Questionnaire (see appendix).
 - SAI schedules a pre-meeting prior to the IEP meeting date.
 - Pre-meeting (including SAI (possibly SLP or school psychologist), Gen Ed, and Admin) and complete the Reclassification Worksheet (see appendix). If the team agrees to recommend reclassification, SAI writes a draft IEP updating applicable IEP pages.
 - Hold an IEP meeting and change EL elements of the IEP (Front Page, Special Factors, State assessments page, Goals, notes, and signature page).
 - A copy of the Reclassification Worksheet (see appendix) is attached to the IEP.
- *Note: Special education documents cannot be included in a student cumulative file.

Chapter 2: Equitable Access to Rigorous and High Quality Instruction

Language Acquisition Program

The Classical Academies currently offers a Structured English Immersion (SEI) model for language acquisition. In an SEI model, nearly all instruction is provided in English, with language accommodations and strategies in place for students who may be learning English. The language acquisition program at The Classical Academies will:

1. Use research-based strategies and standards, including the California ELD standards and the ELA/ELD Framework.
2. Provide a comprehensive ELD approach, which includes Integrated and Designated ELD.
3. Lead to grade-level proficiency in English as well as content area competency based on the academic standards adopted by the state of California.

ELD Standards

“The California English Language Development Standards for Kindergarten through Grade 12 describe key knowledge, skills, and abilities that students who are learning English need in order to access, engage with, and achieve in grade-level academic content.”⁷ While the CA ELD standards align with the California Common Core State Standards, they do not repeat them or represent lower levels of achievement. The CA ELD Standards are designed to assist ELs in developing proficiency in English in tandem with developing proficiency in grade level content as well as support the EL’s success in school while they are developing their English. The CA ELD Standards are articulated both by grade level and on a continuum with three stages: emerging, expanding, and bridging. These stages contain indicators for entering and exiting each stage. The strands of listening, speaking, reading, and writing are organized through three domains. The three domains are:

Part I: Interacting in Meaningful Ways

Part II: Learning How English Works; and

Part III: Using Foundational Literacy Skills.

⁷ “CA ELD Standards” (Sacramento, 2014), 8.

In summary, the CA ELD standards address English language acquisition and are designed to be utilized in tandem with the California CCSS standards. The CA ELD standards are not a substitute for content area standards, but rather support an EL student toward proficiency in the CCSS standards, which is the expected outcome of all students at The Classical Academies.

Comprehensive ELD

According to the CDE, a comprehensive ELD program⁸ consists of two parts; Integrated and Designated ELD. During both I-ELD and D-ELD, teachers ensure that ELs have access to the content and support EL students through “scaffolds”. These scaffolds may include collaborative structures, adjusting instructional strategies, and embedded linguistic support within lessons.

Integrated ELD

Integrated ELD is defined by the California Department of Education (CDE) as, “instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards.”⁹ At The Classical Academies, all teachers have earned their Cross-cultural, Language, and Academic Development Certificate (CLAD) or Bilingual, Cross-cultural, Language, and Academic Development Certificate (BCLAD) designations and are prepared to meet the needs of linguistically diverse students in their classrooms. Content area teachers partner with parents to deliver rigorous content based on the California State Common Core Standards in tandem with the CA ELD Standards and the CA ELD/ELA Framework. The ELD Provider will serve as an advisory member of the student’s instructional team by providing accommodations and resources as necessary for the student’s success in core content areas. Such accommodations may include primary language curriculum pieces, translation and interpretation services, and collaboration and modeling strategies for specific skills, as needed.

Designated ELD

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English.¹⁰

⁸ “English Language Development Standards,” English Language Development Standards - Resources (CA Dept of Education) (California Department of Education, 2022), <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

⁹ Title 5 *California Code of Regulations* [CCR] Section 11300[c]

¹⁰ 5 CCR Section 11300[a]

At The Classical Academies, each campus is assigned an “ELD Provider.” An ELD Provider is a credentialed teacher that delivers the designated ELD instruction and monitors the EL student’s progress in Integrated ELD within the classroom. Designated ELD may be offered in-person or virtually. Students are grouped in grade level bands based on their individual needs as demonstrated on the Summative ELPAC, CAASPP, and STAR Renaissance assessments. ELD Providers have a variety of curriculum resources to use to design student-centered language instruction (see Appendix).

In addition to specified Designated ELD instruction with the ELD Provider, Multilingual students at The Classical Academies have access to a variety of curriculum resources to strengthen their language skills while not physically on campus (see appendix). Programs are assigned based on individual student needs. Lexia prescribes a certain number of weekly minutes to the student based on their initial and continuous assessment.

Students at TCA receive daily language instruction according to the following recommendations. These minutes should represent a combination of in-person or virtual lessons guided by the ELD Provider and/or independent study lessons.

- Kindergarten-2nd grade: 20-30 minutes
- 3rd-6th grade: 30-45 minutes
- 7th-12th grade: 45-60 minutes

Students in the “emerging” and “expanding” proficiency levels as measured by the ELPAC will receive more guided instruction time than students in the “bridging” proficiency levels.

Designated ELD Instructional Practices

Elementary (TK-8)

The Classical Academies Elementary ELD team works collaboratively to create ELD units that are adaptable to individual student needs. They are designed to address an English learner’s specific linguistic needs as delineated in the CA ELD Standards with alignment to the Next Generation Science Standards and History - Social Science Content Standards for California Public Schools. Special attention is paid to the integration of grade level ELA standards using the California ELD/ELA Framework as well as content-specific vocabulary in other academic areas, as needed.

The instructional units created by the ELD Team at The Classical Academies are designed to be scaffolded down from the bridging level of each of the ELD Standards and aligned to what the student is studying in their content course work.

Secondary (9-12)

The unique linguistic needs of English learning students are addressed through a Designated ELD course at the High School Level. Designated ELD is adaptive instruction that is tailored to individual student needs, the content driven by the competencies described in the California ELD Standards and delivered through the various curricula available as listed in the course description.

Course Description:

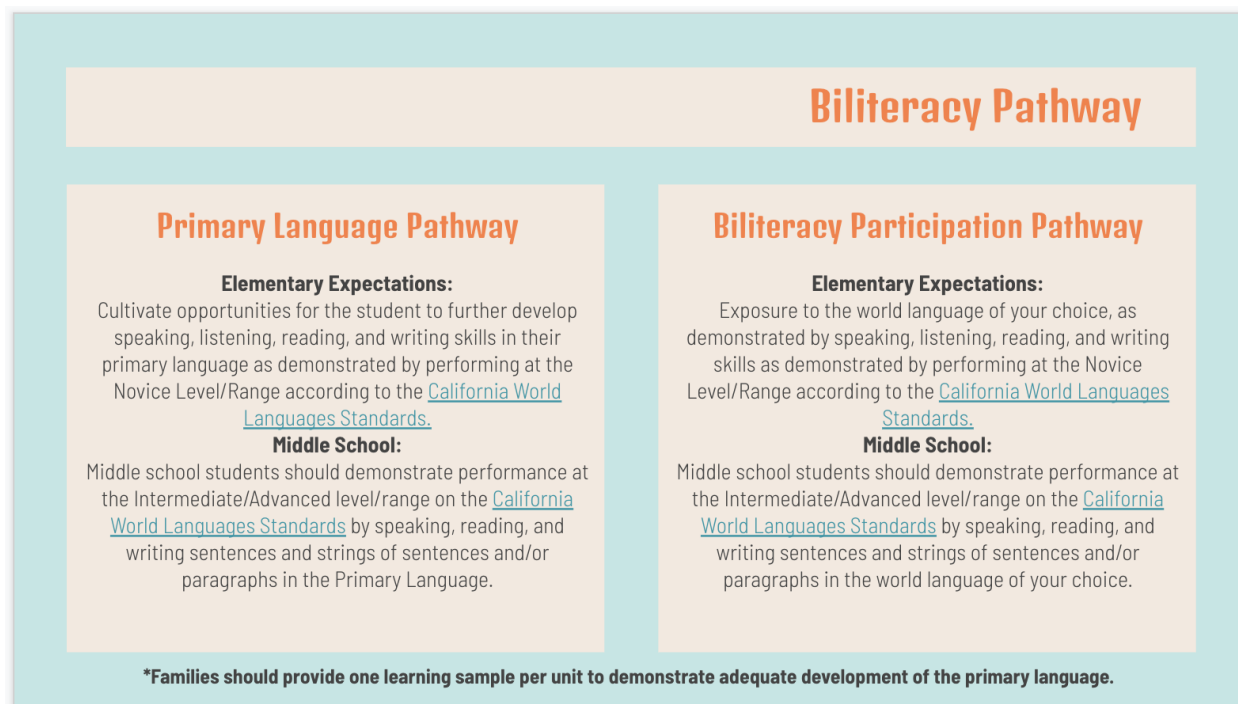
The yearlong Designated ELD course is taught concurrently with grade-level English Language Arts class. Students may or may not take a concurrent Reading Foundations/English Essentials as needed. Course is adaptive to student needs as assessed in Initial ELPAC or last Summative ELPAC and ongoing class assessment from ELD and ELA classes, along with parent and teacher team input. The course is aligned to the CA 9-12 ELD Standards and offers expedited and direct English Language instruction in all domains of English: reading, writing, speaking, and listening. Instruction is scaffolded as necessary to emerging, expanding, and bridging continuum stages.

Pathway Toward Blliteracy

At The classical Academies, we honor and respect all world languages and encourage our students to take steps toward becoming bilingual. This pathway has been established to:

- Recognize multilingual learners in grade 3-8 who have expressed interest in continuing work towards proficiency in speaking, listening, reading, and writing in their primary language and English.
- Recognize students in grades 3-8 who have expressed an interest in working toward proficiency in speaking, listening, reading, and writing in one or more world languages, in addition to English.

These pathways are awarded based on participation rather than proficiency criteria.



At the High School level, Classical Academy High School (Escondido) is enrolled in the Seal of Biliteracy program and Coastal Academy High School (Oceanside) will be enrolled in the 23-24 school year.

Special Education

All students enrolled at The Classical Academies, including ELs, have access to Special Education services. During the Student Study Team (SST) process, special attention is given to a student's language development. Multiple data points must be used to show that the student's academic or behavioral concerns are not linguistically based. The IEP team takes care to include linguistically appropriate goals for the student. EL students with IEPs continue to receive both ELD and SPED services until the point of reclassification/redesignation.

Equity and Access

EL students have equitable access to the standard instructional program as well as intervention and enrichment as necessary. The Classical Academies has developed a robust program for Multi-Tiered Systems of Support (MTSS). MTSS addresses the social-emotional and academic needs of all learners from all subgroups, including ELs. The vision of MTSS is "all means all." All students in every school have access to high quality rigorous core instruction, intervention, and enrichment. MTSS aligns all of the organization's resources and supports toward a goal of continuous improvement at all

levels (individual, classroom, school, and organization-wide). English Language Development is considered Tier one instruction and does not interfere with a student's full access to both intervention or enrichment, which includes Advanced Placement coursework, as needed or desired.

MTSS Offerings

Multi-Tiered Systems of Support are offered to all students, including Multilingual Learners. Tier one supports are offered to all students to help them achieve proficiency as outlined by the California Common Core State Standards.

- Tier one supports include small group instruction, data-driven reteaching built into the school day, and partnering with parents to deliver reteaching and practice on home days.
- Tier two supports include targeted interventions in ELA or math based on universal and diagnostic data. Tier two intervention is provided by a Literacy Specialist, Math Specialist, or classroom based teacher. Remediation and reteaching is targeted based on student need and provides more time for students to demonstrate mastery of essential grade-level skills.
- Tier three interventions are provided by Literacy or Math Specialists, or Specialized Academic Instructors (for students with IEPs). Tier three interventions are targeted toward grade-level content standards for the purpose of developing prerequisite skills and content from current and previous grade levels.

Enrichment Opportunities

Multilingual students have full access to clubs, sports, electives and honors/ advanced placement courses (see appendix).

At the elementary level, students have access to all-school educational field trips, community events, electives and after school enrichment.*

Coastal Academy

- Musical Theater
- Band
- Surfing Club
- General Music
- Art
- Photography
- Model United Nations
- Gardening club
- ASB

- All school field trips

Coastal Academy High School

- AP Courses
 - English Language and Composition
 - Literature
 - Calculus
 - U.S. History
 - Government and Politics
 - Psychology
 - Chemistry
- Clubs and Sports (See Appendix)

The Classical Academy

- Art
- Pottery
- PE
- Home Economics
- Music
- ASB
- Theater
- STEAM
- 3D Art
- Math Marvels
- Intro to Computers
- Spanish
- Public Speaking
- After school sports
- Family Field Trips and Event
- After school sports
- All school field trips
- Flag Football
- Volleyball
- Soccer
- Basketball
- Cross Country
- Dance Team
- Musical Theater
- Wide range of additional electives

Classical Academy Vista

- ASB
- Cooking
- Music
- All school Field trips
- Coding
- Music
- Art
- Musical Theater

Classical Academy High School (Studio and PLC)

- AP Courses
 - Language and Composition (Studio and PLC)
 - Statistics (Studio and PLC)
 - Physics (Studio and PLC)
 - Biology (Studio and PLC)
 - U.S. History (Studio and PLC)
 - World History (Studio and PLC)
 - Psychology (Studio and PLC)
 - Calculus (Studio and PLC)
 - Government and Politics (Studio)
 - Art and Design (Studio)
 - SPanish Language and Culture (Studio)
- Sports and Clubs (See Appendix)

*Enrichment offerings are subject to change based on staff availability and interest.

Chapter 3: Professional Learning and Support

Professional Learning

Leading School Improvement with English Learners at the Heart: The English Learner Roadmap for Administrators

In 2022, the ELD Coordinator completed a 2 year cohort with EL Rise, studying the implementation of the California English Learner Roadmap for The Classical Academies. The ELD Coordinator's role is to communicate information regarding the EL Roadmap implementation to the Principals and Senior Academic Leadership at regular intervals. After communication with the Senior Academic Leadership, the ELD Coordinator is also responsible for presenting pertinent information to all of the teaching staff.

ELPAC Results Are In Now What

ELD Providers participated in the first 7 sessions of ELPAC Results Are In Now What, presented by Sacramento County Office of Education (SCOE) online via the Moodle Training site. This professional learning opportunity focuses specifically on how to interpret ELPAC data and select appropriate teaching strategies. Soon, the next 4 modules of ELPAC Results Are In, Now What? Will be released to the Moodle Training Site by SCOE. TCA intends for EL Providers to participate in this professional learning in the 23-24 school year.

California Assessment Conference 2022

The ELD Coordinator represented The Classical Academies as part of a team that attended the 2022 California Assessment Conference in Riverside. The ELD Coordinator will be demonstrating, and discussing tools and Strategies related to interpreting ELPAC score reports and ELD best practices at ELD Provider meetings throughout the school year. The ELD Providers will engage in deep learning related to the ELD Toolkit of Strategies, developed by Curriculum and Instruction Steering Committee (CISC), English Language Arts / English Language Development CISC Subcommittee, and English Language Development Workgroup.¹¹ The instructional strategies in the EL Toolkit are organized by Word/Phrase Level, Sentence Clause

¹¹ "California County Superintendents," California County Superintendents (Curriculum and Instruction Steering Committee (CISC) English Language Arts / English Language Development CISC Subcommittee English Language Development Workgroup, March 10, 2020), https://ccsesa.org/?wpfb_dl=7219.

Level, and Text Level strategies. The ELD Providers will engage in this work over the course of the 22-23 school year.

Meeting Time Frame	Level	Strategy
November/December Meeting	Word/Phrase	Fray Model
January Meeting	Text	Repeated Interactive Read Aloud (K-6)/ Collaborative Summaries (9-12)
March Meeting	Sentence/Clause	Sentence Unpacking, Sentence Deconstruction, Sentence Patterning
April/May Meeting	Text	Text Reconstruction, Collaborative Summary

The future plan for professional learning is to present and model these strategies to the staff at large for supporting Integrated ELD.

Professional Learning Communities and Support

The ELD team functions as a Professional Learning Community (PLC) and follows a cycle of inquiry based on the four critical questions popularized by Rick DuFour. This cycle of inquiry is applied to language proficiency for the purposes of this team.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

The ELD teams meet at least once per learning period to use the four critical questions as a guide for grouping students, analyzing data, designing instructional plans, and plan for assessment.

Elementary (TK-8) Level Collaboration Schedule

Unit 1 - August 29th

Unit 2 - October 3rd

Unit 3 - November 14th

Unit 4 - January 23rd

Unit 5 - March 6th

Unit 6 - April 24th

High School Level Collaboration Schedule

Quarter 1

August 29th - 10:30-12

October 3rd - 10:30-12

Quarter 2

December 5th - 10:30-12

Quarter 3

January 23rd - 10:30-12

March 6th - 10:30-12

Quarter 4

April 10th 10:30-12

May 1st 10:30-12

Planning for Quarter 1 of 23-24

June 6th 10:30-12

Chapter 4: Parent Partnership

The Classical Academies believes that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership that we share with parents is the cornerstone of everything we do at The Classical Academies and one that we have come to rely on in helping all students become thinkers, communicators, and achievers. Parents are included in every step of the education process.

Because Parent Partnership is a tenant of the educational philosophy of The Classical Academies, parents/guardians are a vital part of the instructional team. Parents may choose to select standards based curriculum pieces in their primary language or in English. The Classical Academies supports each families' language proficiency goals, which may include biliteracy.

As an organization, The Classical Academies creates a welcoming and inclusive culture that values linguistic diversity. TCA acknowledges that biliteracy and multilingualism benefits students cognitively, academically, and emotionally. TCA seeks to provide more language learning models as practical (availability of bilingual educators) and ideological (the desire for such programs among our families) considerations align.

Flexibility

At The Classical Academies, parents are an active part of the instructional team. Parents and students choose their learning model, online, in-person, and a combination of in-person and home education. At the elementary level, parents may also select curriculum resources that suit the student best.

Online and Independent study students select their classes at home with a parent and then meet with an Educational Specialist to discuss their course trajectory and progress. Through every step of a student's progression at TCA, credentialed teachers are accessible, engaged, and ready to support parents and students in all models.

The Classical Academies utilizes Schoology as a Learning Management System and communication tool. Schoology offers the ability to partner with parents by housing curricular resources and engagement opportunities. The organization also uses Parent Square for in the moment communication, as needed.

Parent Education and Engagement

Before school starts in the Fall, The Classical Academies' presents a JumpStart Parent Education Conference. During this one-day conference, parents can participate in sessions that are pertinent to helping support their students in their elementary, middle, and high school education. Many teachers, administrators, and community experts offer sessions during this conference.

At the beginning of the year, elementary students and parents meet their teacher and pick up curriculum before the school year begins. This is another opportunity for the teacher of record and parent to meet and discuss the individual needs of the student and refine their instructional plans. In the secondary grades, parents and students attend our Gear Up Days. During these days, families meet with their mentor teacher and receive information regarding all aspects of high school, like calendars, grading policies, digital login information, class schedule, etc. Conferences are held at the end of each semester. At this time, students present their Presentation of Learning to their parents and their mentor, and all parties can discuss education progress.

The Classical Academies also hosts a parent education podcast called "Partnering with Parents." The Classical Academies podcast, Partnering with Parents, reaches an audience of engaged and involved parents worldwide. The podcast has over 88,500 annual plays and an annual reach of over 150,000 listeners in over 100 countries. Consistently ranked in the top five in K-12 Education, it can be found on Spotify, Podomatic, iTunes, and Google Play.

Conferences

Elementary

Every 6 weeks, elementary students and their parents present their home learning to their teacher of record. This conference is a meeting of the instructional team for the student and may also be attended by service providers, like speech or Specialized Academic Instructors. The instructional team analyzes the student's work and determines if adequate progress has been made toward the individual student's goals. Student goals include mastery of the academic content as delineated by the California State Common Core Standards as well as Language Proficiency according to the California English Language Development Standards. Student goals may also include the fine arts, athletics and other personal interests. This conference is a time of

reflection and goal setting for the next learning period. If adequate progress has not been made, the teacher of record may initiate an accountability plan with more frequent check-ins or refer the student to the intervention team for further investigation and intervention.

High School

At the end of each learning period, students, teachers, and parents engage in presentations of learning and/or parent conferences. Parents and guardians may schedule conferences with their student's academic teachers at any time throughout the quarter and are encouraged to reach out directly to a student's teacher if they need any support or guidance. Additionally, some campuses host Parent Power Hours weekly and Cohort conferences quarterly, both in person and virtually, to provide increased parent support and onboarding of new families.

Progress Reports

ELD Providers at each site provide the Teacher of Record and parent with a progress report, which details how the student is progressing specifically toward their language acquisition goals. The progress report includes the focus area, based on the California English Language Development Standards, as well as areas of strength and areas of potential growth for the student. The ELD progress report used during conferences to guide the discussion about adequate academic progress. In the Spring, Summative ELPAC scores are reported and instructional plans are made for the following year. This occurs at the end of the year or at the beginning of the year, depending on when Summative Score Reports are released. Elementary (TK-8) progress reports are released at the end of units 2 and 5. High School progress reports are released at the end of both semesters.

Proactive Communication

Each week, The Classical Academies sends out a newsletter called "Academies News." The newsletter contains pertinent information for all stakeholders in the organization. Within the Newsletter, there are links to each individual campus newsletter. The campus publications are specific to the needs and interests of each site and include opportunities for connection and engagement. Individual campuses use Schoology and Parent Square for in the moment communication, as well.

English Language Advisory Councils

English Language Advisory Councils are required for LEAs with 21 or more English Learners. The Classical Academy has reached that threshold and an ELAC is being established. The role of the ELAC is to:

- Advise the principal and staff in the development of a site plan for English learners and submitting the feedback for consideration of inclusion in the School Plan for Student Achievement.
- Assist in the development of the schoolwide needs assessment.
- Make parents aware of the importance of regular school attendance.

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body.¹² For The Classical Academy, parents of EL students must represent 1.83% of the council membership.

At this time, The Classical Academy has reached the threshold for an ELAC.

¹² “English Learner Advisory Committee,” English Learner Advisory Committee - Compliance Monitoring (CA Department of Education, November 16, 2021), <https://www.cde.ca.gov/ta/cr/elac.asp>.

Chapter 5: Ensuring Effective Practices: Program Evaluations, Monitoring, and Accountability

At The Classical Academies, data-driven decision making is best practice for all students. Data is used to determine if leadership and instructional decisions have been effective and the analysis process ensures that any adjustments are thoughtful. The guiding question when interpreting data and making decisions is: “What is best for kids?” Data is used to illuminate the areas of our program that are strong and areas of potential growth. Such data includes graduation rate and college readiness, reclassification rate, and LEA-adopted formative and summative assessments.

Students with Individualized Education Plans participate in assessment to the extent allowable by their IEP. Students with disabilities use appropriate accommodations and modifications as specified in their IEPs. When accommodations and modifications are not appropriate, students may be assigned the California Alternative Assessment or the Alternative ELPAC assessment.

Summative Assessment

After a learning cycle has been completed, Teachers of record, LEA coordinators, and SAs administer summative assessments. Summative assessment includes our State-adopted tool called the California Assessment of Student Performance and Progress (CAASPP) as well as the California Alternate Assessment (CAA). All students, including multilingual learners, take these summative assessments and results are compared year over year to gauge the progress of the ELD program. English learners also complete the English Language Proficiency Assessment for California (ELPAC) each Spring.

Formative Assessment

Practitioners utilize a variety of formative assessments to guide learning and inform instruction. Teachers routinely use informal formative assessment as a guide for student’s acquisition of new learning. The Classical Academies has adopted STAR Renaissance as a formative assessment tool. They also administer STAR assessments in Reading, Math, or Early Literacy 2-3 times per year. STAR is a computer-adaptive test that serves as a universal screener and a formative measurement tool. Groups of teachers in various alignments (grade level, site level, grade span, specialty) regularly

review STAR data to make decisions about academic programs at The Classical Academies, including the ELD program.

Annual Program Evaluation

Once CAASPP and ELPAC summative data is released, data from multiple sources, including graduation rate, college readiness, and STAR data, is compiled into an ELD Program Evaluation Tool (See Appendix). A summary of strengths and areas of growth are considered and goals are generated based on the data presented.

Through the ELD Program Evaluation process, Formative and Summative assessment data is disaggregated to ensure that English learners and Reclassified Fluent English Proficient students are achieving comparably to their English-Only peers. A team of stakeholders continuously monitor assessment data to ensure that any gaps created due a student's language proficiency are effectively closed in a reasonable time. The team uses this data to define areas of strength within the ELD program and areas of potential growth.

English Learner and Reclassified Fluent English Proficient Monitoring

In December 2019, the CDE released guidance regarding RFEP monitoring in a letter to LEAs titled Monitoring of Reclassified Students.¹³ State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status.¹⁴ After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

¹³ Sarah Neville-Morgan and Stephanie Gregson, "Monitoring Reclassified Students," Monitoring Reclassified Students Letter - Reclassification (CA Dept of Education) (California Department of Education, June 24, 2022), <https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp>.

¹⁴ Title 5 *California Code of Regulations* [CCR] Section 11304[c]

At The Classical Academies, RFEP students are monitored for a period of 4 years from the date of reclassification using criteria 2-4. RFEP students are identified on the student data management system, Pathways, and enrolled into an advisory course supervised by the ELD Coordinator. Data is collected on the following criteria twice each academic year. Pertinent information is reported by the Teacher of Record on a Google Form and then compiled into a spreadsheet which is monitored by the ELD Coordinator.

TCA Criterion 2: Teacher evaluation must be completed in two parts. First, in grades K-6, the student must earn a report card grade of 2 or higher in Language Arts. For grades 7-12, the student must earn a report card grades of C or better in English Language Arts. The second component is teacher observation. In the academic year, 2022-2023, TCA will be piloting the observation protocol that is currently under development by the CDE.

TCA Criterion 3: Parents will be notified of their child's progress toward English proficiency annually. A conference (in person, virtual, or phone) will take place to discuss the student's progress and a parent/ guardian will sign the EL Reclassification form to indicate their input about reclassification.

TCA Criterion 4: EL Students in 3rd through 8th grade, and 11th grade will take the California Assessment of Student Performance and Progress (CAASPP) through the Smarter Balanced Assessment System (SBAC) test each Spring. The basic skills requirement will be met with a score at or above the 40th percentile. For Transitional Kindergarten through grade 2 and grades 9, 10, and 12, or if CAASPP scores are not available, Renaissance STAR scores at or above the 40th percentile may be used for the basic skills requirement. EL students with IEPs or 504 plans will be assessed using appropriate accommodations as indicated in the student's IEP or 504 plan.

Students that do not demonstrate achievement comparable to English Only peers in any of the three criteria, will be referred to either MTSS (Multi-Tiered Systems of Support) or further Designated ELD instruction, as indicated by the specific deficits and consultation with the instructional team (teacher of record, ELD Provider, and parent).

Appendix

[ELD Standards Crosswalk for K-8](#)

[Assessment Schedule](#)

[EL Reclassification Criteria](#)

[Reclassification Worksheet for EL Students with Mild/Moderate Disabilities](#)

[Parent Questionnaire](#)

[OPTEL](#)

[RFEP Progress Report](#)

[Pathway Toward Biliteracy](#)

[Classical Academy High School Personalized Learning Campus - Clubs 22-23](#)

[Classical Academy High School - Personalized Learning Campus - Events Calendar 22-23](#)

[Classical Academy High School - Studio Clubs 22-23](#)

[Classical Academy High School - Studio - Sports](#)

[Coastal Academy High School - Clubs and Sports](#)

[ELD Curriculum Resources](#)

[ELD Program Evaluation Tool](#)

[English Learner Toolkit of Strategies](#)

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