



Academia Moderna Charter School English Learner (EL) Master Plan

Academia Moderna is an authorized International Baccalaureate Primary Years Programme Elementary School with students in grades Transitional Kindergarten (TK) through Grade 5. It is located in Walnut Park, California. The school is within ALTA Public Schools, who are independent charter public schools, chartered through the Los Angeles Unified School District.

Academia Moderna (TK-5) is one of two schools in the ALTA Public School system that also contains a middle school Prepa Tec Middle School (grades 6-8). This system of K- 8 education is designed to provide a high quality International Baccalaureate education. As one of the long-time team members of Academia Moderna stated, this school is a “hidden jewel in our community.”

The English Learner (EL) Master Plan is built on the mission and vision of Academia Moderna. Academia Moderna’s school vision is to create a world-class school for dynamic world citizens in communities of need. Academia Moderna’s school mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21 century.

Academia Moderna’s English Learner Master Plan is designed to provide guidance and direction to administrators, instructional staff, families, and students regarding goals and expectations for English Learners (EL). Academia Moderna understands the students that they serve, and knows how to best serve them. All educators are expected to implement this plan and hold each other accountable to ensure that the ELs at Academia Moderna get the best education.

The plan describes processes, and procedures that are required by state and federal law, and what happens in the classroom. The plan also explains how EL students are identified, their educational programs, testing, evaluation, and the methods of how they will become proficient in English.

Based on the California English Language Development (ELD) Standards, combined with the Common Core State Standards of English Language Arts (ELA)/Literacy students will gain proficiency in the areas of:

- Reading and analyzing a variety of literary and informational texts
- Develop an understanding of how to use the English language to communicate in written and verbal formats
- Develop an understanding of language and vocabulary structures
- Recognize that their home language and culture is a resource that helps in the learning of English
- Demonstrate content knowledge through speaking, and writing
- Understand the different types of writing and can determine task, purpose, and audience



Principle 1: Parent Notification of Instructional Program Options, Assessment and Program Placement and Reclassification

The Enrollment Procedures

Academia Moderna is a “choice” charter school within the community of Walnut Park, California. Because of this status, each year in March, there is a lottery system where the names that have been collected are randomly chosen to fill the existing open classroom available seats. Once a child accepts enrollment, the parents/guardians are given an enrollment packet that includes all the required information of all public schools in California, as well as the specific information that is needed by the families to become a contributing member of the Academia Moderna school community. At times, there is a waiting list to enroll at the school. Based on the space and personnel available, families may have to wait until there is an opening available to enroll. The office staff keeps families aware of enrollment status regularly.

Among all the other required information from each family, the parents/guardian of each student enrolling at Academia Moderna will be asked to complete the Home Language Survey (HLS). This form will determine (1) the language the student first learned to speak, (2) the language most frequently spoken at home, and (3) the language most frequently spoken by the parents/guardians. When the information on this survey indicates that a language other than English is any one, or more of the answers, the student will automatically be referred for assessment in English, using the English Language Proficiency Assessment of California (ELPAC), or its equivalent language screener. The results of this assessment determine if the student is currently fluent in English or not. If the student is determined to be fluent in English, based on the ELPAC (or equivalent) assessment, the student will be determined to be Initially Fluent English Proficient (I-FEP). If the student is determined to not yet be fluent, s/he will be considered an English Learner (EL), and referred for classroom based instruction in English Language Development, along with all other content instruction.

Home Language Survey Questions

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

Language Proficiency Assessments

To measure the ongoing development of English language proficiency, the English Learners (ELs) in Academia Moderna will be assessed annually with the English Language Proficiency Assessment of California (ELPAC). This assessment measures an English Learner’s Oral and Written Language Development in Reading, Writing, Speaking, and Listening. These four assessments will be used to determine an EL’s overall proficiency in English in one of four levels, 1-4, which corresponds to Level 1 (Emerging), Level 2 (mid to lower levels of Expanding)



Level 3 (lower Bridging level and upper Expanding levels), and Level 4 (upper range of Expanding level). This assessment will be given annually, as directed by the CDE, in the spring of every academic year.

For an ongoing assessment that monitors English language proficiency in ELs, the administrators and teachers of Academia Moderna will develop a tool, based on the 2012 CA ELD Standards, that can be used to document ongoing growth in English Language development.

Parent Notification of Program Placement

As required, all parents of ELs will receive annual notification of academic program placement. This notification will inform parents of the instructional delivery that their child will receive that throughout the academic year. This annual notification will inform the parents of (1) the most recent ELPAC scores and the program placement of Designated ELD and Integrated ELD. This way, the parent can inquire more about the details of the instructional program of the school, as it is specifically related to their child.

This notification will be delivered in US mail to every English Learner within 30 calendar days of the first day of instruction, in each academic year. (Please see the Alta PS Annual Parent Notification Letter of EL Status).

Transfer Students

Students who are transferring to Academia Moderna from another country, another state, another district, or another school within the same district, will be met with enthusiasm and welcome, as they enter the school. For those students transferring from out of the country or state, these students will be asked to complete the entire enrollment package, including the Home Language Survey (HLS) (see forms). If the HLS indicates a language other than English spoken at home, the student will be assessed, in the same way a newly enrolled student would be who has never attended school before. The process for informing these transfer students and families about the instructional program and options available to them mirrors the standards enrollment process.

For students transferring from another district, or another school within the district, the transfer process relies on the information available on CALPADS, the CA online system of student information. Once a child is identified within that online system, and the updated enrollment and instructional information is gathered for that student, the student is efficiently assigned to appropriate instruction within Academia Moderna.

Professional Learning for Staff and Administration on Initial Identification, Placement, and Related Parental Rights/Informed Consent

In the context of everyday instruction, the teachers of Academia Moderna have 45 minutes of teacher collaboration and/or professional learning each day. In this daily time, the teachers are developing and planning their IB Units of Instruction, and integrating meaningful and appropriate



elements of the adopted curriculum. As these units drive the overall instruction of this IB school, many hours have been dedicated to developing the best possible and most meaningful units in each grade level. The support and development of International Baccalaureate will continue as an integral part of professional learning for the administration and staff.

In the past eight years, since the adoption of the California ELA and Math Standards, and in 2012, the California English Language Development Standards, the focus at Academia Moderna has been on understanding and fully implementing the International Baccalaureate Primary Years Programme. Though the professional learning focus was on that, the conversations around the California Standards were always in the context of that conversation.

Since the new administration arrived in the 2018-2019, International Baccalaureate Primary Years Programme has been enhanced with professional learning and support for teachers around the California Standards (ELA, MATH and ELD) so that all students, including ELs have access to the benefits of the International Baccalaureate Primary Years Programme. That means that the teachers and administrative staff of Academia Moderna while still developing as an International Baccalaureate Primary Years Programme, and now building support and awareness of instructional need toward the California Standards for all students in the school. In addition, Academia Moderna has been reauthorized by the International Baccalaureate last year for another five years.

Thinking Maps are implemented at Academia Moderna. Teachers use Thinking Maps as a common language to teach students content vocabulary, reading, writing, and the structures of the English language. Thinking Maps gives students skills regarding how to organize their thoughts before writing or speaking. Thinking Maps strategies involve students in metacognitive thinking, build vocabulary, assists in reading comprehension, and provides structures for writing and conversation.

Teachers and administrators will discover the academic and linguistic power of developing academic speaking and writing in all students. As they read and discuss the 2010 California ELA and Math Standards (California Standards), at their grade level and other grade levels) they will begin to see how the 2012 CA English Language Development Standards support the academic language needed to be successful in grade level content. Through ongoing professional learning sessions, support in the classroom with an instructional coach, and support for the administrative team with an administrative coach, the entire school will discover how to work together for the benefit of all students, especially English Learners.

In subsequent years, the deep understanding of the California standards will lead to discussions around student work samples and how to support, especially English Learners, in the attainment of those standards. Academic speaking and writing will be developed and supported throughout the school, and students will continue to be “developing inquiring, knowledgeable and caring young people who are motivated to succeed.”



<https://www.ibo.org/benefits/why-the-ib-is-different/>

Principle 1: Initial Identification, Placement, Reclassification, and Related Parental Rights /Informed Consent

Parents of students in Academia Moderna have the right to be fully informed of their child’s identification of English Learner status, the placement of their child in the instructional program, and the academic and linguistic growth of their child. They have the right to share their concerns with the administrative team and their child’s teacher. They have the right to know about the instructional programs and the various opportunities to be involved in their child’s education.

Reclassification Process and Criteria

“ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

Student Performance Data:

Criteria	Assessment	Date	Score	Required Score
First Criteria	ELPAC Overall Score			Overall 4
Second Criteria (SBAC or NWEA)	ELA SBAC			Equivalent to High 2
	NWEA Reading or DRA			Equivalent to 2 or higher
Third Criteria	Teacher recommendation			2 or higher in English L.A. based on teacher progress reports
Fourth Criteria	Parent Notification			Parental Agreement/signature

Once Reclassified Students will be monitored for three years. If there is a noticeable drop in test scores and observed academic behavior, appropriate interventions will occur with notification to the parent. Further action will be taken, as needed.

Reclassification of English Learners with Disabilities

Students who are English Learners and have qualified for specialized instruction for a learning disability, can be reclassified to “Reclassified Fluent English Proficient” using an alternate criteria for that status. In the case of a student who, according to the expertise of the Individual Education Plan (IEP) Team for that particular student, will not realistically be able to meet the district’s criteria of RFEP status, because of a diagnosed learning disability, CAN determine either (1) an alternate criteria for RFEP status for that student, or, with adequate documentation, can change a particular student’s status to RFEP. This process requires complete documentation and written approval from the entire EIP team, as will as informed consent from the parent/guardian.

Principle 2: Instructional Program Options

Structured English Immersion

“SEI, also known as “Structured English Immersion,” is a program designed to promote language acquisition in which nearly all classroom instruction is given in English, but with the curriculum and presentation designed for children who are learning the language.” (CDE, 2018)

In Academia Moderna, as an authorized IB Primary program, SEI is designed to promote the goals of IB, while supporting and encouraging the academic language needed to properly respond to the linguistic needs of the student population. Using both Designated and Integrated English Language Development structures, ELs, all students of the school are (1) academically responding using oral language appropriate to the content being taught, and (2) held accountable for the use of the language with ongoing reminders, accountability structures, and small interruptions of teachers to insure the appropriate academic discourse within the classroom.

Mainstream English Instructional Programs

“Students who have acquired reasonable fluency in English are placed in English Language Mainstream. These classrooms are taught in English. The students receive appropriate English Language Development (ELD) and grade level academic content through Specially Designed Academic Instruction in English(SDAIE).” (CDE, 2018)

As described in the above section, students in this context receive instructional appropriate for IB, Designated and Integrated ELD, and the appropriate support and accountability measures to insure full academic language development across the content areas. The difference here is that the students in this context are more fluent in English, but still need appropriate support.

At this higher level of language proficiency, students are working in the context of IB to read, write, speak, and listen at an academic level appropriate for the academic standards of their grade level. As needed, teachers are offering linguistic and academic interventions and support.

Interventions for Students that are Not Meeting Minimum Standards As a key aspect of interventions for students that are not meeting minimum progress expectations, the teachers and specialists at Academia Moderna uses a system of instructional differentiation to give to students what they may be lacking to meet standards.

Differentiation

Throughout the school day, Instructional differentiation and support is delivered by the classroom teacher, an instructional assistant, and in some cases classroom volunteers and/or parents. This instruction, designed to meet specific instructional needs of specific students is delivered by the teacher, then the student(s) has/have the opportunity for more practice of the skill or lesson with



the other adults in the classroom. Small group and individual instruction for each student is determined by the teacher and planned as an integral part of the lessons.

Different from all other areas of the curriculum is the differentiation of English Language Development. It is determined by the student's current level of English Language Development (ELD). Determined by initial assessment or the annual assessment of the ELPAC, English Learners are grouped by their current ELD level and given instruction so the student builds skills to reach the next level of his/her language development. That grouping, sometimes called "deployment" is used within a particular group of grade level teachers, in order to deliver the most targeted instruction in ELD. Specific intervention systems and programs are developing.

Another differentiated support system is through the instructional support from paraprofessionals who support students in their native language. These dedicated staff members use the primary language of ELs to help them understand the content instruction delivered by the classroom teacher.

Principle 3: Instructional Services for English Learners

Guiding Practices for Instructional Services to ELS and SELS

Per ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28) A separate block of time is devoted to daily ELD instruction. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions). ELD instruction is planned and delivered with specific language objectives for each lesson. ELD instruction integrates meaning and communication to support explicit teaching of language. ELD instruction includes carefully planned interactive activities among students. ELD instruction provides students with corrective feedback on form. ELD teachers attend to communication and language-learning strategies during instruction. ELD instruction emphasizes academic language as well as conversational language. ELD instruction continues until students meet reclassification criteria. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day

English Language Development

Academia Moderna implements English Language Development (ELD) instruction in two ways to support the English Learners, based on, and following the 2012 California English Language Development Standards. The first is Designated ELD, where every English Learner is given instruction to address their current English language proficiency level. That differentiated language instruction happens within the classroom, and in some cases, across the classrooms of a particular grade level. This ELD instruction occurs daily and is specific to the English language proficiency of the EL student or group of students.

The other form of English Language Development (ELD) is Integrated ELD where the instruction supports the development of academic speaking and writing across all content areas. This



instruction is delivered to all students throughout the day, with specific attention to the English Learners and their current English Language Proficiency (ELP) level. Throughout the day the instruction (1) promotes collaborative discussions, (2) supporting comprehension and interpretation of complex text, and (3) supporting academic speaking and writing.

The ELD instruction that occurs every day is designed to develop the language the students need to actively and proactively participate in grade level content instruction. The ELD instruction, whether designated or integrated, should build the language that students can immediately use this language in the content areas in their grade level classrooms.

Instructional Program

Academia Moderna is an authorized International Baccalaureate Primary Years Programme Elementary School. The instructional program is structured around academic units at each grade level that prepare, “students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.” (<https://www.ibo.org/programmes/>) The academic units are structured through a unit template that is offered through the IB support, and developed by teams of teachers within the site. Teachers are given ongoing and scheduled collaboration time to develop these units, as well as support each other in all areas of instruction.

Though these academic units are the major driving force of the everyday instruction, Academia Moderna has adopted the following list of published curricula for reference and support for teachers, to be sure that, along with the educational impact of the instructional units, the California Standards in all areas of the content are supported in the ongoing instruction of all students:

Academic Content Area	Name of Instructional Program	Publisher
English Language Arts	Wonders	ELA McGraw-Hill
English Language Development	Wonders	ELD McGraw-Hill
Mathematics	enVision	Savvas Learning
Social Science Studies	Weekly American	Legacy Publishing
Science	Harcourt CA Edition	Harcourt

All English Learner students in Academia Moderna receive instruction in all the above content areas. For English Only students, IFEP students and RFEP students, they receive instruction in all areas EXCEPT English Language Development. R-Fep students are monitored for three years.

Professional Learning for Key Aspects of English Learner Instructional Program The administrative leadership, and support from outside expertise, of Academia Moderna provides information for the fellow administrators and teaching staff with the importance of the key elements of the instructional program designed to specifically support English Learners. These ongoing training support the understanding of these important instructional aspects, as well as the practical in-classroom implementation of the aspects, for the full benefit of students.



Teachers will be instructed on the ELD elements of quality. Emphasis on theory and research will be given. Teachers will be trained on adopted instructional materials to learn and practice ELD teaching strategies coupled with academic vocabulary and daily instruction and activities.

Principle 4: Instructional Program for Standard English Learners

Guiding Practices for Instructional Services to ELS and SELS.

Groups considered to fall under this area are:

- Mexican-American or Chicano
- African American
- Central-American
- Caucasian
- South-American

Guiding Practices

Teachers design inquiry-based learning experiences that support all learners by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners
- Collaboratively writing effective standards-based lesson plans and through the PYP Program of Inquiry by building knowledge and understanding of the linguistic knowledge
- Teaching linguistic knowledge about non-standard varieties

Instructional Goals

Goal 1

By the end of June 2025, all third through fifth grade student subgroups will show a 5% increase in their proficiency of ELA and mathematics each year as measured by the Smarter Balanced Assessment.

Goal 2

By the end of June 2025, all students designated as English Learners will increase in their proficiency of English Language Development by one level each year as measured by the ELPAC Assessment.

Goal 3

By the end of June 2025, the student reclassification rate will increase by 5% each year as measured by the Reclassification Criteria found in the EL Master Plan.

Defining the Population of Academia Moderna

At the time of printing this document, Academia Moderna has 438 students in grade TK-5. The school currently has an administrative staff of two, one principal and one assistant principal, as



well as an office staff of three. There are eighteen classroom teachers, including one TK and K teacher, along with two kindergarten teachers. In grades one through five, there are three classroom teachers at each grade.

Currently, Academia Moderna has 438 students enrolled who are 98% Hispanic and 2% White and African-American. The student population has an English Learner (EL) population of 37%, and a Re-designated EL (RFEP) population of 8%. There are nine students in Academia Moderna whose native language is not English, but after being assessed using the schools English proficiency assessment (The English Language Proficiency Assessment of California ELPAC) the students' proficiency in English was assessed as being proficient. (R-FEP) There is also a population of students whose native language is English (English Only, EO). The number of EO students is currently 53%.

Instructional Program For Standard English Learner

Please refer to the detailed description in Principles 2 and 3, above describing the instructional program for English Learners. All details within those principles apply to Standard English Learners, except for one key aspect of instruction. Designated ELD. All of the remaining aspects of the instructional plan, including International Baccalaureate, school adopted curriculum, and Integrated ELD all apply to students working to develop Standard English.

Defining the Population of Academia Moderna

The students of Academia Moderna, are assessed on their learning in an ongoing way, through three types of assessments that occur (1) at certain times of the year, and (2) throughout the year. These assessments are directed toward developing "Capable Learners for Collective Efficacy."

Annual Assessments

All students in Academia Moderna are assessed annually through the state assessment for grade level standards, the CAASPP system. This system assesses their knowledge of grade level content in ELA, Mathematics, Social Science, and Science. English Learners are also assessed in the development of English, through the annual EPLAC exam. This assessment measures their ability to read, write, speak, and listen in English, and compares that to previous scores of this same assessment in previous year. If the assessment is new to the student, it serves as a foundation for further comparisons and as a tool to determine appropriate ELD instruction.

District/Site Assessments

This academic year, Academia Moderna will begin to implement the NWEA Assessment system

to determine students' current mastery of ELA and Mathematics California Standards. These assessments will be given at the beginning of the academic year to each student, then at the middle of the year, and at the end of the year, to show growth and drive ongoing instruction with all students. All students will participate in this system, as the California Standards are to be met by all students.



Classroom Based Assessments

On an ongoing basis, each classroom teacher will develop and implement classroom based assessments to deliver to his/her students. The assessments could be in the form of quizzes, short assignments, longer assignments, partner and/or team assignments, group work assignments, etc. These assessments would be used for daily grading, progress reporting, and/or modifying instruction as needed. These assessments are usually teacher developed and reflect the most current and meaningful learning that has recently occurred in students.

Professional Development

The ongoing professional development for administrators and teachers in Academia Moderna is an important element of the instructional plan for all of our students.

Being sure that teachers and administrators are informed of the 2010 English Language Arts and Math Standard, the 2012 English Language Development Standards, as well as the Next Generation Science Standards and the newly adopted 2017 History and Social Science Standards.

Accountability for Implementation of Instruction

With a newly hired administrative team, Academia Moderna is in the process of developing a plan of ongoing classroom observations that involve constructive feedback for teachers. The new team of administrators will regularly visit and observe classroom instruction. They will document those visitations and use them as an integral part of the development of professional development services planned for the teachers.

The administrative team will continue to monitor instruction and give appropriate feedback for teachers, in order to continue to develop and maintain a quality standards-based International Baccalaureate education for all the students of Academia Moderna.

Principle 5: Family and Community Involvement

Parent and Community Participation

From the moment a parent enters the office of Academia Moderna to inquire about enrollment, parents are encouraged to fully participate in their child's education. They are met by an informed and bilingual office staff that can answer their questions and work to resolve any issues that may arise. As an independent charter school, the parents of students in Academia Moderna are encouraged to volunteer twenty hours in a given school year. These hours can be accumulated in time at the school and other contributions to the school and its students. The welcoming staff in the front office coordinate all the documentation of hours, so each parent can monitor their own involvement all along the way. At the end of each academic year, the school celebrates parent participation with an annual gala. At this gala, parents who have met the twenty hours of volunteerism are recognized, as well as all parents that have contributed to the



success of the school.

Academia Moderna offers all the traditional opportunities for parent involvement like Back To School Night, Open House, Parent Conferencing, School Site Council, English Language Advisory Committees, tours of the school, monthly “chats” with the school administration over coffee or snacks, and other meaningful conversations that happen before school, after school, and whenever a parent may want an appointment.

As required by Title 1, parents are notified and informed of many workings of the school. On a regular basis, Academia Moderna invites parents to give input on the plans for using federal and state funding sources, and is encouraged to give their opinions on the use. Also, parents are regularly given the opportunity to hear about instructional plans for the students, and how those plans are to promote their student acquisition of English and knowledge of grade level content.

Academia Moderna also employs a Home School Liaison, Jeanette Santana, that informs parents and community members of the school's plans, as well as bridges the communication between parent and teacher. All of the above services to parents are available in English and in the home language of the parent. These communications are available in oral and in written form, using all available technological resources and tools.

English Learner Advisory Committee (ELAC)

Academia Moderna is re-establishing an ongoing District English Learner Advisory Committee (DELAC), where parents have opportunities to learn about the school, the budget that supports it, the different funding sources that are to serve English Learners, and to give feedback to the school community based on what parents and the community feel are important. This committee is derived from parents, the ELD Coordinator and administration, with a structure that allows for regular and constructive feedback to the school. It will meet regularly throughout the academic year, with guidance from the school administration. The District ELAC advises the School Site Council.

Delegate of Authority (SSC)

Another important aspect of parent and community involvement is the School Site Council (SSC). At Academia Moderna, the SSC is an elected committee where parents are involved in many crucial decisions regarding how the school runs smoothly and effectively. As per the regulations from the California Department of Education, 2018:

Pursuant to California Education Code (EC) Section 52855 and EC 64001 a school site council (SSC) is to develop, annually review and update the Single Plan for Student Achievement (SPSA). The SSC must recommend the SPSA to the local governing board for approval. Thus the role of the SSC is crucial to the success of the categorical programs a school may have. The SSC must meet the composition requirements specified in EC 52852 unless granted a waiver



from the State Board of Education (SBE). The composition of the SSC is specified as follows:

The SSC shall be composed of:

the principal; teachers selected by teachers at the school, and other school personnel selected by other school personnel at the school, parents of students attending the school and/or community members selected by such parents.

At the elementary level, the SSC shall be constituted to ensure parity between: (a) the principal, classroom teachers, and other school personnel; and (b) parents; or community members selected by parents.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section. At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC. If a middle school SSC includes students, the SSC must meet the composition requirements of secondary schools.

School-site Selection of Members

The means of selecting SSC members is not specified in law, except that members must be chosen by their peers (EC Section 52852). No additional membership qualifications may be required. Beyond the composition requirements stated above, no member position on the SSC may be reserved for any group or individual. SSC membership may be determined by ballot or may be decided in an open meeting by voice vote.

To broaden the support for the SSC membership selection process, and to avoid controversy over the selection of SSC members, board policy, or SSC bylaws may specify:

The means of selecting members and officers

Terms of office for members and officers

The notice of elections for each peer group

The responsibilities of the SSC and time commitment involved: A policy of nondiscrimination, as may occur by limiting membership to a select group.

Many schools elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the SSC will not be composed entirely of new members each year. Some schools assure additional continuity by electing non-voting alternate members, who are seated as voting members by the SSC in the event of a midterm vacancy on the school site council.

In order to conduct business effectively, the SSC may include officers with stated responsibilities and authority, including:

A chairperson to organize, convene, and lead meetings of the SSC
A vice chairperson to serve in the absence of the chairperson
A secretary to record actions taken at SSC meetings and keep SSC records



A parliamentarian to resolve questions of procedure, often with the help of Robert's Rules of Order or similar guide

Other officers as necessary to perform stated duties in support of the work of the SSC (<https://www.cde.ca.gov/fg/aa/co/ssc.asp>)

Accountability for Implementation of Family and Community Involvement

The administrative team of Academia Moderna will take full responsibility for the accountability of the full involvement of parents, in SSC and ELAC, and in ongoing parent involvement in the school. This accountability would include sign-in sheets, agendas, and other documentations of parent involvement.

Principle 6: Monitoring, Evaluation, and Accountability

Purposes of EL Program Monitoring, Evaluation and Accountability The administrative and instructional teaching teams of Academia Moderna understand the importance of the maintenance of the highest quality instruction for the students of this school. Including effective instruction of International Baccalaureate, the development of academic speaking and writing, and the consistent linguistic and academic achievement of English Learners are the purposes for monitoring, evaluating, and maintaining accountability of the most effective instruction.

EL program Goals and Related Evaluation Questions

Increase EL proficiency level one year, every year.

Reclassify

5% each year.

Principle 7: Meeting State and Federal Compliance Requirements

Authorization to Teach English Learners

All current and subsequently hired teachers and administrators are and will be fully credentialed to teach all students assigned to them in their assignments. If teacher interns are needed, their university transcripts will be examined to ensure that they have sufficient training and certification for their assignment. The Human Resources Department in ALTA Schools is primarily responsible for these assurances.

Language Immersion

English Language Learners are immersed in English classrooms with English Language Development (ELD) teaching strategies included in its core program in the areas of listening, speaking, reading, and writing. ELD and SDAIE support is offered to all students who are identified as ELL. All students have access to the ELD, ELA and other core content curriculum



through SDAIE strategies.

Academia Moderna hires instructional staff that hold California Teacher of English Learners (CTEL) or equivalent to teach ELLs. All teachers possess a C.L.A.D. certification. In addition, all instructional staff receive ongoing professional development training in English Language Development strategies through the use of SDAIE and state approved ELD Curriculum.

Home Language Survey

Based on the student's Home Language Survey, students who are identified as English Language Learners are placed in an ELD class that is supported in a variety of ways through the use of the curriculum, pacing guides, assessments and other viable research based instructional strategies. Academia Moderna has an established English Learner Advisory Council (ELAC). Both Academia Moderna and ELAC follow the guidelines for ELAC formation, responsibilities and documentation as listed in LAUSD's Master Plan for English Learners. Instructional staff monitor the language acquisition of each English Learner to determine progress and follow reclassification procedures as stated in Education Code section 313.

Special Education

Special Education teachers are certified to teach English Language Learners and meet the special education instructional needs of English Learner students. Performance standards and assessments for students with special needs or limited English proficiency are adapted as appropriate to their Individualized Education Plans or English proficiency levels.

Teacher and Administrator Evaluation

Teacher and Administrative evaluations are determined by the ALTA Charter School System. Teacher evaluations will be based on The Framework for Teaching by The Danielson Group. The framework consists of 4 domains: Domain 1- Planning and Preparation; Domain 2- The Classroom Environment; Domain 3- Instruction; and Domain 4-Professional Responsibilities. This framework will be used to guide support, evaluation, and growth opportunities for teachers. Administration's evaluation will be guided by the California Professional Standards for Education Leaders (CPSEL). Both evaluation tools allow for the identification of what educators need and be able to do to positively impact all learners.

Academia Moderna's English Language Learners (ELLs) receive Language instruction in English as per Education Code section 305 with Specially Designed Academic Instruction in English (SDAIE) strategies to access state approved curriculum. Academia Charter complies with all federal and state mandates for English Language Learners. In addition, Academia Moderna follows LAUSD's Master Plan for English Learners and works closely with LAUSD in revising the master plan. Students are identified as ELL through home language surveys and ELPAC scores. Other student records are also used as supporting documentation. All ELL students are placed in the appropriate ELD Level course based on the results of the ELPAC scores.



Funding

Please include all the funding sources that affect English Learners, both General Funds, Title 1 Funds, Title 3 Funds, and any other funding that the school receives that support English Learners.

General Funds-Will help Academia Moderna increase the quality and improved involvement of staff, parents, and community. It will also increase the use of technology integrated into instruction as well as equitable access to the core curriculum to improve English language proficiency and academic achievement.

General fund monies provide the core of the English Learner educational program. This includes monies towards curricular materials, program placement needs, ELPAC testing, and other activities to enrich learning for ELs. This also includes school adopted ELD program materials and primary language instructional materials for students. The California Department of Education and the federal government both provide supplemental funds to support programs and services for English Learners. Monies are used to supplement not supplant, and enrich the core educational program for English Learners by making the core educational program accessible.

Title III Limited English Proficient (LEP), Immigrant Education Title III, federal funding provides funds for targeted supplementary programs and services for English Learners. This includes providing instructional support, professional development, curriculum development, parental involvement, EL technology, and related EL program activities. The funds are to assist English Learners reach language proficiency and academic benchmarks that will contribute towards graduation requirements. The district office oversees Title III funds and ensures compliance according to state and federal guidelines.

Title I, Part A Title I, federal funding provides general supplementary resources to improve the instruction of low-income disadvantaged students and to assist in meeting academic standards. Funding can be used for supplemental instructional materials and equipment that supports standards-based instruction and the core program. The district office oversees Title I funds and expenditures to ensure compliance according to the federal guidelines.

APPENDIX

[Annual Parent Notification Letter of EL Status](#)

[Alta Reclassification Form & Process](#)

[RFEP Monitoring Form](#)