

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

CHARTER SCHOOLS

Charter schools, like all public schools, must timely identify English learners (ELs) and provide them with an effective program of English language acquisition that also affords meaningful access to the school's academic core curriculum. The District's affiliated charter schools will implement the provisions of the District's Master Plan for English Learners. Those charter schools designated as independent are expected to either implement the Master Plan or submit to the District for approval, an alternative EL services program that will effectively meet the language needs of ELs.

Under federal civil rights law, charter schools, like all public schools, must timely identify national origin minority students who have limited proficiency in reading, writing, speaking, or comprehending English, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content. While independent charter schools authorized by the District are not required to adopt the District's Master Plan for English Learners, any instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Annually, independent charter schools authorized by the District must submit to the District Charter Schools' Division a certification indicating whether the school is going to implement the District's Master Plan or adopt and implement another instructional plan for English learners. If the independent charter school chooses to adopt its own plan, it must submit a certification to the Charter School's Division with the following information:

- How EL's needs will be identified
- What services will be offered
- How, where and by whom the services will be provided
- How the program for ELs is evaluated each year
- How the services will be assessed and
- How the results of the assessment will be used to improve those services

The Accelerated Charter Elementary School (ACES), as part of The Accelerated Schools, is an independent charter school approved by the Los Angeles Unified School District. The goal of ACES, through its dual language enrichment program, is to graduate students who will be prepared to succeed in rigorous college preparatory middle and high schools so that upon high school graduation, each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

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“Both one-way and two-way bilingual programs lead to grade-level and above-grade-level achievement in second language, the only programs that fully close the gap. With the stimulus of native-English-speaking peers in two-way bilingual classes, groups of English learners typically reach grade level achievement in second language by 5<sup>th</sup> or 6<sup>th</sup> grade, reaching an average of the 61<sup>st</sup> NCE or the 70<sup>th</sup> percentile by the eleventh grade.

This is truly astounding achievement when you consider that this is higher achievement than that of native-English speakers being schooled through their own language, and who have all the advantages of nonstop cognitive and academic development and sociocultural support.”

(Collier & Thomas, 2004, p. 11)

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Table of Contents

INTRODUCTION	7
OUR BELIEFS	7
GOALS	8
SECTION 1	10
GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS	10
SECTION 2	11
OVERVIEW	11
THE ENROLLMENT PROCESS	11
HOME LANGUAGE SURVEY	11
TRANSITIONAL KINDERGARTEN/KINDERGARTEN ORIENTATION AND ENROLLMENT	12
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION	12
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT	13
INITIAL LANGUAGE CLASSIFICATION/STATUS	13
ANNUAL LANGUAGE CLASSIFICATION/STATUS	14
PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT	14
PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT	14
PARENT NOTIFICATION OF PROGRAM PLACEMENT	15
TRANSFER STUDENTS	15
PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT	16
RECLASSIFICATION	16
CRITERIA USED FOR RECLASSIFICATION	17
RECLASSIFICATION PROCESS	17
MONITORING PROGRESS OF RECLASSIFIED STUDENTS	18
RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES	18
SECTION 3	20
ELEMENTARY INSTRUCTIONAL PROGRAM	20
PROGRAM GOALS	21
INTERVENTION FOR STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS	23
SECTION 4	25
GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELs	25
WHAT IS ENGLISH LANGUAGE DEVELOPMENT?	25
THE IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT IN ELD	27
EL STUDENT DIVERSITY AND GROUPING FOR ENGLISH LANGUAGE DEVELOPMENT	27
MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION	27
ELD INSTRUCTIONAL GROUPING	27

Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027

5

PROGRESS MONITORING FOR ELD AT ELEMENTARY SCHOOLS	28
ELD FOR ENGLISH LEARNERS WITH DISABILITIES	29
INTERVENTIONS TAILORED TO STUDENT NEED AT ALL GRADE LEVELS	29

SECTION 5	30
------------------	-----------

PROFESSIONAL DEVELOPMENT FOR ELD	30
SITE ADMINISTRATOR AND COORDINATOR	30
SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)	30
PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, ENGLISH LEARNER MASTER PLAN, AND EDUCATOR GROWTH AND DEVELOPMENT	31
OUTCOMES AND GOALS	31

SECTION 6	32
------------------	-----------

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES TO ELS AND SELS	32
INSTRUCTIONAL GOALS	32
DEFINING THE SEL POPULATION	32
ACADEMIC SCREENING	33
CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION	33
DEFINITION AND PURPOSE	33
ENSURING ACCESS TO CORE ACADEMIC CONTENT	34
PROGRAM EVALUATION	34

SECTION 7	35
------------------	-----------

PARENTAL INVOLVEMENT	35
COMMUNICATION WITH PARENTS/TRANSLATORS AND INTERPRETERS	36
REQUIRED PARENT NOTIFICATIONS	36
ACCOUNTABILITY FOR IMPLEMENTATION OF FAMILY AND COMMUNITY INVOLVEMENT	36

SECTION 8	37
------------------	-----------

STANDARDS, ASSESSMENT & ACCOUNTABILITY	37
PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY	37
EL PROGRAM GOALS AND RELATED EVALUATION QUESTIONS AND MEASURES	37
USING PROGRAM MONITORING AND EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND STRENGTHEN PROGRAMS	38
ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION	38

SECTION 9	40
------------------	-----------

AUTHORIZATION TO TEACH ENGLISH LEARNERS	40
TEACHER AUTHORIZATION	40
TEACHER MISASSIGNMENT	40
ADMINISTRATOR AUTHORIZATION	40
SCHOOL LEADERSHIP FRAMEWORK	40

Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027

SECTION 10	42
GENERAL FUNDS	42
CATEGORICAL FUNDS	42
BUDGET PROCESS FOR FUNDS DEDICATED TO ENGLISH LEARNERS	43
MONITORING EL CATEGORICAL EXPENDITURES	43
RESOURCES	44

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

INTRODUCTION

Accelerated Charter Elementary School (ACES) is a public, charter and dual language school founded in 2004, serving grades TK-6. ACES is based on the beliefs that all children can learn and achieve, that parental involvement is key to children's success, and that good schools transform communities. All students are treated as gifted and exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience in a bilingual setting.

Students at ACES are selected through a random lottery process. The majority of students that ACES serves are from low-income homes. ACES's 2021-2022 student population is 98.4% Latino, 1.2% African American and .4% American Indian. Our 2021-2022 meal applications indicated that 97.2% of the students were eligible for free or reduced price meals. The average class size at ACES is 24:1 in grades TK-3 and 30:1 in grades 4-6 with a total TK-6 student population of 501.

ACES is built on the belief that high-quality schools transform communities; that community is created by shared values and common goals; and that education is essential to a prosperous, fulfilling life and the regeneration of our communities. The Accelerated Schools main institutional goal is to graduate students who are prepared to succeed at the university of their choice; who will enter the workforce as informed and productive employees, entrepreneurs, and community leaders; and who will act as socially aware and responsible citizens.

Under federal civil rights law, charter schools, like all public schools, must identify English learner students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

OUR BELIEFS

We believe that English Language Learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon in our dual language enrichment program.

We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders.

We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

GOALS

At ACES, our school-wide goal is for English Learners to meet high academic expectations and be successful. As a school community, it is important to understand the role language plays in academic achievement as well as preparing our students to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. We will have a clear and systematic approach to support our students' English language development so they can attain a level of English proficiency before five years. This approach will be well understood and actively supported at our school by all instructional staff members.

The success of ELs, SELs (Standard English Learners) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for ACES. ACES is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At ACES, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful and modified when the program is not successful.

This *English Learner Master Plan* outlines the systems that are in place serving ELs and SELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at ACES have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California. We recognize that ELs have a double curricular load- they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs and SELs are given excellent first teaching in the core content and are given services above core instruction to ensure that their linguistic and academic needs are met. Our dual language model builds upon the primary language of our Spanish-speaking ELs along with the development of their second language or Standard English through a rigorous academic curriculum.

The goals and set forth in this plan will be used for evaluation and future guidance of our program.

Goal #1: Implementation

ACES English Learner plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by English Language Proficiency Assessment for California (ELPAC), CAASPP, English Language Development (ELD) portfolios, curricular, and local assessments.

Goal #2: Reclassify English Learners

Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.

Goal #3: Staff development and appropriate Instruction

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies. Ensure all teachers are CLAD certified and/or have Bilingual authorizations.

Goal #4: Parent Involvement

Parents will gain increased knowledge of language and policies related to the support of ELs and SELs as

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

well as opportunities and strategies to assist in their own language development and those of their children. Ensure that written notification is given to parents regarding the English Learners' program at ACES, Dual- Language Immersion, also referred to as a Two-Way Immersion. Establish an English Learner Advisory committee (ELAC).

Goal #5: Monitoring Plan & Staff development

Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

SECTION

GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS

- ACES ensures that teachers utilize the SBE-adopted or approved basic core and *Universal Access* materials to support English learners (EL) in English Language Arts/Spanish Language Arts.
 - All teachers providing instruction to English Learners and Standard English Learners (SEL) in ELD are appropriately authorized to deliver ELD instruction.
 - ACES ensures that teachers employ research-based instructional strategies within the context of the SBE-adopted/approved materials in ELA/SLA and ELD to help ELs and SELs progress through proficiency levels on the ELPAC.
 - The criteria for providing ELD during the school day are clearly defined, implemented and monitored.
 - ACES monitors staff use of the research-based instructional strategies in ELA/SLA and ELD designed to help ELs and SELs progress through proficiency levels on the ELPAC.
 - The ELA/SLA and ELD program for English learners utilizes SBE-adopted materials at grades TK-6 including all ancillary materials, SBE-approved, and other standards aligned materials.
 - The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs and SELs.
- The ELA/SLA and ELD instruction for ELs is aligned with the Essential Program Components, the English Language Arts/English Language Development (ELA/ELD) Framework and the CA CCSS for ELA/Literacy.
- Criteria are clearly defined for supporting ELs and SELs during mathematics instruction including interventions if needed.
 - The mathematics program for ELs and SELs utilizes SBE-adopted materials at grades TK-6 and SBE-approved, standards-aligned materials.
 - The SBE-adopted instructional materials including ancillary materials and other SBE-approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs and SELs.
- Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs and SELs in R/LA to ensure that ELs and SELs have meaningful access to grade appropriate core curriculum.
 - All teachers providing SDAIE to ELs and SELs are appropriately authorized to do so.
 - Teachers of ELs and SELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics.
- ACES ensures that school schedules allocate the appropriate amount of instructional time for basic core/strategic intervention, ELD and intensive intervention as identified.
 - English learners at the Emerging/Expanding levels on the ELPAC are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE-adopted and approved materials.
- The criteria for grouping ELs and SELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored.
 - ACES provides teachers with detailed information about their ELs and SELs including English proficiency, academic achievement data and time in U.S. schools.
 - These data are provided in a timely fashion and inform instructional decisions.
 - ACES uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes.
- Collaboration among all relevant staff around multiple sources of student data inform targeted professional development to meet EL instructional needs in subject area content and ELD.
- ACES ensures that the teaching and other related staff closely monitor and support the academic progress of at-risk and long-term ELs who are achieving below grade level performance in R/LA.
- *Formative assessments* are used on an ongoing basis to monitor the progress of ELs and SELs in ELD.
- *Summative assessments* are used periodically to monitor the progress of ELs and SELs in ELD.

SECTION 2

OVERVIEW

ACES process for initial identification, parent notification, assessment and program placement of ELs and SELs is aligned with that of LAUSD and is standardized for consistency and equity. This process is responsive to the educational needs of ELs and the preferences of parents and guardians.

THE ENROLLMENT PROCESS

The enrollment process begins when a parent brings his/her child to ACES. The main office is designed to be a warm and welcoming place for parents and children. The office always has a staff member available to provide consistent information about the instructional program offered to ELs. All information is provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

HOME LANGUAGE SURVEY

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification. The parent or guardian upon the student's initial enrollment in the school completes the survey. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) – PowerSchool - and in the student's cumulative record.

The Home Language Survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

- English Only (EO) - If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English Learner (EL) - if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.
- However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:
 - Parent/guardian requires an interpreter to communicate in English.
 - Parent/guardian speaks to their child in a language other than English.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- The HLS is completed in a language other than English (including spelling the word “English” in another language, e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- Student, after having been enrolled in the Dual Language Program (Two-way Immersion Program) demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessment for California (ELPAC). The parent will be consulted by a certificated or qualified staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided. The parent has the right to amend the HLS at any time. However, if the student has already been administered the first Summative ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent’s or student’s observed linguistic behavior. If the parent amends the HLS after the Initial ELPAC administration but before the Summative ELPAC administration, then the school Administrative team must meet with the parent to come to an agreement regarding the language designation of the student.

Parents who enroll their child in a state-funded Pre-Kindergarten may complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K, TK, or K) on file for a student supersedes all HLS forms completed at later times.

TRANSITIONAL KINDERGARTEN/KINDERGARTEN ORIENTATION AND ENROLLMENT

Prior to the beginning of the school year and during the school year, ACES will hold orientation and informational meetings for parents of newly enrolling Transitional Kindergarten and Kindergarten students. The purpose of these orientation meetings is to provide parents with information that will assist them in making meaningful decisions about our dual language instructional program for their children, with translation/interpretation services provided as needed. These meetings are to provide families an opportunity to receive information that describes the instructional program, the minimum progress expectations benchmarks, and the curricular materials used. ACES will ensure that parents of Transitional Kindergarten/Kindergarten transfer students and newcomers who were not able to attend the kindergarten orientation receive comparable information.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION

State and federal regulations require that if the student’s HLS indicates a language other than English is used at home, the student’s English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year and if a student enrolls during the school year. In addition, parents must be notified of program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. In California, the Initial ELPAC is the state-adopted language proficiency assessment. ACES, an LEA, will locally produce the official score for an initial assessment using the Initial ELPAC. Based on this initial assessment, the student may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP). Once a student is identified as an EL, the student must be assessed annually with the Summative ELPAC in the spring, until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Prior to ELPAC administration, all test examiners must obtain annual certification through ELPAC professional development. Classroom teachers are responsible for administering the ELPAC or portions of the ELPAC. When this is not possible, the EL coordinator or Assistant Principal, or other fully trained staff will administer the ELPAC.

ACES will provide support to teachers during testing for the individually administered Speaking (K-6) and Listening (K-1) components of the ELPAC that require one-to-one administration. Initial ELPAC assessments must be locally scored at the school site so that an *official* language classification can be identified for each student assessed. This score is used to determine appropriate instructional placement for students identified as ELs within our Dual Language Program. The language acquisition program must be communicated to the parent within 30 calendar days of initial enrollment. The locally scored results are to be accurately and permanently recorded in each students' cumulative record and the school's SIS (PowerSchool).

NOTE: ELs with disabilities must be assessed with the initial ELPAC. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications as needed, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the Initial and Summative ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*. ACES ensures that each EL is assessed annually. The official Summative ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the Summative ELPAC results is available in various languages. Parents may request a meeting to discuss the Summative ELPAC assessment results.

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as follows:

- **English Learner (EL)** - The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as an English Learner (EL).
- **Initial Fluent English Proficient (IFEP)** - The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as initial fluent English Proficient (IFEP). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

Classification of English Learner (EL) or initial fluent English proficient (IFEP) based on the official score, will be entered into our student information system (SIS) which will feed into the California Longitudinal Pupil Achievement Data System (CALPADS).

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

ANNUAL LANGUAGE CLASSIFICATION/STATUS

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of students (ELs and IFEPs) who are administered the initial ELPAC must receive official notification, within 30 calendar days of enrollment, informing them of their child's:

- Language acquisition program
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each program.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP.

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

At this point the parent/guardian or LEA may request a classification review prior to Summative ELPAC administration. Please see California Code of Regulations, Title 5, Section 11518.20(a) for specific ELPAC procedural details that will be followed. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of EL students who are administered the annual Summative ELPAC should receive official notification within 30 calendar days of the school receiving the results or 15 days after the beginning of the school year if the results were received after the last day of instruction for the school year, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement (dual language program)

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- Instructional program, educational strategies, and educational materials to be used in each program.
- Progress expectations for the student's program option
- Reclassification criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP.

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

PARENT NOTIFICATION OF PROGRAM PLACEMENT

After parents have been informed of the Initial ELPAC results and the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator or administrative coordinator to discuss the information contained in the letter. California Education Code (EC) Section 310 allows parents or legal guardians to choose a [California Education Code § 310](#) language acquisition program that best suits their child

TRANSFER STUDENTS

The receiving school must request the student's cumulative record from the previous school. Upon receipt, the site administrators at the receiving school are responsible for reviewing the accuracy of the student's records, including information in the Student Information System (SIS), and ensuring that the student is properly placed in the appropriate instructional program as specified in the student's current records. The LEA may also check the California Longitudinal Pupil Achievement Data System (CALPADS) for language status for the student.

TRANSFERS FROM OTHER CALIFORNIA PUBLIC SCHOOL DISTRICTS

Students transferring into ACES from another public school district within California must present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the school does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS (PowerSchool). If the information is not available, staff must contact the previous district to request the student's information.

NOTE: Due to student confidentiality requirements, student records can only be transmitted via fax or U.S. mail. *Student records cannot be sent via email.*

TRANSFERS FROM OUT-OF-STATE OR FROM ANOTHER COUNTRY

The initial identification and assessment process is to be used for students entering the school from another state or country. Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

District Enrollment Date - The student's first day of attendance is the official enrollment date with the District.
U.S. Enrollment Date - The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

For example, a student from Argentina enrolled in a Pennsylvania public school on February 9, 2010 and moved to California in 2011. On September 20, 2011, the student enrolled in ACES. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010. The LAUSD initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school or (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

TRANSFERS FROM PRIVATE SCHOOLS

The initial identification and assessment process is to be used for students entering the school from a private school. The student's district enrollment date is entered into the Student Information System (SIS) as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

ACES will provide ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement,

Those who must participate in the training include but are not limited to: Site administrators, teaching staff, instructional aides, community liaisons, Parent Coordinators, staff members who work with ELs' student records, office staff members responsible for registration, EL specialists, special education teachers, paraprofessionals and specialists, and other support staff as necessary. All staff members responsible for student enrollment, including all site administrators, will be mandated to complete this training every year. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process. Training for site staff must take place at least annually or when new staff members have been employed.

RECLASSIFICATION

ACES is aligned with the CDE academic criterion for reclassification and reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition to grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

CRITERIA USED FOR RECLASSIFICATION

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California *Education Code* Section 313 and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The following will be considered the reclassification criteria at The Accelerated Charter Elementary School:

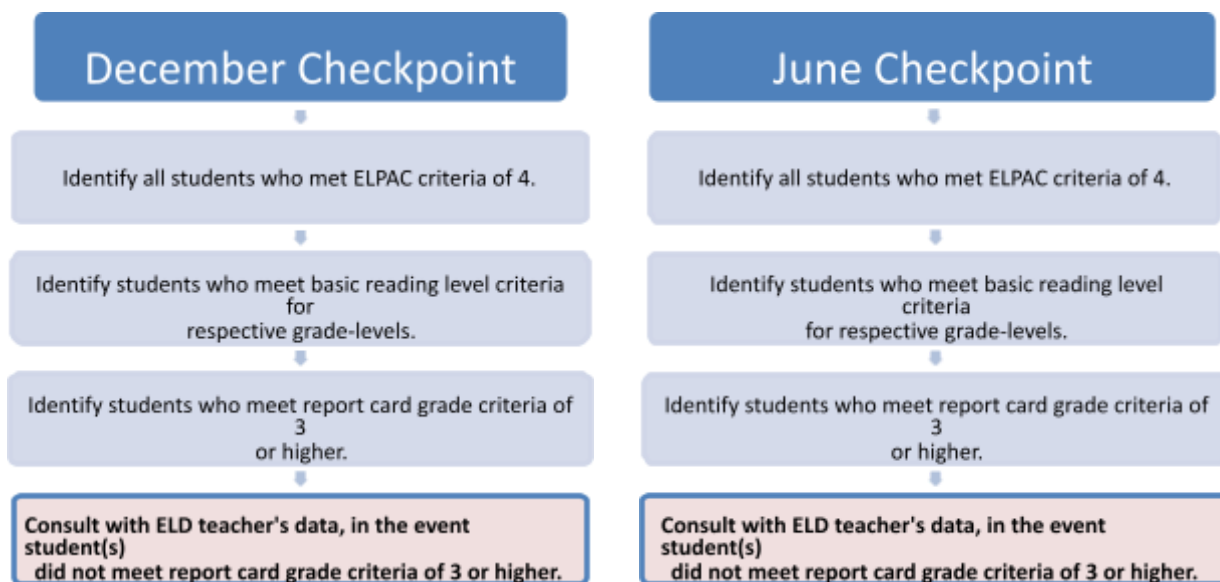
Criteria	The Accelerated Schools
#1 - Assessment of Language Proficiency	Overall score of 4 on ELPAC
#2 - Teacher Evaluation	Elementary School: Overall passing score of 3 or higher in English Language Arts and/or English Language Development on report cards. Middle and High Schools C or higher.
#3 - Comparison of Student in basic skills to English proficient students	Reading Lexile Level Basic Reading Level compared to native English speakers.
#4 - Parental Opinion & Consultation	Parent attends meeting & agrees to reclassification

RECLASSIFICATION PROCESS

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period (elementary):

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

The reclassification checkpoints reflect the process for identifying students who met reclassification criteria.



Parents must review and sign the *Notification of Reclassification*.

MONITORING PROGRESS OF RECLASSIFIED STUDENTS

The ELD Committee (administrators and related staff) meets to review the performance and progress of RFEP students. The committee members include the principal or designee or Assistant Principal, Administrative Coordinator, classroom teacher(s), and other personnel as appropriate, such as specialist teachers, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place two times throughout the school year: after official Summative ELPAC scores have been received, at the end of the school year and after the 1st semester when mid-year report card and Lexile levels/literacy skills are determined. In addition to monitoring the progress of students not meeting proficiency benchmarks, the committee will maintain a report to keep a ongoing record of RFEP student progress that will include, but is not limited to, data on CAASPP/ SBA scores, periodic assessment and benchmark results, curriculum embedded assessments and other teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students while attending ACES are monitored at the end of each reporting period for a minimum of four years following reclassification.

If a student is not making satisfactory progress after reclassification, the committee must meet with the classroom teacher(s) to develop an instructional intervention plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring/academic support
- Targeted reading, writing, or math instruction
- Content-based language development instruction
- Intervention/Intersession classes

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

(Individual Education Plans)

The following reclassification criteria will apply to EL Special Education students being considered for reclassification. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification of Els with IEPs, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

An IEP team will determine whether Individualized Reclassification is appropriate for an English Learner with an IEP.

The IEP team may consider measures of English language proficiency (ELPAC or alternate assessment if appropriate, e.g. VCCALPS) and performance levels in basic skills that would be equivalent to an English proficient peer with similar disabilities. If the IEP team determines that the primary reason the student does not meet standard reclassification criteria is due to the disability rather than limited English proficiency, and the student's English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified via the Individualized Reclassification Protocol.

The Special Education Administrator will initiate, manage and be responsible for overseeing and ensuring the Individualized Reclassification packet is completed and submitted for approval with the support of Case Managers and the Program Specialist. The Case Managers initiate the process with the support of the Program Specialist.

The following documents are required as part of the Individualized Reclassification packet that are submitted to the SPED Administrator.

1. Individualized Reclassification form with required signatures
2. IEP - a copy of the entire most recent IEP including a signed copy of the signature and consent page. Please note: The IEP must be compliant according to CDE guidelines & have all required components for English Learner students in the appropriate sections.
3. Recent report card and other assessments/scores.

SECTION 3

The school provides an instructional program tailored to meet the diverse needs of ELs. The program guarantees access to a comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of the program is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. To this end, the ACES EL program does not exclude students from gifted/advanced coursework. The program also ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP.

The following pages briefly describe the components of our dual language instructional program option, and summarize the following in table format: Related goals; Program models (if applicable); Students served; Key program components; Staff credential requirements; and Relevant parent information.

ELEMENTARY INSTRUCTIONAL PROGRAM

Researchers Describing the Benefits of Dual Language Programming (Massachusetts Association for Bilingual Education 2012)

- **In addition to cognitive benefits, there are added benefits of family cohesion, student self-esteem and identity development that can result from bilingual instruction.**
- **Ethnic and linguistic diversity in bilingual education programs can promote positive inter-group relations when both languages and both groups of students are valued equally in the classroom.**
- **The multilingual and multicultural environment of bilingual and dual immersion programs can reduce prejudice and promote cross-cultural awareness and friendships.**

Accelerated Charter Elementary School**The Accelerated Schools****English Learner Master Plan 2026-2027**

Source: Gandara, Patricia and Hopkins, Megan, editors. (2010) Forbidden Language, English Learners

and Restrictive Language Policies. Multicultural Education Series, Teachers College, Columbia University

“...students (and teachers) feel more affirmed in their linguistic, cultural, and intellectual identities and more confident in their ability to succeed in school.”

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

Source: Jim Cummins, Dual Language Education Pioneering a Global Breakthrough in Second Language Education, NABE News, March April 2008)

“There is a critical national requirement for skilled speakers of languages other than English...As a result of 21st Century economic globalization and international terrorism, it has never been more urgent to develop American citizens who fully understand and can communicate effectively with people of other cultures.”

Source: Jackson & Malone, 2009, Building the foreign language capacity we need: Toward a comprehensive strategy for a national language framework, CAL, in K. Mitchell Synthesis of Research for Advocacy SIG, MATSOL, 2009

Research evidence indicates that bilingual programs where biliteracy is the goal and where bilingual instruction is sustained promote literacy in English, as well as in the primary language (August and Shanahan 2006; CDE 2010a; Genesee, Lindholm-Leary, Saunders and Christian 2006; Goldenberg 2008). The enhanced metalinguistic and metacognitive benefits of bilingualism have been demonstrated in multiple studies. These benefits include better working memory, abstract reasoning skills, attentional control, and problem solving skills (Adesope, Lavin, Thompson, and Ungerleider 2010).

Other research has shown that an additional benefit of bilingualism is the delay of age-related cognitive decline (Bialystok, Craik, and Freedman 2007). For all students, bilingualism is a cognitive and linguistic asset. Developing the language used in the home by parents, grandparents, or other relatives also promotes healthy self-image, pride in one's heritage, and greater connection with one's community. This cultural awareness and appreciation for diversity is, in fact, critical for all students to develop in order to prepare to be global-minded individuals. (Source: CA SBE-adopted ELA/ELD Framework, 2014)

DUAL LANGUAGE ENRICHMENT PROGRAM (Program and Goals for English Learners)

Students at ACES acquire English language proficiency and grade-level academic content through a combination of core content instruction via ELD and differentiated instruction in English and the use of appropriate supports. Students in TK, K, and 1st grades receive language arts in their primary language as determined by the HLS and other assessment criteria following our dual language enrichment program.

PROGRAM GOALS

The goals of our Dual Language Two-Way Immersion program are acquisition of language proficiency and academic achievement in English and Spanish, as well as positive cross-cultural competencies for ELs and English-proficient students. Students are expected to meet grade level content standards in both languages based on when (what grade level) they entered the program. Students typically continue in this program option after attaining basic proficiency in their second language.

Ideally students enter the program in TK, K or 1st and continue through Grade 6. Through our dual language program we seek the attainment of bilingualism and biliteracy in grade level content, grade -level academic achievement, and positive cross-cultural competencies for ELs, SELs and English-proficient students. Instruction is delivered in both English and Spanish (target language) using the Gómez and Gómez model. *The Gómez & Gómez Dual Language Enrichment (DLE) Model* was originally developed in 1995 and first implemented in 1996 in the Pharr-San Juan-Alamo ISD in South Texas. The implementation of this model has since expanded to over 671 schools across 11 states. Today, it continues to demonstrate its effectiveness based on successful short and long-term student achievement.

Program Model: 50/50—50% instruction in Spanish, the target language, 50% instruction in English beginning in 2nd grade to 6th grade. English and Spanish are used in Transitional Kinder, Kindergarten, and First grades based on content areas and primary language of the student for Language Arts.

Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs TK-6 who speak the target language • EOs, IFEPs, RFEPs from diverse backgrounds may enter the program at any time in TK, Kindergarten and 1st grade and continue in the program • Students entering the program after grade 1 must demonstrate literacy in the target language comparable to students in the program or in English • Target student composition is 50% EL and 50% EO/FEP; no more than 2/3 of either language classification • On an individual basis, parents may request entry for TK-1 EL who speaks a language other than the target language, given sufficient English proficiency as determined by the school.	1. Standards-based instruction provided to all students in both languages 2. One teacher and two teacher models 3. Purposeful and strategic separation of languages during the instructional day 4. At least 50% of the day in target language (Spanish) 5. Literacy Instruction: 50/50 Children learn to read and write in their primary language in TK, Kindergarten and 1st grade; grades 2- 6 students learn to read and write in both languages 6. Math instruction is in English grades TK-6; Social Studies and Science instruction is in Spanish unless integrated with the ELA curricular program; other curricular areas are taught in Language of the Day (M-W-F: Spanish; T-Th: English) 6. Daily second language development for all students: ELs in ELD, EOs/FEPs in SLD (Language of the Day activities, other curricular areas) 7. Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted core and supplemental materials	• Multiple Subject Teaching Credential • For teachers instructing in Spanish: BCLAD or Bilingual Authorization or equivalent • For teachers instructing in English only: CLAD or equivalent • In a two teacher model, minimum CLAD required for the teacher providing instruction in English, BCLAD, Bilingual Authorization or equivalent in grades TK, K, & 1st if teaching in Spanish • Preference given to authorized teachers with specialized professional development on Dual Language Programs • Teachers must demonstrate native-like fluency in English and the target language (Spanish)	• Articulate program design upon student entry to program • Parents of ELs whose primary language is not the target language (Spanish) are given individual counseling to ensure that they understand and approve of their child's learning in two new languages. These children may require additional support at home. • Parent Workshops and parent meetings held throughout the year to provide support and understanding of our program model • Information provided at Parent conferences about our program and progress of their student in primary and target language

ACES will ensure EL students continue to progress toward meeting ELD and content standards, via ELD and content instruction using SDAIE strategies. ACES will also ensure RFEP students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs at all levels.

- 30-45 minutes of daily ELD instruction at the students' assessed level of English language Proficiency focused on academic language development.
- Platooning for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency
- Access to instruction in all curricular areas aligned to content standards
- Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-adopted, district approved, standards-based and other supplemental materials

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

- Target/Eligible Student Population
- Create Program Goals and Objectives
- Identify Key Instructional Strategies for EL's (Emerging/Expanding/Bridging), RFEP, & IFEP students
- Provide ELD instruction using SDAIE strategies.

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 4th or 5th year are considered At-Risk ELs and 6th year ELs are considered Long-Term ELs.

INTERVENTION FOR STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS

The minimum progress expectations benchmarks have been defined to inform and assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in a meeting or in writing of the student's specific areas of need as well as the intervention(s) that are being provided. The progress benchmarks described in this Master Plan are annual benchmarks, but students must be monitored much more frequently to ensure that academic deficits do not develop. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of an intervention.

Minimum Progress Expectations for Dual Language Two-Way Immersion Program (ELs in Elementary)

Minimum Progress Expectations for Dual Language Two-Way Immersion Program					
Timeline (Starting Point Based on Initial Level at 1 st Year)	1 st Year 	2 nd Year	3 rd Year	4 th Year	5 th Year
		1 st Year 	2 nd Year	3 rd Year	4 th Year
			1 st Year 	2 nd Year	3 rd Year
				1 st Year 	2 nd Year
Initial ELPAC	Emerging	Emerging/ Expanding	Expanding	Expanding / Bridging - Not English Proficient	Bridging/English Proficient ¹
Summative ELPAC	Emerging/ Expanding	Expanding/ Bridging	Expanding/ Bridging	Expanding/ Bridging	Bridging/English Proficient ¹

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

Minimum Progress Expectations for Dual Language Two-Way Immersion Program					
ELD Standards-based measures (e.g., ELD progress profile)	Native Language/ Emerging	Emerging/ Expanding	Expanding/ Bridging	Expanding/ Bridging	Bridging/ Lifelong Language Learners
ELA (CAASPP/SBA), Schoolwide Standardized Assessments	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Nearly Met /Standard Met	Standard Met/ Standard Exceeded
Math (CAASPP/SBA), Schoolwide Standardized Assessments	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Nearly Met /Standard Met	Standard Met/ Standard Exceeded
Target- Language Arts ²	Benchmark/ Advanced	Benchmark/ Advanced	Benchmark/ Advanced	Benchmark/ Advanced	Benchmark/ Advanced
Target- Language Math ²	Benchmark/ Advanced	Benchmark / Advanced	Benchmark / Advanced	Benchmark/ Advanced	Benchmark/ Advanced
¹ ELs are expected to meet reclassification criteria within 5-7 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs. ² Students are expected to perform at grade level when they are instructed and assessed in their primary language.					

SECTION 4

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELs

ACES commits to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of both language and content.

The EL instructional program at ACES is designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status.

The instructional program contains the following required components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs
- Well-articulated, standards-based, differentiated instruction using SDAIE to ensure full access to the core curriculum

WHAT IS ENGLISH LANGUAGE DEVELOPMENT?

The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten' Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards: California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010, and the California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012. These two sets of standards have wide-ranging importance: the ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy.

The *Next Generation Science Standards (NGSS)*, adopted by the State Board of Education on November 3, 2016, call for science teachers to provide all students access to a rich and engaging curricula that is appropriately challenging. Responding to this call requires that educators share the responsibility of ensuring equity for several populations of learners who are particularly vulnerable to academic inequities in science and engineering. These groups are identified so that schools and districts make critical systems shifts to ensure educational access and equity for all students. The following groups of students are included in the 2016 California Science Framework: Standard English Learners and English Learners.

All K–12 teachers who teach science and engineering to ELs should ensure that ELs have full access to a robust science curriculum and develop advanced levels of English in science in a timely manner. This can only be done through careful lesson and unit planning (using the CA ELD Standards), observation of what students are doing and saying during science instruction, reflection on how ELs engage with

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

particular approaches to instruction, and necessary refining and adjusting of instruction, based on observation and reflection. (<https://www.cde.ca.gov/ci/sc/cf/scifwprepubversion.asp>, scifwch10prepub.doc)

The *History-Social Science Framework* was adopted by the State Board of Education on July 14, 2016. In order to ensure that all students thrive in history-social science classrooms, teachers should adopt an additive stance toward the culture and language of their students by enacting the following principles:

- **Address language status:** Teachers should take the stance that multilingualism and dialect variation is natural. In addition, teachers should make transparent for their students, in developmentally appropriate ways, that while standard English is the type of English privileged in school and in the workforce, bilingualism and bidialectalism, or proficiency in multiple dialects of English, are highly valued assets (Harris-Wright 1999).
- **Support the development of academic English:** Teachers should focus instruction on intellectually rich and engaging tasks that allow students to use academic English in meaningful and authentic ways. Teachers should also make transparent to students how academic English works to make meaning in history-social science. This includes helping students to develop register awareness so that they understand how and when to use different types of English to meet the language expectations of history-social science (Schleppegrell 2004).

(<https://www.cde.ca.gov/ci/hs/cf/sbedraftsssfw.asp>; hssfwchapter20july2016.doc)

ELD is separate from but complementary to English-language arts instruction. English-language arts instruction addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction in addition to a standards-based program in reading and language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. ELD instruction focuses on all components of the English language is not likely to be acquired adequately or efficiently in other instructional or social settings such as sheltered content classrooms, mainstream English instruction settings, and in daily school, family and community interactions. ELD instruction is research and standards-based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELs learn English within a reasonable amount of time. It is planned and delivered targeting specific language objectives. ELD instruction at ACES explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies). There is ample evidence that providing carefully planned lessons explicitly addressing specific

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

ACES endorses the following guidelines for effective ELD instruction:

- A separate block of time is devoted to daily ELD instruction.
- Emphasizes listening and speaking although it can incorporate reading and writing.
- Explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
- Is planned and delivered with specific content and language objectives for each lesson.
- Integrates meaning and communication to support explicit teaching of language.
- Includes carefully planned interactive activities among students.
- ELD teachers attend to communication and language-learning strategies during instruction.
- Emphasizes academic language (CALP) as well as conversational language (BICS).
- 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.

THE IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT IN ELD

ELD addresses all domains of language – listening, speaking, reading, and writing – but the emphasis is on speaking and listening. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every ELD class. As students' progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in all academic content areas.

EL STUDENT DIVERSITY AND GROUPING FOR ENGLISH LANGUAGE DEVELOPMENT

While many ELs at ACES are making expected progress toward language and academic goals, we must also address the needs of those who have not made adequate progress toward language and academic goals and who are At Risk ELs or Long-Term ELs.

ELD instruction is differentiated to meet the specific needs of students. ACES will ensure that ELD is delivered to all ELs according to the guidelines outlined in this document. ELD instruction is differentiated by the student's level of English language proficiency and is geared towards their strengths in the four areas of Listening, Speaking, Reading, and Writing.

MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

ELD instruction occurs daily for all ELs until they are RFEP. The following shows the planning of the instructional day recommended by the California Department of Education, and these reflect the requirements for ACES:

Sufficient time should be allocated to instruction in ELA/literacy and, as appropriate ELD, as well as to instruction in other content areas. For self-contained classrooms, this means that adequate time is allocated to the language arts so that students gain proficiency in the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards.

The administrators are responsible for ensuring all ELs are appropriately scheduled into ELD classes and monitors that ELD instruction follows the guidelines described in this plan. At all grade levels, a site administrator is to conduct periodic walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

ELD INSTRUCTIONAL GROUPING

Classroom teachers identify the ELD groups at the school site utilizing student performance on the ELPAC, ELD progress assessments, and curriculum-embedded assessments as well as ELD portfolios. Classrooms

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

are created heterogeneously or with students of many different English proficiency levels grouped together. If sufficient teachers at one grade level, then teachers collaborate and regroup students at the same grade levels to create ELD sections that contain the fewest ELD levels together per group so that ELD can be delivered within the classroom.

PROGRESS MONITORING FOR ELD AT ELEMENTARY SCHOOLS

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, the ACES site administrators in conjunction with the Coordinator, must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. Regular assessments that measure English language proficiency above and beyond curriculum embedded assessments, and those assessments included with the adopted curriculum – are administered regularly to all elementary ELs. EL student development is monitored by using any of the following as applicable:

- Summative ELPAC Scores
- ELD Portfolio's or other progress monitoring system
- Common Benchmark Assessments
- Scholastic Reading Inventory (SRI)
- DIBELS
- Curriculum Unit Assessments
- Illuminate Education (Online Data Platform)

The Administrators, Teachers, and Coordinator will collaborate to review EL students' progress after ELA/ELD unit assessments and at each grading period to ensure accurate and current information on the English language proficiency progress of their students. The results of their progress are compared to the Minimum Progress Expectations by instructional program and when students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other content instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Elementary school teachers will receive feedback on their EL student progress monitoring throughout the year for all of their EL students and they will meet with site administrators and/or the Coordinator to discuss:

- Progress toward Minimum Progress Expectations by instructional program
- Summative ELPAC results for current and previous years
- CAASPP/SBA scores in ELA and in Mathematics for current and previous years
- Current Benchmark Scores for ELA/SLA
- Current ELD grades for all domains including ELD portfolio progress and documentation
- Additional risk factors such as attendance, suspensions, below grade-level report card marks, etc.

These regular meetings serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data do not change over the school year, it is imperative that teachers review and monitor this information closely in order to intervene in a timely manner if adequate progress is not being made. Periodic walkthroughs by site administrators must be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document.

At least twice yearly, the Administrators/Coordinator meet to review the progress of each EL who is not making adequate progress, according to the expectations outlined. This review includes the administrators or designee, classroom teacher(s), and others, including specialist teachers, intervention teachers, or other personnel.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

ELD FOR ENGLISH LEARNERS WITH DISABILITIES

As with all English learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content using SDAIE.

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities should receive ELD in the general education classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instruction and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD. In order to determine whether a student is making adequate progress in ELD, the IEP team will use the EL student's progress monitoring data. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use the EL student progress monitoring data toward meeting their IEP language development goals.

INTERVENTIONS TAILORED TO STUDENT NEED AT ALL GRADE LEVELS

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. ACES has many different support structures in place to meet the academic and linguistic needs of ELs who struggle. This supplemental instruction is **in addition** to the time allowed for core instruction.

In all interventions the curriculum addresses the student's specific learning needs and progress is carefully monitored and reported. All ACES interventions have the following in common:

- Initial meeting with Student Success and Progress Team (SSPT) to discuss teacher concerns about the student's progress. The site will invite the parent/guardian to meet with the Team at Tier II.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Frequent progress monitoring to ensure the effectiveness any interventions.
- Systematic and explicit instruction with modeling, multiple examples and feedback
- Option of receiving different curriculum from the core program with increased time and intensity of instruction.

SECTION 5

PROFESSIONAL DEVELOPMENT FOR ELD

ACES is committed to providing regular, ongoing professional development for all teachers on serving EL students, including the terms and implementation of this Master Plan. Our professional development plan gives emphasis to supporting all English Language Learners while supporting the academic success of all students. Our plan for Professional development encompasses a variety of trainings for Teaching Staff that is responsive to teachers' needs for strategies and tools to make the core curriculum accessible to all students, with attention to the unique needs of English Language Learners. As a result of ongoing training and staff development, ACES teachers and support staff will have the knowledge and cultural awareness to respond effectively to English Learners and their families.

ACES teachers will be trained in the use of Systematic ELD (E.L. Achieve) and as needed for McGraw Hill Wonders for English Learners to implement a rigorous ELD curricular program that is both systematic and used during a dedicated instructional block that is driven by students' assessed English proficiency levels. To move students from one level to the next by teaching language ELs:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas,
- and need to use for effective academic learning, classroom participation, and real life purposes.

(<http://syseld.elachieve.org/about-systematic-eld.html>)

SITE ADMINISTRATOR AND COORDINATOR

The site administrator is trained on the components of the Master Plan and observations of ELD classes using a systems approach for successful implementation. The administrators are trained in ways to support teachers who are struggling with ELD instruction and are made aware of the resources available to support teachers who are experiencing difficulty. Administrators learn about explicit language instruction and what to look for in classroom instruction. They visit classrooms, gather data and calibrate their analyses to provide effective feedback to instructional staff.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

SDAIE is a methodology (a set of specific strategies) centered around four elements-content, connections, comprehensibility, and interaction—and designed to make instruction comprehensible and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3 (Emerging/Expanding) the teacher must incorporate the use of additional research based strategies, techniques and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, particularly what is called academic language, or the language of the discipline. This is the essence of SDAIE instruction: Where use of the primary language is not possible, instruction is "sheltered" (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, ENGLISH LEARNER MASTER PLAN, AND EDUCATOR GROWTH AND DEVELOPMENT

Outcomes and Goals

1. Continue development of teacher classroom and assessment practices for the California State Standards and Smarter Balanced Assessment and ensure teachers' growth and improvement
2. Build deep understanding of and commitment to the California State Standards and assessments
3. Support teachers with planning, goal setting, deep professional development, and implementation of The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework), *Next Generation Science Standards (NGSS)*, and the *History-Social Science Framework* as they relate to ELs
4. Adjust curriculum to address the new requirements to identify gaps to ensure ELs have access to content through specific differentiated instruction and assessments
5. Enhance current instructional and assessment practices to increase capacity at the classroom level so instruction develops foundational skills in English and enables ELs and SELs to participate fully in grade-level coursework
6. Develop and implement a process to monitor ongoing adherence to plans and goals for ELs and SELs

SECTION 6

Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. ACES is committed to serving the needs of students not yet proficient in Standard or academic English.

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES TO ELS AND SELS

ACES commits to implementing the following three guiding principles in all of its instructional services for ELs and SELs:

- Focused instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers are teachers of both language and content.

INSTRUCTIONAL GOALS

The goal of ACES is that every student, TK through 6, will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. Central to this goal is the acquisition of Standard American English and academic English. Additionally, all students are provided equitable and meaningful access to the core curriculum. Meaningful access is more than providing all students with the same instructional strategies and the same materials. If students are not able to comprehend those materials and learn through those strategies, they are effectively denied an equal opportunity to learn.

Instruction for SELs is *additive, not subtractive*. That is, learning standard and academic English without a focus on eliminating children's home language. It is critical to note that once we understand that the child has a rule-governed language system, then we realize that our objective is not to correct, but to facilitate the acquisition of this new language form. We move from language correction to second language acquisition, from language eradication to language addition.

Socio-cultural perspectives and attitudes need to be taken into consideration in educating SELs, particularly in middle school. Some SEL students approaching adolescence exhibit resistance to and/or skepticism about the value of learning Standard English. Some students may need support to learn that it is possible to acquire mastery of Standard English without rejecting the language used by their parents in the home. The students in these upper grades will need help in understanding that what is appropriate in one setting is not appropriate in another, so that they can shift easily and competently between varieties in different social contexts.

DEFINING THE SEL POPULATION

The category and term SEL includes students that speak a nonstandard language variety as their primary language. This is why it is said that Standard English is not native to SELs.

SELs include students from the following groups:

African American students who speak African American language variety or what is often referred to as African American Vernacular English (AAVE), a highly rule governed and widely studied linguistic system. African American students comprise almost 1% of the student population at ACES.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

Mexican American or Chicano students who speak Mexican American language variety or what is often referred to as Chicano English, a highly rule-governed and studied linguistic system. 95% of the students at ACES identify themselves as Latino. 80% of the Latino population in L.A. County is of Mexican descent.

Hawaiian American students who speak Hawaiian American language variety or what is referred to as Hawaiian Pidgin English, a highly rule-governed and widely studied linguistic system. Hawaiian American students comprise 0% of the students at ACES.

American Indian students who speak American Indian Language or what is often referred to as American Indian English, a language variety which has unique linguistic features that have evolved over centuries of interaction between American Indians and European and other immigrants to the U.S. American Indian and Alaskan Native students comprise less than 1% of the students at ACES.

ACADEMIC SCREENING

Teachers who identify students' use of non-standard English home language features and below proficient performance on standardized tests may identify students as probable SELs. SELs may perform at various levels on standardized achievement tests in reading, English-language arts, and mathematics. Limited proficiency in standard and academic English may contribute to lower academic performance on assessments given in Standard English, however educators' lack of understanding about the linguistic differences that SELs exhibit and possible negative attitudes towards these differences can often be an antecedent to academic failure.

To prevent adverse academic deficits from occurring, it is imperative that teachers understand linguistic differences as differences – and potential metalinguistic assets – not deficits. It is also important for teachers to engage in frequent progress monitoring and multi-tiered instructional support for SELs. Culturally and linguistically responsive interventions should be part of an effective pedagogical approach for SELs. The use of universal screening tools, periodic assessments, and formative and summative data are essential to developing an effective monitoring plan.

CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

Culturally and linguistically responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to impart knowledge and skills, and to change attitudes.

DEFINITION AND PURPOSE

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. Students that come from a cultural background that is different from the mainstream Anglo-centered culture encounter difficulties when the curriculum does not represent their history, culture, or background in any way, shape, or form.

There are four fundamental principles to keep in mind when considering the infusion of students' history and culture into the curriculum:

- Language is an integral part of one's identity and culture.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved.
- The unique history, culture, and language of each student must be recognized and respected.
- Teaching methodology must accommodate the culture and language of the student.

The teacher must possess more than a cursory knowledge of the cultures (and their respective histories) represented in the classroom. Only then can real infusion take place, as opposed to the separate and supplemental "curriculum" that has characterized much of the attempts, at multicultural education.

ENSURING ACCESS TO CORE ACADEMIC CONTENT

Student mastery of content area subject matter is a primary objective of educators charged with facilitating the mastery of Standard English. Sheltered instruction, SDAIE, and Contrastive Analysis are strategies that facilitate meaningful access to the core.

PROGRAM EVALUATION

As with all instructional programs, ACES is committed to an annual review of the effectiveness of our EL programs. The evaluation process focuses on the results from the CAASPP/ SBA in English language arts and mathematics and, where possible, the results of common standards based assessments such as Local Periodic and Benchmark Assessments. The use of the English Learner Subgroup Self Assessment (ELSSA) for 2012-2014 helped ACES to analyze and address EL program services, set goals to attain academic standards for the English Learner (EL) subgroup and develop a program that meets English language proficiency objectives. The results of the program evaluation were shared with stakeholder groups. Based on the results of the evaluation, modifications to the practices and professional development components have been made. It was determined to adopt E. L. Achieve Systematic ELD for use during designated ELD based on our school-site needs. The program goes beyond use during designated ELD to help students apply learned language patterns during core curricular areas in English and outside of school. ACES will continue to evaluate it's program for effectiveness, gather input and share results with stakeholders.

SECTION 7

PARENTAL INVOLVEMENT

From its inception The Accelerated Schools have held firmly to the widely researched concept that parental involvement and engagement is a leading factor in student success. The ACES Family Compact agreement signed by all ACES families upon enrollment is an agreement on the part of the school to provide opportunities to families to be active and present in the daily life of the school as well as receive opportunities to gain insight into the teaching and learning process by strong partnerships between teachers and families. This agreement places a high emphasis on student attendance, readiness to learn, and active parent presence at the school. This reciprocal relationship between families and the school provides a particularly strong opportunity to support English Language learners and their families in this learning community. The following elements below describe the variety of ways that ACES strives to involve families of English language learners:

- Parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teachers to receive information about grade level academic standards, their child's progress learning, classroom activities and ways to support learning at home. Translation is provided. Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.
- Home-school connections are also enhanced through Student Led Conferences yearly as well as Parent conferences each year to meet students' parents at the beginning of the school year. Teachers strive to foster positive communication through the act of listening to parents and families embrace the opportunity to learn more about school. Both parents and teachers meet as equal partners in the classroom to build a relationship around a child's growth and development, expectations are shared with each particular child in focus, and parents are empowered as parents to set goals and gain tools to support their child's academic success.
- Formation of the ELAC (English Language Learner Advisory Council). Since ACES has a particularly high number of English Language Learners, the school has established the English Language Learner Advisory Council, which will include participation of parents of EL students as well as parents of all language groups in the school. Under California Education Code Section 52176(b), any public school site that enrolls 21 or more English Learners must establish a functioning ELAC. The goal of this committee will be to ensure that the goals and objectives set forth for English Language Learners are met and that parents are able to provide feedback about programs that would most benefit their children. Participants of the ACES ELAC are required to have at least one student enrolled at ACES who is classified as an English Learner. ELAC legally required topics include but are not limited to the following: school-wide comprehensive needs assessment, attendance patterns and policies, subgroup data and programmatic feedback.
- Building Investment and Involvement of all stakeholders in the EL Programs and evaluations. Staff throughout the school will receive training on ways to support ELD strategies in their interactions with English Language Learners.
- Increasing opportunities to increase Parent English language acquisition, Literacy in English and workforce development offerings. On-going English classes give Families of English language

Accelerated Charter Elementary School**The Accelerated Schools****English Learner Master Plan 2026-2027**

learners the opportunity to become more empowered to reach higher levels of success.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

COMMUNICATION WITH PARENTS/TRANSLATORS AND INTERPRETERS

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Staff provides translation and interpretation services.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). All written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, and meeting/conference materials are done in both Spanish and English.

Oral communications with parents must be provided in the parent's primary language. Oral interpretation by staff is provided at all school meetings.

REQUIRED PARENT NOTIFICATIONS

ACES provides written notification to parents of all EL students concerning the following:

- Initial identification
- Progress expectations for each grade level
- Initial ELPAC or Summative ELPAC level and CAASPP/ SBA
- Reclassification criteria

In addition, ACES provides, as appropriate to the individual student in writing the following:

- Progress expectations in any area that are not met
- Criteria for reclassification that have not been met
- Interventions provided at the school and their purpose

Each school year parents of EL students are advised of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the minimum progress expectations for English learners is discussed during regular individual parent-teacher conferences. The Accelerated Schools hold an annual Reclassification meeting to inform parents of ELs about ELAC, our EL programs, and reclassification criteria at our schools.

ACCOUNTABILITY FOR IMPLEMENTATION OF FAMILY AND COMMUNITY INVOLVEMENT

In order to ensure accountability for implementing effective family and community involvement for ELs, ACES welcomes parents' suggestions, sends out regular parent newsletters, and has parent workshops and meetings throughout the school year.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

SECTION 8

STANDARDS, ASSESSMENT & ACCOUNTABILITY

As members of the school community at ACES, teachers, staff, administrators and parents will be accountable for ensuring that EL Programs are optimally effective.

The ACES School Based Council serves as the decision making body and will conduct an annual review of programs and services for English Language Learners. An SBC meeting will focus on the analysis of these results and make recommendations for improvement.

The ACES EL program will undergo Categorical Program Monitoring conducted by the CDE (California Department of Education). The CDE monitors for compliance with requirements of each categorical program including fiscal requirements. In preparation for this review, ACES will develop ways to self-monitor the EL program with support of the SBC and input from the ELAC (English Learner Advisory Committee).

The monitoring process will establish high expectations for all students, promote full involvement of all stakeholders (administrators, teachers, parents, and students), involve guidelines set forth by the CDE for Program monitoring under NCLB and ensure that program evaluation is an integral part of school improvement activities.

PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

ACES is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *English Learner Master Plan*
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
- Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

EL PROGRAM GOALS AND RELATED EVALUATION QUESTIONS AND MEASURES

ACES Administrators/Coordinator will evaluate the following related to EL programs:

- Goal #1 - Implementation: Implement the *English Learner Master Plan* fully and consistently
- Goal #2 - English Proficiency: Ensure steady progress toward and attainment of academic English language development per expected timeframes, as measured by the annual Summative ELPAC and reflected on the California Dashboard 5x5 grid,
- Goal #3 - Academic Progress: Ensure steady progress toward and attainment of grade level academic proficiency per expected timeframes, as measured by internal data sources (i.e. iReady English Language Arts and Mathematics) as well as state-wide assessments (i.e. CAASPP for English Language Arts and Mathematics).
- Goal # 4 - Reclassify English Learners: Maintain a focus on increasing the number of students attaining level 4 proficiency and, ultimately, qualifying for reclassification
- Goal #5 - Staff Development and Appropriate Instruction: Provide staff professional

Accelerated Charter Elementary School**The Accelerated Schools****English Learner Master Plan 2026-2027**

development through coaching, grade-team meetings, and weekly staff PD's that improves teaching and learning across content areas and school-wide.

- Goal #6 - Parental Involvement: Increase parental involvement through school-wide committees, celebrations, meetings, and workshops, and promote students' access to and participation in advanced academic program opportunities, as measured by ACES Intervention program attendance.
- Goal #7-Cultural Competence: Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out, as measured by internal data sources (i.e. iReady, DIBELS, CORE Phonics, and chronic absenteeism data).

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- Strengthen parent/guardian participation and engagement in students' academic development.
- Reduce disproportional referral to and identification of ELs for special education services.

USING PROGRAM MONITORING AND EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND STRENGTHEN PROGRAMS

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data:

- Review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., TAS Schools CAASPP rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified.
- Examine patterns of EL and SEL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation. Instructional leadership will together determine professional development and other program support priorities, and develop and provide PD and program support focusing on the needs identified by *English Learner Master Plan* monitoring and evaluation.

Administrators will:

- Review school EL program implementation and evaluation findings, and work with the Leadership Committee, grade level teams, and SSC/ELAC committees to identify key school-wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria, the school will identify additional measures if appropriate, to address this issue. Administrator will support the Leadership Committee and SSC/ELAC committee members in prioritizing and addressing key issues and areas of improvement identified by *English Learner Master Plan* monitoring/evaluation.
- Review findings of annual *English Learner Master Plan* monitoring/evaluation reports using the ELSSA or other progress indicators as well as address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION

In order to ensure accountability for implementing effective instructional services for ELs, ACES specifies the following duties for which it will hold itself responsible:

TEACHERS

- Consistently implement with fidelity, the ELD curriculum as outlined in the *English Learner Master Plan*
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development sessions
- Monitor student progress in ELD for progress towards minimum expected benchmark achievement
- Refer to Administrators and EL Coordinator for intervention when students do not make adequate progress; participate in Administrators and EL Coordinator processes and implement their recommendations

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

SITE ADMINISTRATORS

- Supervise classroom instruction for content and pedagogy to ensure the effective delivery of ELD
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE support are being delivered in the manner outlined in the *English Learner Master Plan*
- Evaluate program objectives and outcomes of all relevant staff
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE support
- Conduct semester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that SSPT meetings or other interventions occur for all EL students who do not make adequate progress and that SSPT recommendations are fully implemented
- Ensure that interventions are designed and delivered consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, and EL progress monitoring

Administrators and EL Coordinator

Provide professional development to all stakeholders with the support of the Leadership Committee, which support the Master Plan program implementation. This may include but is not limited to:

- Identification and placement of ELs
- Effective instruction and intervention services for ELs
- Effective ELD, SDAIE, and access to core methodologies
- Use of ELD progress monitoring through portfolios or other data collection
- Reclassification criteria process and procedures
- Collaborate with teachers and other staff to ensure that the professional development plan and intervention services are aligned with the SPSA/LCAP and address the linguistic and academic needs of ELs
- Facilitate with support of the administrator grade-level team meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Support Systematic ELD Coaches/Apprentices
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as support designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

SECTION 9

AUTHORIZATION TO TEACH ENGLISH LEARNERS

TEACHER AUTHORIZATION

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC).

The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and BCLAD/Bilingual Authorization.

ACES requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing assignment. An EL Authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

TEACHER MISASSIGNMENT

Teachers are assigned according to instructional program needs and established certification/authorization guidelines. Teachers who do not hold an appropriate authorization for their current assignments will receive notice from Human Resources informing them that completion of the required authorization is necessary. If not pursued and completed within established timelines, the teacher will be reassigned, displaced, or dismissed.

Teachers of EL students who do not hold approved authorizations and/or designations will be identified as misassigned according to the Williams Settlement and the State Assignment Monitoring Report. The misassignments are reported annually to the Board of Education, Los Angeles County Office of Education (LACOE) and the CTC.

TK-12 teachers who are unwilling to avail themselves of the steps necessary to obtain the appropriate authorization may be subject to displacement (transfer to another school), issuance of an unsatisfactory service act, assignment to a paid-as-worked status, an unpaid suspension, and possible dismissal by the Board of Education.

ADMINISTRATOR AUTHORIZATION

All employees who apply for, or who are assigned to, entry-level TK-12 certificated administrator positions must have completed two semester units each (a total of six semester units) of culture, language, and bilingual-ESL methodology or the equivalent. An entry-level position is defined as an employee's first assignment with The Accelerated Schools. In the rare instance when a site administrator must be assigned without an EL authorization, the District will provide intensive professional development on EL programs, services and teaching strategies. Participation in this professional development is required.

SCHOOL LEADERSHIP FRAMEWORK

The School Leadership Framework provides guiding principles which when implemented fully, will create schools that have a focus on improving EL instruction. The notable areas of the School Leadership Framework that address ELs include:

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- **Supervision of Instruction:** This domain sets high expectations for school leaders to engage in ongoing and coherent guidance for implementation and continuous improvement of teaching and learning. Specific elements focus on assessment of pedagogical practices and building teacher effectiveness in supporting learning of all students, supporting culturally relevant and responsive pedagogy in response to diverse learners, and differentiation and intervention based on student need.
- **Culture of Learning:** School Leaders are responsible for creating culturally responsive environments which support diverse groups of students and leading staff through self-awareness of understanding their own worldviews and how experiences shape their instructional practices.
- **Systems and Operations:** This domain requires that School Leaders appropriately budget based on student need; set goals based on student data; develop monitoring systems for student achievement; align resources appropriately, and comply with state, federal or District policies in regards to EL learners.

SECTION 10

GENERAL FUNDS

The school receives general funds to provide core curriculum and services to all students. It utilizes these general funds to ensure that every student, TK through grade 6, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career.

General funds are used to pay for core resources that include, but are not limited to, teacher and administrator salaries, state-adopted district-approved textbooks, and services such as transportation, facilities, library, and student meals.

General ADA funds are also used to support systems to evaluate program implementation and monitor student progress, provide English Learners with appropriate academic instruction, which includes but is not limited to textbooks, supplemental materials and services in the same ratios as native English speakers.

CATEGORICAL FUNDS

The school applies for supplemental categorical funds annually via the Consolidated Application. Categorical funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. Supplemental funds are not used to replace, or supplant the core, base program and activities. Categorical funds allocated to support the English Learner Program must be: (1) used to assist ELs with acquiring English beyond the core ELD program and meeting Federal and State accountability requirements, (2) linked to EL need as measured by analysis of student data, and (3) directly aligned to the Single Plan for Student Achievement (SPSA).

In addition to general funds, Title III funds will be also used to provide instructional materials and resources for English Learners designed to help English learners better access the core curriculum, meet state curriculum standards while becoming proficient in Academic English Language. Title III provides supplemental funding to enhance ELD programs and to enhance access to core in order to assist ELs in attaining English proficiency. These funds will be used as needed towards professional development for teachers to build competency in meeting the unique needs and supports required of English Learners

Categorical funds received by ACES are used to supplement and not supplant general funds to support the delivery of effective instruction for English Learners.

Those supplemental supports include, but are not limited to the following.

- Professional development focusing on English Learners
- Supplemental instructional materials for English Learners
- Bilingual paraprofessionals for focused classroom instruction
- Parental education

In addition to categorical funds received specifically for English Learners, other identified funding sources include the following:

- Title I - to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs.
- ASES (After School Education & Safety Program)

To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

- Provide effective, research-based professional development
- Provide support for at-risk students, including ELs, with social and emotional behaviors
- Promote personalization via reduced student-to-teacher ratio
- Provide supplemental materials for targeted interventions
- Build effective school, family and community partnerships

BUDGET PROCESS FOR FUNDS DEDICATED TO ENGLISH LEARNERS

The budget at a school site is spent based on the needs of the student population as identified through achievement data analysis and the annual needs assessment. Title III budgets are spent based on the District's program priorities, meeting the needs of the EL population, as determined by student data and the identified needs of the instructional programs (LFCC/LCAP).

State supplemental funds must be allocated before federal Title III funds. Title III funds must not be used to fund any state mandated activity for ELs such as ELAC work. The purpose is to provide the additional support ELs need to develop proficiency in English and master the core content required of all students in California.

The budget process must be followed with regard to Title III funds. The ELAC <http://www.elachieve.org/syseld-home.html> must have opportunities to review the budget development process and provide recommendations on how to best use these funds to meet the needs of ELs. These recommendations are then shared in official written documents with the SBC/ELAC minutes.

Subsequently, the SBC analyzes and discusses the same data, along with the ELAC's recommendations and makes decisions on how the funding will be spent.

The SPSA/LCAP requires schools to monitor school programs annually through comprehensive needs assessments and program evaluation results. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a Budget Justification Page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA/LCAP. If the expenditure is not described and justified in the current SPSA/LCAP, then an *update page* must be inserted in the existing plan.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs or former ELs.

MONITORING EL CATEGORICAL EXPENDITURES

Monitoring of funds helps guide the appropriate and effective use of allocated resources to ensure adherence to established District, State and Federal program mandates.

The District and schools are held accountable for using categorical funds appropriately through the annual Single Audit, as required by the California Education Code. District categorical and fiscal staff also monitors expenditures annually. If Title III funds are expended inappropriately and contrary to District, state, and federal guidelines, schools will be required to reimburse the misused program funds out of the school's unrestricted general funds. The District's goal is to ensure fiscal responsibility, foster budget transparency, and maximize the use of EL categorical funds to supplement the core program for ELs.

**Accelerated Charter Elementary School
The Accelerated Schools
English Learner Master Plan 2026-2027**

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