

THE ACCELERATED SCHOOL

A TK-8 Independent Charter School

ENGLISH LEARNER MASTER PLAN

2026-2027

The Accelerated Schools

Submitted to the Los Angeles Unified School District

Charter Schools Division

Annual English Learner Program Certification

Accelerated Board Approval

Pending: September 16, 2026

Charter School Assurances

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 implement the provisions of the District's Master Plan for English Learners. Those charter schools designated as independent are expected either to implement the District's Master Plan or to 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 plan 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 ensure the program is successful, and modified when it is not.

The Accelerated School (TAS) is an independent charter school authorized by the Los Angeles Unified School District and operated by The Accelerated Schools. TAS has elected to adopt and implement its own instructional plan for English Learners. This English Learner Master Plan constitutes that plan and is submitted with the annual certification to the LAUSD Charter Schools Division.

TAS assures the District that the program described in this plan is grounded in sound educational theory, is staffed by teachers holding the appropriate English Learner authorizations, is supported by State Board of Education-adopted and standards-aligned instructional materials, and is evaluated annually with the results used to modify the program where it is not producing the intended outcomes.

Certification Crosswalk

The table below identifies where each element required of an independent charter school's alternative English Learner plan is addressed in this document.

Required Element	How Addressed at TAS	Location
How EL needs will be identified	Home Language Survey at enrollment; Initial ELPAC within 30 calendar days; annual Summative ELPAC; reasonable-doubt research protocol; records review for transfer students; ongoing diagnostic and benchmark screening (i-Ready, IMSE/Orton-Gillingham, Heggerty, NWEA MAP, San Diego Quick, CORE Phonics Survey).	Section 2
What services will be offered	Daily Designated ELD at the student's assessed proficiency level; Integrated ELD across all content areas; SDAIE and Project GLAD strategies in core instruction; tiered intervention through ALL Block, GROWL, CLAW, FLEX, and ELOP-funded extended learning; targeted LTEL supports; ELD for ELs with disabilities.	Sections 3 and 4
How, where, and by whom services will be provided	Designated ELD in the TK-5 classroom and in the middle school ELD course; Integrated ELD in every core class. Delivered by EL-authorized classroom teachers, the middle school ELD teacher, Resource Specialist Teachers, the Reading Intervention Team, and instructional aides, coordinated by the site administration and the Inclusion and Compliance Coordinator.	Sections 3, 4, 8, and 9

Required Element	How Addressed at TAS	Location
How the program is evaluated each year	Annual EL program evaluation against seven goals, reviewed by the ELD Committee, the site administration, and ELAC; California School Dashboard and English Learner Progress Indicator; reclassification and LTEL trend analysis; ELPAC, CAASPP, i-Ready and NWEA results; classroom walkthrough and observation data.	Section 8
How services will be assessed	Defined evaluation questions and measures for each program goal, including implementation-fidelity measures (ELD observation tool, authorization roster, placement audits) alongside student-outcome measures.	Section 8
How assessment results will be used to improve services	Findings drive professional development priorities, coaching cycles, master schedule and placement corrections, intervention design, curriculum adjustments, and budget decisions; reported to ELAC and to the Board through the LCAP cycle.	Sections 5 and 8

Note: Adoption. This plan was reviewed by the TAS administration and the English Learner Advisory Committee and adopted by the Board of Directors of The Accelerated Schools prior to submission. Signature page and ELAC meeting minutes are attached to the certification.

Contents

Charter School Assurances 2

Certification Crosswalk 2

Introduction 6

School Profile 6

Our Beliefs 6

Purpose of This Plan 7

Program Goals 8

Goal 1: Implementation 8

Goal 2: English Language Proficiency 8

Goal 3: Academic Progress 9

Goal 4: Reclassification 10

Goal 5: Monitoring, Professional Development, and Coaching 10

Goal 6: Family Engagement 11

Goal 7: Culture 11

Section 1. Guiding Principles for Educating English Learners 12

Instruction and Materials 12

Access to Grade-Level Content 12

Data and Placement 12

English Learner Master Plan Development Process 13

Section 2. Identification, Notification, Placement, and Reclassification 14

The Enrollment Process 14

Home Language Survey 14

Transitional Kindergarten and Kindergarten Orientation 15

English Language Proficiency Assessment: Initial Identification 15

English Language Proficiency Assessment: Annual Assessment 16

Language Classification 16

Parent Notification 16

Transfer Students 17

Professional Development on Identification, Placement, and Parental Rights 18

Reclassification 18

Section 3. Instructional Program 22

Elementary Instructional Program, Grades TK-5 22

Middle School Instructional Program, Grades 6-8 23

Integrated English Language Development 24

Intervention for Students Not Meeting Minimum Progress Expectations 25

Section 4. Guiding Principles for Instructional Services for English Learners 27

What Is English Language Development? 27

The Importance of Oral Language Development 28

Student Diversity and Grouping for ELD 28

- Mandatory Time for ELD Instruction 28
- Progress Monitoring for ELD: Elementary 29
- Progress Monitoring for ELD: Middle School 29
- Long-Term English Learners, Grades 6-8 30
- ELD for English Learners with Disabilities 30
- Coordination of Services and Multi-Tiered System of Supports 31

Section 5. Professional Development 32

- Specially Designed Academic Instruction in English 32
- Project GLAD 32
- Site Administrators 32
- Coaching and Instructional Support 32
- Outcomes and Goals for Professional Development 33

Section 6. Instructional Program for Standard English Learners 34

- Guiding Principles 34
- Instructional Goals 34
- Defining the SEL Population 34
- Academic Screening 34
- Culturally and Linguistically Responsive Education 35
- Ensuring Access to Core Academic Content 35

Section 7. Family and Community Involvement 36

- How TAS Involves Families of English Learners 36
- English Learner Advisory Committee 36
- Communication with Families, Translation, and Interpretation 37
- Required Parent Notifications 37
- Family Engagement Coordinator 38
- Family Workshop and Course Program 38
- Accountability for Family and Community Involvement 39

Section 8. Standards, Assessment, and Accountability 40

- Purposes of EL Program Monitoring, Evaluation, and Accountability 40
- EL Program Goals, Evaluation Questions, and Measures 40
- Using Monitoring and Effectiveness Information to Improve the Program 42
- Performance Management 42
- The California School Dashboard 42
- Accountability for Implementation 43

Section 9. Authorization to Teach English Learners 45

- Teacher Authorization 45
- Teacher Misassignment 45
- Administrator Authorization 45
- School Leadership Framework 45

Section 10. Funding 46

- General Funds 46
- Supplemental and Categorical Funds 46

Budget Process for Funds Dedicated to English Learners 46

Monitoring EL Categorical Expenditures 47

Appendix: Annual English Learner Compliance Calendar 48

References 49

Draft

Introduction

The Accelerated School (TAS) is a public charter school founded in 1994 and serving students in transitional kindergarten through grade eight. TAS is built on the belief that all children can learn and achieve, that family involvement is central to children's success, and that good schools transform communities. Students are treated as gifted and are engaged in intensive, hands-on learning experiences that link studies across disciplines.

Students at TAS are admitted through a public random lottery. The institutional goal of The Accelerated Schools 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. Meeting that goal for English Learners is the purpose of this plan.

School Profile

The following figures describe the TAS student population for the 2026-2027 school year and serve as the baseline for the annual program evaluation described in Section 8.

Indicator	2026-2027
Grades served	TK-8
Total enrollment	737
English Learners	212 (28% of enrollment)
Primary language of ELs	Spanish (predominant); see annual Language Census (R-30) for full distribution
Students eligible for free or reduced-price meals	620 (83.5%)
Hispanic/Latino	722 (98%)
African American	7 (1%)
All other groups	3 (less than 1%)
Average class size	TK 22:1 K-2 24:1 Grade 3 25:1 Grades 4-5 28:1 Grades 6-8 25-30:1

Our Beliefs

We believe that English Learners deserve an educational environment that is inclusive and affirming of their home language and culture, and that home language is a gift and a strength to build upon.

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

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

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

Purpose of This Plan

The success of English Learners, Standard English Learners (SELs), and former ELs who have been reclassified as fluent English proficient (RFEP) is among the highest priorities at TAS. We recognize that English Learners carry a double curricular load: they must become proficient in academic English at the same time that they master all of the academic content required of every student in California. This means that ELs require services above and beyond excellent first teaching: services that make grade-level instruction comprehensible and meaningful while accelerating language acquisition. This plan describes those services, who delivers them, and how we will know whether they are working.

Site-Based Priorities

Accelerated has identified the following as the 2026 - 2027 site-based priorities:

1. Every student receives effective tier 1 instruction:

- a. Use of standard-aligned formative assessments to inform instruction
- b. Implementation of evidence-based practices within curriculum (e.g., language routines and sense-making protocols)
- c. Focus on student cognition over teacher explanation
- d. Differentiation and scaffolding at the tier 1 level (e.g., modeling, multilingual supports, explicit small group instruction)
- e. Varied engagement strategies and high expectations

2. TAS systems support teacher practice and student growth:

- a. Coaching and professional learning are aligned and cohesive
- b. Teacher Leadership Team: Leaders of Culture & Instructional work
- c. Clear, intuitive systems to track our progress, create space for collaborative learning, and keep us focused on our goals
- d. Shared focus on intellectual preparation with students at the center

3. A school culture of student-centered joy and belonging:

- a. Clear community expectations and systems
 - i. Aligned staff responses to behavioral needs
 - ii. Improved systems around student incidents
- b. Shared mindsets and beliefs about students
- c. Community members feel safe to take healthy risks to learn and grow

Collaborative practices to engage stakeholders in culture work (students, families, teachers)

Program Goals

The seven goals below organize the work described in this plan and are the basis for the annual program evaluation described in Section 8. Each goal is stated with the actions TAS will take in 2026-2027 and the evidence that will be used to judge progress.

Goal 1: Implementation

The TAS English Learner Master Plan will be implemented consistently across TK-8, with evidence of English language acquisition and academic achievement for English Learners as measured by the ELPAC, CAASPP, RFEP monitoring records, and curricular and local assessments.

- Teachers, staff, and families receive an orientation to this plan at the start of the year, including the instructional platforms and scaffolds used to make content accessible, and are invited to serve on ELAC.
- An annual EL Parent ELPAC and Reclassification Workshop supports families to understand Initial and Summative ELPAC administration windows, how to read the Student Score Report, and the reclassification criteria.
- Historical and current EL and dually identified student data at the state, authorizer, and site level are paired with coaching on lesson planning, lesson delivery, and observation to identify professional development needs in both Designated and Integrated ELD.
- Professional learning is sequenced through the "ARCs of the Year," which divides the school year into phases with specific goals and focus areas so that leaders can anticipate the evolving needs of students and staff, monitor progress, and make data-informed adjustments.
- Teachers use the elementary and middle school ELD curricula with fidelity and engage in weekly lesson internalization to identify the scaffolds, exemplars, and supports students will need for productive struggle toward the intended learning outcomes.
- Teachers embed research-based strategies, Project GLAD techniques, and reading practices informed by the science of reading across all content areas.
- Formative assessment results (in-the-moment success-criteria checks, exit tickets, lesson assessments, and mid- and end-of-unit assessments) are used to track EL standards mastery and to trigger reteaching and small-group support.

Goal 2: English Language Proficiency

English Learners and Standard English Learners will make consistent progress in academic English, advancing at a minimum rate of one ELPAC proficiency level per year or, at minimum, demonstrating measurable growth within their current proficiency level as reflected in the English Learner Progress Indicator.

Building a literacy culture

TAS is building a culture in which reading is not finished until the reader does something that requires purposeful engagement with the text. The science of reading establishes the need for strong foundational literacy (phonological awareness, phonics, and fluency) and TAS teaches those skills explicitly. Reading instruction, however, extends beyond filling foundational gaps. Students need to read authentic, extended text and to have the time they need to read it, and the work of reading must extend beyond ELA and ELD into disciplinary literacy in every content area.

- TAS will analyze the K-2, 3-5, and 6-8 ELA curricula for evidence of both strands of Scarborough’s Reading Rope (word recognition and language comprehension) and grade-level teams will plan for any essential reading components not supplied by the curriculum.
- A Reading Task Force of primary-grade teachers with a strong foundation in literacy development will be convened in the fall to work with the Reading Interventionist, systematize the identification of foundational skill gaps in the current curriculum, and build a strategic plan to address them.
- The goal is that all students read fluently by the end of grade 2. In grades 3-5, instruction shifts from learning to read toward reading to learn, consolidating foundational skills while building complexity.

ELD curriculum

In 2026-2027, TAS is piloting Unlock ELD as the primary Designated ELD resource in grades K-5. Unlock ELD is built to integrate with the EL Education 2025 K-5 ELA curriculum that TAS adopted in 2025-2026: it uses the same complex, authentic texts and Language Maker Routines and builds toward the same summative module assessments, which preserves instructional continuity and reduces cognitive load for students. Grade-level leads in K-5 collaborate with their teams to build slide decks aligned to the weekly ELD lessons and the EL Education modules.

In grades 6-8, LANGUAGE! Live is the core Designated ELD curriculum. Literacy development combines daily phonics, phonological processing, and language comprehension instruction delivered to the whole group, in small groups, and individually, with an independent digital practice component that allows the teacher to monitor completion at school or at home.

Goal 3: Academic Progress

English Learners and students with disabilities will receive appropriately differentiated instruction and scaffolds, and will demonstrate growth on curricular, benchmark, and state assessments.

- All elementary and middle school teachers receive training on the effective implementation of adopted curricular programs paired with research-based strategies that promote vocabulary development, comprehension, and critical thinking through student discourse, sense-making and math language routines, and grade-level writing expectations.
- Teachers use formative assessments (exit tickets, quizzes, and rubric-aligned student reflections) at least every other week to adapt instruction. Elementary teams track results in a shared spreadsheet; middle school teams track in Gradient.
- All elementary teachers and the middle school ELD teacher administer a biweekly standards mastery assessment and reteach to the whole group when more than 20% of students do not reach 80% mastery.
- Elementary and middle school teachers integrate ELPAC- and CAASPP-aligned item types, give students regular opportunities to listen to oral presentations, take notes, discuss, and summarize, and require daily writing to prompts across disciplines.
- Teachers hold reflection and goal-setting conferences with students so that students can name their own strengths and needs by domain (listening, speaking, reading, writing) and set specific, measurable goals they monitor over time.

Data targets for 2026-2027

Measure	Achievement Target	Growth Target
i-Ready	Reading:	Reading:

Measure	Achievement Target	Growth Target
	• K-2: 47% at or above grade level (EOY) • Grades 3-5: 30% at or above grade level • Grades 6-8: 40% at or above grade level (EOY) Math: • K-2: 47% at or above grade level (EOY) • Grades 3-5: 30% at or above grade level • Grades 6-8: 30% at or above grade level (EOY)	• K-2: 50% meet stretch growth • Grades 3-5: 40% meet stretch growth • Grades 6-8: 30% meet stretch growth* Math: • K-2: 50% meet stretch growth • Grades 3-5: 40% meet stretch growth • Grades 6-8: 30% meet stretch growth* *First year of iReady for 6th-8th so no baseline for growth yet
CAASPP / SBAC	• ELA: -30 distance from standard • Mathematics: -60 distance from standard	• ELA: +5 points DFS Growth • Math: +3 points DFS Growth
Summative ELPAC	• Increase in the number and percentage of ELs advancing one overall proficiency level	• Students who do not advance a level show measurable growth within their level; increase in the percentage of ELs "Making Progress" on the English Learner Progress Indicator
Ongoing formative data	• At least 60% of all students reach mastery (3 or 4) • At least 60% of ELs and students with disabilities reach mastery	• Where fewer than 50% of students demonstrate mastery, a reteaching plan is created and the standard is reassessed
RFEP monitoring	• Reclassified students earn a grade of B or better in ELA each semester across the four-year monitoring window	• Reduction in the number of RFEP students requiring an intervention plan

Note: Targets shown as blanks are to be completed by the TAS administration using 2025-2026 end-of-year baselines prior to submission.

Goal 4: Reclassification

TAS will reclassify English Learners who meet the established criteria in a timely manner, will monitor and support reclassified students across the required four-year window, and will ensure that all English Learners show yearly progress toward the criteria for English proficiency. The criteria and process are set out in full in Section 2.

Goal 5: Monitoring, Professional Development, and Coaching

TAS will maintain a monitoring and evaluation plan for determining program effectiveness for English Learners and RFEP students, and will use the resulting data to improve instruction.

- Literacy measurement goal: all students will be reading by the end of grade 2.
- Kindergarten through grade 5 teachers, the Resource Specialist Teacher team, supporting instructional aides, and intervention teachers are trained in the Orton-Gillingham approach to provide strong Tier 1 instruction and Tier 2 intervention.

- Grades 3-5 teachers are trained in i-Ready and use the online program as a Tier 2 support following each quarterly diagnostic administration.
- The middle school ELD teacher is trained in LANGUAGE! Live and administers its diagnostic and benchmark assessments for placement and growth measurement, and is also trained in Orton-Gillingham strategies supporting phonemic awareness, phonics, phonological processing, and fluency.
- Teachers in grade-level and department teams meet with coaches and administrators to examine student performance data, the fidelity of strategy implementation, rigor, and differentiation.
- Teachers collect student work and use the Student Work Analysis Protocol to identify misconceptions, discuss trends with colleagues, and design targeted reteach plans.

Assessments used to measure growth over time

Grades	Assessments
K-3	Heggerty Phonemic Awareness baseline; Orton-Gillingham (IMSE) assessments; DIBELS; i-Ready diagnostic
3-5	i-Ready diagnostic and classroom assessments; CORE Phonics Survey for selected students; CAASPP Interim Comprehensive Assessments
6-8	LANGUAGE! Live diagnostic, mid-unit, and end-of-unit assessments; San Diego Quick; NWEA MAP (reading, language, mathematics); CAASPP Interim Assessment Blocks
TK-8	Initial and Summative ELPAC; ELPAC Interim Assessments (quarterly); curriculum-embedded assessments in EL Education, Unlock ELD, and Illustrative Mathematics

Goal 6: Family Engagement

Families will gain increased knowledge of language expectations and of the policies that support ELs and SELs, and will learn strategies to support their children's language development and their own. The full family engagement program is described in Section 7.

Goal 7: Culture

The school environment will show evidence of home language and cultural affirmation, and will support TAS students and families in developing multicultural awareness and competence. Building a culture of belonging is a school-wide priority: all stakeholders are expected to interrupt hateful language and behavior and to celebrate the diversity of the TAS community. TAS supports the whole child through social-emotional learning, executive functioning, self-advocacy, and self-direction.

- A family interest survey informs the scheduling of workshops and trainings.
- Family communications are sent in Spanish and English through ParentSquare, automated calls, printed flyers, and the school website.
- The TAS administration, instructional and culture leads, the Parent Advisory Committee, ELAC, PTA committees, and the ARC after-school program provide feedback that guides the planning of events reflecting the cultural diversity of the community.

Section 1. Guiding Principles for Educating English Learners

English Learners are held to the same high expectations of learning established for all students. Recognizing that educating an English Learner is multifaceted, TAS draws on research in second language acquisition and in the content disciplines, and treats language development as the shared responsibility of every adult in the building.

Instruction and Materials

- TAS ensures that teachers use State Board of Education-adopted or approved core and universal access materials to support English Learners and Standard English Learners in English Language Arts.
- All teachers providing ELD instruction to ELs and SELs hold the appropriate authorization to do so.
- Teachers employ research-based instructional strategies within the context of SBE-adopted materials in ELA and ELD to help ELs and SELs progress through ELPAC proficiency levels, and TAS monitors that use.
- The ELA and ELD programs use SBE-adopted materials in grades TK-8, including ancillary materials, along with SBE-approved and other standards-aligned materials, and these are implemented fully for ELs and SELs.
- ELA and ELD instruction is aligned with the California Common Core State Standards for English Language Arts and Literacy, the California English Language Development Standards, and the ELA/ELD Framework.
- The criteria for providing Designated ELD within the school day are clearly defined, implemented, and monitored.

Access to Grade-Level Content

- Criteria are clearly defined for supporting ELs and SELs in mathematics, including intervention where needed. English Learners are placed in grade-appropriate mathematics courses, including Algebra I for eligible grade 8 students.
- English Learners have access to advanced coursework and extended learning opportunities on the same terms as their peers; language classification alone never excludes a student from an advanced or enrichment opportunity.
- Teachers implement Specially Designed Academic Instruction in English (SDAIE) across all content areas so that ELs and SELs have meaningful access to grade-appropriate core curriculum, and all teachers providing SDAIE are appropriately authorized.
- TAS ensures that school schedules allocate appropriate instructional time for core instruction, Designated ELD, and strategic or intensive intervention as identified.
- English Learners at the Emerging and Expanding levels receive strategic and intensive intervention as needed, in addition to (never in place of) Designated ELD.

Data and Placement

- The criteria for grouping ELs and SELs for ELD instruction are clearly defined, implemented, and monitored.
- TAS provides teachers with detailed information about their ELs and SELs, including English proficiency, academic achievement data, and time in U.S. schools, and provides it early enough in the year to inform instructional decisions.
- TAS uses multiple data sources (English proficiency, academic achievement, and time in U.S. schools) when placing students in core and intervention classes.

- In the departmentalized middle school setting, criteria for placing ELs in Designated ELD courses are clearly defined, implemented, and monitored, and placements are audited each semester.
- Collaboration among all relevant staff around multiple sources of student data informs targeted professional development in both subject-area content and ELD.
- Teaching and administrative staff closely monitor and support the academic progress of at-risk and long-term English Learners performing below grade level.
- Formative assessments are used on an ongoing basis, and summative assessments periodically, to monitor the progress of ELs and SELs in ELD.
- Student reclassification progress sheets are used to build students' own awareness of, and ownership over, incremental progress toward the reclassification criteria.

English Learner Master Plan Development Process

TAS engaged in a transparent and inclusive process to develop this plan. The site administration reviewed existing organizational practices to identify where they were working and where they were not, and used that review to produce an initial draft. The draft was shared with the instructional leadership team, the Inclusion and Compliance Coordinator, and the middle school ELD teacher for technical review, and with the English Learner Advisory Committee for input at a dedicated meeting. Written feedback submitted during and after that meeting was reviewed and, where appropriate, incorporated. The plan was then reviewed by the executive leadership of The Accelerated Schools and adopted by the Board of Directors.

This plan is reviewed and updated annually. Revisions are prompted by the annual program evaluation described in Section 8, by changes in state or federal requirements, and by ELAC recommendations.

Section 2. Identification, Notification, Placement, and Reclassification

The TAS process for initial identification, parent notification, assessment, and program placement of English Learners is aligned with LAUSD practice and is standardized for consistency and equity. The process is responsive to the educational needs of ELs and to the preferences of parents and guardians.

The Enrollment Process

The enrollment process begins when a family comes to TAS. The main office is designed to be a warm and welcoming place for families and children, and a staff member is always available to provide consistent information about the instructional program offered to English Learners. All information is provided in a language families understand. Every effort is made to keep enrollment convenient and efficient. The enrollment packet includes an explanation of the Uniform Complaint Procedures so that all families understand how to raise a concern.

Home Language Survey

Upon initial enrollment, families complete the Home Language Survey (HLS) section of the TAS Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine whether a language other than English is used in the student's home. Before completing it, families receive an explanation of its purpose and use, including the possibility that their child may be given an assessment of English language proficiency. Staff make clear that the HLS is not used to determine a student's language classification and is never used to determine or record immigration status.

The HLS is completed by the parent or guardian at the time of the student's initial enrollment in a U.S. public school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys. The first HLS on file (whether completed at Pre-K, TK, or kindergarten) supersedes all later forms. HLS responses are maintained in the school's Student Information System (PowerSchool) and in the student's cumulative record.

The Home Language Survey consists of 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 responses determine the student's home language status:

- **English Only (EO).** If the answers to all four questions are "English," the student is classified English Only and is not assessed.
- **Possible English Learner.** If the answer to any of the first three questions indicates a language other than English, or a combination of English and another language, the student is assessed with the Initial ELPAC to determine English language proficiency.
- **Reasonable doubt.** If the responses to the first three questions are "English" but the response to the fourth is a language other than English, reasonable doubt may exist as to the student's home language. The administrator or designee researches the student's language background and consults with the family.

Indicators considered when establishing reasonable doubt include:

- o The parent or guardian requires an interpreter to communicate in English.
- o The parent or guardian speaks to the child in a language other than English.
- o The HLS is completed in a language other than English, including spelling the word "English" in another language.
- o The student initiates interaction with parents or guardians in a language other than English.
- o The child is cared for during the workday by a person or persons who speak a language other than English.
- o After a reasonable period in an instructional program designed for fluent-English-proficient students, the student demonstrates a lack of comprehension of instruction and classroom routines conducted in English.

Where there is evidence of significant non-English exposure, the student must be administered the Initial ELPAC before a language classification can be determined. A certificated or qualified staff member consults with the family about the need for the assessment, the results, and the resulting program placement.

Note: When reasonable doubt is established, TAS annotates the HLS to document the reasons for ELPAC administration, and the administrator or designee signs and dates the annotation. A parent may amend the HLS at any time. If the student has already taken the Summative ELPAC, changes to the HLS do not affect the official language classification. If the parent amends the HLS before Initial ELPAC administration, TAS honors the change while continuing to weigh reasonable doubt against the family's or student's observed linguistic behavior. If the parent amends the HLS after the Initial ELPAC but before the Summative ELPAC, the administrative team meets with the family to reach agreement on the student's language designation.

Transitional Kindergarten and Kindergarten Orientation

Before the start of the school year and during the year, TAS holds orientation and information meetings for families of newly enrolling transitional kindergarten and kindergarten students. These meetings give families the information they need to make meaningful decisions about their child's instructional program, and describe the program, the minimum progress expectations, and the curricular materials used. Meetings are offered at different times of day to accommodate work schedules, with translation and interpretation provided. TAS ensures that families of transfer students and newcomers who could not attend receive comparable information.

English Language Proficiency Assessment: Initial Identification

State and federal regulations require that when a student's HLS indicates a language other than English is used at home, the student's English language proficiency must be assessed. TAS assesses students within 30 calendar days of the beginning of the school year, and within two weeks of enrollment for students who enroll during the year. Families must be notified of the results and of program placement within 30 calendar days of initial enrollment.

In accordance with the Education Code, initially enrolling students identified by the HLS as potential English Learners may not be exempted from the state-adopted English language proficiency assessment. In California, that assessment is the Initial ELPAC. TAS, as a local educational agency, locally produces the official score for the initial assessment using the Local Scoring Tool. Based on that score, a student is classified either as an English Learner or as Initial Fluent English Proficient. Once identified as an EL, a student is assessed annually with the Summative ELPAC each spring until the eligibility criteria for reclassification are met.

- All test examiners obtain annual certification through ELPAC professional development before administering any portion of the assessment.
- Classroom teachers are responsible for administering the ELPAC or portions of it. Where that is not possible, the EL Coordinator, an administrator, or other fully trained staff administer the assessment.
- Elementary students are tested in their assigned classrooms by their teachers, with ELPAC-trained substitutes providing coverage.
- Middle school students are tested in their grade-level ELD classrooms, with ELPAC-trained substitutes providing coverage.
- TAS provides teachers with support during the individually administered Speaking (TK-8) and Listening (TK-1) components that require one-to-one administration.

Initial ELPAC assessments are locally scored at the school site so that an official language classification can be identified for each student. Results are accurately and permanently recorded in the student's cumulative record and in PowerSchool, and are used to determine appropriate instructional placement. The language acquisition program must be communicated to the family within 30 calendar days of initial enrollment.

Note: English Learners with disabilities must be assessed with the Initial ELPAC and, thereafter, annually with the Summative ELPAC. They may be tested using the CDE-approved testing variations, accommodations, and modifications, which are updated annually. The IEP team documents any accommodations or modifications in the student's IEP, and these may not deviate from those approved by CDE. Students with the most significant cognitive disabilities are assessed with the Alternate ELPAC in accordance with their IEP.

English Language Proficiency Assessment: Annual Assessment

State and federal guidelines require each English Learner to be assessed annually to determine progress in acquiring English language proficiency. The Summative ELPAC is administered within the testing window prescribed by the California Education Code, and TAS ensures that every EL is assessed. Official results are provided to families in a language they understand as soon as they are released by the test publisher, together with information on how to interpret the Student Score Report, which is available in multiple languages. Families may request a meeting to discuss the results.

Language Classification

Initial classification

A student's initial language classification is determined by overall performance on the Initial ELPAC:

- **English Learner (EL).** The Initial ELPAC score, produced using the Local Scoring Tool, identifies the student as an English Learner.
- **Initial Fluent English Proficient (IFEP).** The Initial ELPAC score identifies the student as already fluent in English. This occurs when a student enters school fluent in both English and the home language, or has had minimal exposure to the other language spoken in the home.

The classification is entered into PowerSchool and reported through the California Longitudinal Pupil Achievement Data System (CALPADS). Students classified IFEP are not eligible for EL services and receive grade-level instruction in the program designed for native- and fluent-English speakers.

Annual classification

Families of English Learners are notified each year of their child's current language classification along with the annual assessment results. A student remains an English Learner until the criteria for reclassification are met.

Parent Notification

Notification of initial assessment results and program placement

Families of students administered the Initial ELPAC (both ELs and IFEPs) receive official notification within 30 calendar days of enrollment informing them of the child's language acquisition program, official language classification, and instructional program placement. The notification also includes:

- The instructional program, educational strategies, and educational materials used in each program;
- The reclassification, or program exit, criteria; and
- For an EL with an IEP, the instructional program for the student and how it will meet the objectives of the IEP.

Families are informed through the Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria, and are advised to contact the school with questions. A parent or guardian, or TAS, may request a classification review prior to Summative ELPAC administration under California Code of Regulations, Title 5, Section 11518.20(a).

Notification of annual assessment results and program placement

Families of English Learners administered the Summative ELPAC receive official notification within 30 calendar days of TAS receiving the results, or within 15 days of the start of the school year if results arrive after the last day of instruction. The notification informs families of the child's annual English language proficiency level and how it was assessed, official language classification, and instructional program placement, and includes:

- The instructional program, educational strategies, and educational materials used in each program;
- Progress expectations for the student's program option;
- The reclassification, or program exit, criteria; and
- For an EL with an IEP, the instructional program for the student and how it will meet the objectives of the IEP.

Parent confirmation of program placement

If, after being informed of the results, a family does not agree with the program placement or has questions about the assessment, the parent or guardian may request a conference with the site administrator or designee to discuss the information in the letter.

Transfer Students

TAS requests the cumulative record from the previous school. Upon receipt, the site administrator reviews the accuracy of the student's records, including information entered in PowerSchool, and ensures the student is placed in the appropriate instructional program as specified in the current records. TAS may also check CALPADS for the student's language status.

Transfers from other California public school districts

Students transferring from another California public school district must present documentation verifying enrollment. Where records such as the HLS, state assessment scores including the ELPAC, and official language classification (EO, IFEP, EL, RFEP) are available at enrollment, TAS does not repeat the initial identification and assessment process; staff enter the information into PowerSchool. Where records are not available, staff contact the prior district to request them.

Note: Student records may be transmitted only by methods that meet student confidentiality requirements. Records are not sent by unsecured email.

Transfers from out of state or from another country

The initial identification and assessment process is used for students entering TAS from another state or country. Students born in another country may have two enrollment dates:

- **School enrollment date.** The student's first day of attendance at TAS.
- **U.S. enrollment date.** The student's first day of attendance in a school in the United States.

For example, a student from Colombia who enrolled in a Pennsylvania public school on February 12, 2024 and moved to California in 2025, then enrolled at TAS on August 11, 2025, has a school enrollment date of August 11, 2025 and a U.S. enrollment date of February 12, 2024. Both dates are entered into the student's records and into PowerSchool, because the U.S. enrollment date determines years in U.S. schools and therefore long-term English Learner status. The student is placed in the grade level aligned with age and transcripts. Students who attended a California public school, relocated out of state, and returned should have initial identification and assessment information already on file.

Transfers from private schools

The initial identification and assessment process is used for students entering from a private school. The enrollment date entered into PowerSchool is the date the student first enrolled in a California public school. The student's HLS determines whether an initial language assessment is required, and the student is placed in the grade level aligned with age and transcripts.

Transfers into the departmentalized middle school program

When a student arrives with transcripts, the administration analyzes them to make appropriate placement recommendations, including for non-English-language transcripts. Where transcript analysis or placement assessment results are ambiguous, a meeting is scheduled with the student and family to determine placement. Students new to the United States in grades 6-8 receive a meeting with the family, the student, and an administrator or designee to discuss course placement, ELD placement, and the path toward high school readiness.

Professional Development on Identification, Placement, and Parental Rights

TAS provides annual professional development for administrators and staff, including special education teachers and staff, on the legal requirements and school procedures for implementing the identification and placement provisions of this plan, including:

- Initial identification and the reasonable-doubt protocol;
- Placement options and procedures;
- Communicating assessment results to families effectively; and

- Parental rights and informed consent regarding initial identification and placement.

Participants include site administrators, teaching staff, instructional aides, community liaisons, the Family Engagement Coordinator, staff who work with EL student records, office staff responsible for registration, EL specialists, special education teachers, paraprofessionals, and other support staff as necessary. All staff responsible for student enrollment, including all site administrators, complete this training annually, before or within ten days of the opening of school, or upon hire. The training places particular emphasis on making families feel welcome and ensuring they are genuinely informed and able to take an active role in the process.

Note: Parental exception waivers are not part of this process. Proposition 58 (2016) and the resulting amendments to Education Code sections 305-310 eliminated the waiver requirement and replaced it with the parental-input and language-acquisition-program-request provisions reflected in this plan and in Section 7.

Reclassification

TAS reclassifies English Learners as Reclassified Fluent English Proficient (RFEP) at the point when specialized language and academic support services are no longer needed for the student to be successful in the mainstream program at a level commensurate with peers who are not English Learners. Once reclassified, students retain RFEP status for the remainder of their educational careers. The academic progress of RFEP students is monitored for a minimum of four years, as required by state and federal guidelines; where linguistic or academic performance declines or stalls, interventions are provided so that students reach and maintain grade-level proficiency.

Criteria used for reclassification

English Learners are reclassified based on the multiple criteria identified in California Education Code section 313 and recommended by the State Board of Education:

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

To be reclassified at TAS, an English Learner must meet all four criteria as operationalized below.

	Criterion	TAS Standard
1	Assessment of English language proficiency	• Summative ELPAC Overall Performance Level 4 (Well Developed). • For students with the most significant cognitive disabilities who take the Summative Alternate ELPAC per their IEP team's designation: Overall Performance Level 3. • If this criterion is met, proceed to Criterion 2. If it is not met, the student remains an English Learner.
2	Comparison of performance in basic skills	• Grades TK-5: a score in the Basic range or higher on the most recent i-Ready reading assessment.

	Criterion	TAS Standard
		• Grades 6-8: a RIT score in the low-average range or higher on the NWEA MAP reading assessment. • Alternatively, at any grade level: Level 3 (Standard Met) or higher on the CAASPP ELA assessment. • If this criterion is met, proceed to Criterion 3.
3	Teacher evaluation of curriculum mastery	• Grades TK-5: an overall mark of 3 (equivalent to B) or better in English Language Arts and in English Language Development on the most recent report card. • Grades 6-8: a grade of C or better in English Language Arts and in English Language Development on the most recent report card. • The teacher and an administrator recommend reclassification based on the student's academic performance in ELA. • If this criterion is met, proceed to Criterion 4.
4	Parent opinion and consultation	• The family is consulted, informed of the student's proficiency both orally and in writing, and given the opportunity to ask questions. • The parent or guardian signs the Notification of Reclassification indicating agreement that the student is ready to be reclassified. • When all four criteria are met, the student is formally reclassified.

Note: Pending legislation. Assembly Bill 2555 (Patel), which would amend Education Code section 313 to make the ELPAC score the sole reclassification criterion and to create an alternate pathway for students with disabilities, was pending in the Legislature at the time this plan was written. It has not been enacted. TAS will continue to apply the four criteria above, consistent with current CDE guidance, and will revise this section and notify families and the LAUSD Charter Schools Division if the bill is enacted and CDE issues implementing guidance.

Reclassification process

The site administrator or designee is responsible for ensuring that English Learners who meet the eligibility criteria are reclassified in a timely manner. The process begins when official ELPAC results are released and repeats at the end of each reporting period.

1. The administrator or designee generates rosters from PowerSchool of English Learners who have met the ELPAC criterion.
2. The administrator, office staff, and data specialist review the rosters for accuracy and for missing data, such as a missing domain score.
3. Students who meet all four criteria are identified, and families are informed of their child's proficiency both orally and in writing.
4. The family meets with the educational team (administrator, classroom or ELD teacher) to review and sign the Notification of Reclassification.
5. The reclassification is recorded in PowerSchool and reported through CALPADS, and the signed notification is filed in the cumulative record.

Elementary reclassification review occurs at two checkpoints each year (December and June) following the sequence below.

December Checkpoint	June Checkpoint
• Identify all students meeting the ELPAC criterion. • Identify students meeting the basic-skills criterion for their grade level. • Identify students meeting the report card criterion. • Where a student does not meet the report card criterion, consult the ELD teacher's progress-monitoring data before determining the outcome. • Consult the family and complete the Notification of Reclassification.	• Identify all students meeting the ELPAC criterion. • Identify students meeting the basic-skills criterion for their grade level. • Identify students meeting the report card criterion. • Where a student does not meet the report card criterion, consult the ELD teacher's progress-monitoring data before determining the outcome. • Consult the family and complete the Notification of Reclassification.

Reclassifying English Learners with disabilities

The reclassification criteria above apply to English Learners with disabilities. The ELPAC is used for students who participate in the general education curriculum; the Alternate ELPAC is administered to students on the alternate curriculum as designated by the IEP team. The IEP team is consulted when reclassifying an English Learner with a disability, and verifies that students with ELD goals in their IEPs have mastered those goals before reclassification.

Individualized Reclassification is a process by which an English Learner with an IEP may be reclassified when the IEP team determines that the student would benefit from reclassification but that the disability (rather than limited English proficiency) is the primary reason the student does not meet the standard criteria. Students with disabilities, including significant cognitive disabilities, are afforded the same opportunity to be reclassified as students without disabilities.

The IEP team may consider measures of English language proficiency (the ELPAC or Alternate ELPAC) and performance levels in basic skills equivalent to those of an English proficient peer with a similar disability. Where the team determines that the student's English language proficiency is commensurate with similarly disabled English proficient peers, it may recommend reclassification through the Individualized Reclassification protocol.

- **Who initiates.** Case managers initiate the process with the support of the Program Specialist. The Special Education Administrator oversees the process and ensures the packet is completed and submitted for approval.
- **Meeting.** A reclassification meeting is held with the Special Education Administrator, the site administrator, the Resource Specialist Teacher, and the teacher. Where the team determines the student meets the conditions, an IEP meeting is scheduled to formally recommend reclassification.
- **Documentation.** At the IEP meeting the team completes the IEP Team Worksheet to Determine Reclassification, which is uploaded into Welligent as documentation.

The Individualized Reclassification packet submitted to the Special Education Administrator includes the Individualized Reclassification form with required signatures; a copy of the entire most recent IEP, including a signed signature and consent page, compliant with CDE guidelines and containing all required components for English Learners in the appropriate sections; and the most recent report card and assessment results.

Monitoring the progress of reclassified students

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

The ELD Committee, the site administrator or designee, an assistant principal, the classroom or ELD teacher, and other personnel as appropriate, including specialist teachers and the family of the student under review, meets to review the performance and progress of RFEP students twice each year: after official Summative ELPAC scores are received at the end of the school year, and after the first semester when mid-year report cards and literacy data are available.

The committee maintains a four-year monitoring record for each RFEP student that includes, at minimum, semester grades in ELA and mathematics, beginning- and end-of-year reading data, CAASPP ELA and mathematics results, periodic and benchmark assessment results, curriculum-embedded assessments, and teacher evaluation reports.

Where a student is not making satisfactory progress after reclassification, the committee meets with the classroom teacher to develop an instructional intervention plan with specialized support. Appropriate measures include:

- A student, teacher, and family conference;
- After-school tutoring or academic support;
- Targeted reading, writing, or mathematics instruction;
- Content-based language development instruction; and
- Intervention or intersession classes.

Section 3. Instructional Program

TAS provides an instructional program tailored to meet the diverse needs of English Learners. The program guarantees access to a comprehensive curriculum with scaffolds and support for students at every English language proficiency level. The goal is for English Learners to leave grade 8 prepared to participate fully in A-G coursework and to graduate from high school ready for college and careers. The program ensures that English Learners with disabilities have an equal opportunity to participate consistent with their IEPs, and that language classification never excludes a student from advanced or enrichment opportunities.

TAS operates a mainstream English instructional program with Designated and Integrated English Language Development. Instruction is overwhelmingly in English, with primary language support used as a scaffold for newcomers.

Students Served	Key Program Components	Staffing and Credentialing	Family Information
• All English Learners in grades TK-8 at the Emerging, Expanding, and Bridging levels. • Newcomers and students new to U.S. schools. • Long-term English Learners in grades 6-8. • RFEP students during the four-year monitoring window.	• Daily Designated ELD at the student's assessed proficiency level. • Integrated ELD in every content area, aligned to the CA ELD Standards. • SDAIE and Project GLAD strategies across the curriculum. • Standards-based instruction in all curricular areas using SBE-adopted materials. • Tiered intervention in addition to, never in place of, Designated ELD.	• Multiple Subject or Single Subject Teaching Credential as appropriate to assignment. • CLAD / English Learner Authorization, or Bilingual Authorization, required of every teacher of ELs. • Middle school ELD taught by an EL-authorized teacher trained in LANGUAGE! Live and Orton-Gillingham. • Site administrators trained on this plan and on ELD observation.	• Program design explained at enrollment and at TK/K orientation. • Annual ELPAC and Reclassification Workshop. • Progress discussed at parent conferences and student-led conferences. • All written and oral communication provided in Spanish and English.

Elementary Instructional Program, Grades TK-5

Students in grades TK-5 acquire English language proficiency and grade-level academic content through a combination of Designated ELD and differentiated, scaffolded core instruction in English. The goal is for English Learners to progress linguistically and academically toward both the ELD standards and grade-level content standards, and for reclassified students to perform comparably to their native-English-proficient peers.

- Designated ELD: 30-45 minutes daily at the student's assessed English proficiency level, focused on academic language development, using Unlock ELD in grades K-5.
- Platooning for ELD within or across grade levels as needed so that students receive ELD at the appropriate proficiency level.
- Access to instruction in all curricular areas aligned to content standards, using SBE-adopted and district-approved materials.
- Differentiated instruction in reading, writing, mathematics, science, and social science delivered through SDAIE methodology.

- ALL Block: 60 minutes daily of small-group, differentiated phonics and skills development addressing Tier 1 and Tier 2 needs, delivered by the classroom teacher with support from the Elementary Intervention Team.
- Mathematics centers for skills development and practice during ALL Block and FLEX time.
- Grades 4 and 5 are departmentalized for ELA and mathematics.
- Tier 3 pull-out support during FLEX time in the afternoon for students performing at or below the 25th percentile, with progress closely monitored.

Elementary screening and diagnostic assessment

All students in grades K-5, both English Learners and English-only students, take an i-Ready diagnostic reading assessment to identify strengths and needs in foundational skills, vocabulary, and comprehension of fiction and nonfiction. Students in K-2 also complete Institute for Multisensory Education (IMSE) assessments to identify needs in decoding, high-frequency words, and spelling. Students in grades 3-5 complete the IMSE Morphology Initial Prefix and Suffix assessments. i-Ready and IMSE both generate prescriptive, targeted lessons for small-group instruction and reteaching, aligned to the adopted curriculum and supplemental resources. The i-Ready diagnostic is administered four times per year; Orton-Gillingham reading and writing assessments are administered at least three times per year, more frequently where needed to support growth.

Elementary Reading Intervention Team

The Elementary Reading Intervention Team consists of a Reading Specialist holding multiple-subject and reading specialist credentials, and an instructional aide trained by IMSE in strategies aligned to the science of reading. The team works with students in grades 1-5 who score below the 25th percentile in the i-Ready reading domain, prioritizing phonics. Students in grades 3-5 who score below the 25th percentile but do not show a phonics need on the screeners receive intervention from their classroom teachers during ALL Block. Students in grades 1-2 who score below the 25th percentile without a phonics need receive intervention in comprehension and vocabulary.

A Reading Intervention TOSA works with teachers in grades K-5 to support implementation and differentiation of the ELD curriculum, strategies for newcomers, and implementation of Project GLAD; models lessons, observes, and provides feedback; and leads the school-wide reading-for-pleasure campaign and reading incentive program.

Elementary science and interdisciplinary instruction

Elementary teachers plan dedicated science instruction using the EL Education interdisciplinary modules and the Inspire Science curriculum. EL Education builds background knowledge through trade books, articles, and authentic texts in the content areas, with structured block instruction giving students hands-on interdisciplinary experiences in which they discuss, collaborate, and write about outcomes, culminating in performance tasks. Inspire Science is a hands-on K-5 curriculum aligned to the Next Generation Science Standards, using the 5E instructional model and anchoring each unit to a real-world phenomenon. It supports English Learners specifically through leveled readers written at four readability levels, the Claim-Evidence-Reasoning framework for scientific argumentation, and Universal Design for Learning principles across digital and print materials.

Middle School Instructional Program, Grades 6-8

The goal of the middle school program is for English Learners to continue to progress linguistically and academically toward ELD proficiency and grade-level standards, with the scaffolded content instruction and support they need to enter high school prepared for A-G coursework. The program also serves reclassified students, ensuring their linguistic and academic skills are comparable to those of their native-English-speaking peers.

- Designated ELD delivered through block scheduling in three periods per week of 90 minutes each, alternating odd and even periods weekly (270 minutes weekly)
- A mainstream language arts course alongside EO, IFEP, and RFEP peers.
- Access to all curricular areas aligned to content standards, using SDAIE methodology and sense-making protocols.
- Differentiated instruction using state-adopted, standards-based curriculum and supplemental materials.
- Instruction overwhelmingly in English, with primary language support as a scaffold where appropriate.
- CLAW classes meeting two to three times weekly, providing small-group targeted support from Resource Specialist Teachers and pull-out support as indicated on students' IEPs.
- Intervention classes in ELA and mathematics for students whose data indicates they are multiple years behind in standards mastery, focused on foundational skills development.

Middle school Designated ELD

Placement in Designated ELD is determined by the prior year's ELPAC scores, which identify strengths and needs by domain. TAS offers levels of Designated ELD support:

- **ELD 1/2.** Designed for Emerging and Expanding English Learners. Students focus on language and vocabulary development, supported by the California LANGUAGE! Live curriculum. Instruction is based on the CA ELD Standards, with emphasis on collaborative discussion, interacting in written English, listening actively in social and academic contexts, expressing ideas in oral presentations, writing literary and informational texts, and using verbs and verb phrases across tenses.
- **ELD 3.** Designed for Expanding and Bridging English Learners. Students focus on increasing reading, writing, listening, and speaking skills, supported by California LANGUAGE! Live, with a balanced approach through vocabulary development, reading comprehension, culturally relevant literature, informational texts, and grammar instruction.

Students take a diagnostic assessment of foundational reading skills and the San Diego Quick assessment of phonics mastery, and are placed into a leveled digital program reinforcing sound-spelling relationships, phonemic awareness, phonics, phonological processing, and fluency. The second component of the curriculum supports students to read and understand complex text using Language Dive strategies, to think critically about what they read, to engage in group discussion in which they justify their thinking and cite evidence, and then to write about it. The middle school ELD teacher works with a special education instructional aide who provides in-class support.

Middle school Integrated ELD support

Middle school content teachers receive support to identify strategies (within the curriculum and beyond it) that frontload learning, create exemplars, and scaffold information through sentence frames, discussion starters, graphic organizers, note catchers, vocabulary-building experiences, and reference charts, and that chunk information with multiple opportunities to practice new learning as students move toward mastery of grade-level standards, measured through exit tickets, performance tasks, and formative assessments.

Integrated English Language Development

All teachers are responsible for incorporating the California English Language Development Standards into their content-area instruction. Integrated ELD does not substitute for Designated ELD. It is a separate requirement that applies to every teacher in every class period. Integrated ELD at TAS includes:

- ELD instruction incorporated into core classes with a focus on academic language development;
- Targeted instruction using evidence-based strategies aligned to SDAIE methodology;
- Language objectives stated alongside content objectives in each lesson;
- Regular Language Dives and mathematics discussion routines to support vocabulary, comprehension, and critical thinking;
- Differentiated instruction and access to translated documents and materials as appropriate; and
- Use of state-adopted, standards-based materials and supplements.

Intervention for Students Not Meeting Minimum Progress Expectations

Minimum progress expectations are defined so that families, staff, and students understand what constitutes appropriate progress and when a student requires additional support. All English Learners are monitored regularly to ensure adequate progress toward English proficiency and grade-level content mastery. When a student does not meet the expected benchmarks, intervention is provided to accelerate learning and the family is notified in a meeting or in writing of the specific areas of need and of the interventions being provided.

The benchmarks described in this plan are annual, but students are monitored far more frequently so that academic deficits do not develop. It is important to examine the achievement of a student's true peers (students with similar language proficiency, cultural background, and experience) in judging progress. If several true peers are struggling, that is an indication that core instruction is less than optimal for that entire group of students, and the response belongs at the Tier 1 level. Where a particular student is progressing substantially more slowly than true peers, that student requires intervention.

Elementary intervention

TAS uses i-Ready, an online adaptive ELA and mathematics program, to identify individual students' conceptual strengths and needs and to generate prescriptive lessons that can be delivered to an individual or to a group struggling with the same standards. All TAS students participate in a minimum of 45 minutes weekly of i-Ready online practice in both mathematics and ELA, supplemented by small-group teaching as needed. Intervention groups are adjusted after each assessment administration according to the assessment calendar, and the intervention teacher maintains anecdotal records on participating students. Reteaching, intervention, and lesson extension are provided during ALL Block and GROWL time, with grouping determined by informal and formative assessment data. Before- and after-school tutoring is available.

Middle school intervention

Middle school teachers monitor and analyze EL performance on NWEA MAP benchmarks and ELPAC Interim Assessments, administered in standardized and non-standardized formats at the beginning and end of the year, to identify measurable growth against projected growth. A range of summative and formative data identifies students who would benefit from intervention classes in reading and mathematics and from targeted small-group reading instruction during CLAW.

- Reading enrichment and intervention classes offer Advanced Word Study: phonics, fluency, vocabulary development, morphology, and comprehension.
- Grade 6 students receive daily mathematics instruction; grades 7 and 8 mathematics intervention classes focus on foundational skills development.
- After-school tutoring and credit-recovery and intersession support in mathematics and ELA are offered through the Expanded Learning Opportunities Program (ELOP).

- Students enrolled in the ARC after-school program receive one hour of daily tutoring support.
- Small-group pull-out support in phonics, morphology, and comprehension is provided during CLAW classes.

Common features of all TAS interventions

Whatever the tier or setting, every TAS intervention shares the following:

- An initial meeting of the Student Success and Progress Team to discuss teacher concerns about the student's progress, with the family invited to join the team at Tier 2;
- In-depth assessment to determine the specific area of need, and instruction targeted to that need;
- Frequent progress monitoring to establish whether the intervention is working;
- Systematic and explicit instruction with modeling, multiple examples, and feedback; and
- The option of a different curriculum from the core program, with increased time and intensity.

All intervention at TAS is supplemental. It is provided in addition to core instruction and in addition to Designated ELD.

Section 4. Guiding Principles for Instructional Services for English Learners

TAS commits to three guiding principles across all instructional services for English Learners:

- English Learners possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction builds on those 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 is designed to ensure that English Learners acquire English language proficiency, master the academic content standards required of all California students, and recoup any academic deficits accrued while in EL status. It contains the following required components:

- Well-articulated, standards-based, differentiated Designated ELD instruction, targeted at students' assessed language needs;
- The California ELD Standards incorporated into instruction across every content area;
- Well-articulated, standards-based, differentiated instruction using SDAIE and Project GLAD to ensure full access to the core curriculum; and
- Ongoing assessment used to evaluate student progress and to evaluate the program itself.

What Is English Language Development?

English Language Development is separate from but complementary to English language arts instruction. ELA addresses all four domains of language and is the content area in which 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 through robust, contextualized instruction, with many opportunities for students to engage in meaningful language practice at an appropriate level of challenge and complexity.

Effective ELD improves access to language arts and every other core subject by explicitly addressing the language demands of the core. It does not replace a robust grade-level language arts program; it is instruction in addition to a standards-based reading and language arts program. California and the U.S. Department of Education consider ELD to be core instruction for English Learners, not an elective and not a service from which students may opt out.

The intent of the ELD component is for teachers to explicitly and intentionally teach English in order to develop a strong foundation in both social and academic settings. Research indicates that explicit ELD instruction is valuable for English Learners and that it should include carefully planned interactive activities among students. ELD instruction focuses on components of English that are not likely to be acquired adequately or efficiently in other instructional or social settings: sheltered content classes, mainstream English instruction, or daily school, family, and community interaction.

ELD instruction at TAS is research- and standards-based, systematically planned and structured through a scope and sequence of language progressions, assessed and monitored over time, and delivered against specific language objectives. It explicitly teaches the elements and features of English (vocabulary, syntax, grammar, discourse, functions, and conventions) as well as the comprehension and production of discipline-specific academic language in mathematics, science, and social studies. There is ample evidence that carefully planned lessons explicitly addressing specific aspects of English are far more productive than merely exposing students to abundant English and addressing specific forms incidentally.

TAS guidelines for effective ELD instruction

- A separate block of time is devoted to daily Designated ELD instruction.
- Instruction emphasizes listening and speaking, while incorporating reading and writing.
- Elements of English are taught explicitly: vocabulary, syntax, grammar, functions, conventions.
- Lessons are planned and delivered with specific content and language objectives.
- Meaning and communication are integrated to support the explicit teaching of language.
- Carefully planned interactive activities among students are built into every lesson.
- Teachers attend to communication and language-learning strategies during instruction.
- Academic language is emphasized alongside conversational language.
- Instruction continues until students meet the reclassification criteria.
- Students are carefully grouped by language proficiency for Designated ELD, and are in mixed, heterogeneous classrooms (never segregated by language proficiency) at all other times of the school day.
- Ongoing assessment is used to evaluate both student progress and program effectiveness.

The Importance of Oral Language Development

ELD addresses all domains of language, 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 rather than left to chance, and must be taught purposefully in every ELD lesson. As students progress through proficiency levels, these activities increase in sophistication, supporting students to analyze, explain, discuss, construct arguments about, and provide evidence from complex texts across all academic content areas.

Student Diversity and Grouping for ELD

While many English Learners at TAS are making expected progress toward language and academic goals, the plan must also address the needs of those who are not: at-risk English Learners and long-term English Learners. ELD instruction is differentiated by the student's level of English proficiency and is targeted to strengths and needs across listening, speaking, reading, and writing.

Classroom teachers identify ELD groups using ELPAC performance, ELD progress assessments, curriculum-embedded assessments, and ELD portfolios. Classrooms are composed heterogeneously, with students of many proficiency levels together. Where a grade level has sufficient teachers, teams collaborate to regroup students across the grade so that ELD sections contain the fewest proficiency levels per group and ELD can be delivered within the classroom.

Mandatory Time for ELD Instruction

Designated ELD occurs daily for every English Learner until the student is reclassified.

Grade Level and Proficiency	Required Designated ELD Time
Elementary, all proficiency levels	30-45 minutes daily, in addition to grade-level core reading and language arts
Middle school, all proficiency levels	One ELD course period, in addition to grade-level core reading and language arts

Sufficient time is allocated to ELA and literacy and, as appropriate, to ELD, as well as to instruction in other content areas. In self-contained classrooms this means 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 site administration is responsible for ensuring that every English Learner is appropriately scheduled into ELD and that ELD instruction follows the guidelines in this plan. At all grade levels, a site administrator conducts periodic walkthroughs to confirm that differentiated ELD instruction at each proficiency level is taking place at the identified times for the required number of minutes.

Progress Monitoring for ELD: Elementary

Monitoring the acquisition of English is essential. During each reporting period, the site administration and the ELD Committee ensure that monitoring identifies students who may be incurring academic deficits in language and core content while learning English. Assessments that measure English language proficiency above and beyond curriculum-embedded measures are administered regularly to all elementary English Learners.

Development is monitored using:

- Summative ELPAC scores and quarterly ELPAC Interim Assessments;
- ELD portfolios or other progress-monitoring systems;
- Common benchmark assessments including Heggerty, DIBELS, and i-Ready;
- CAASPP Interim Comprehensive Assessments in grades 3-5; and
- Curriculum-embedded assessments.

Administrators, teachers, and the ELD Committee collaborate to review ELD portfolios and the four-year RFEP monitoring record at each grading period. Results are compared against the minimum progress expectations, and where a student has not made adequate progress, interventions are applied: additional ELD instruction, ELD tutoring, and other content supports designed to accelerate the student to the expected level of proficiency.

Elementary teachers receive feedback on EL progress monitoring throughout the year and meet with site administrators to discuss:

- Progress toward minimum progress expectations;
- Summative ELPAC results for the current and prior years;
- CAASPP and benchmark scores in ELA and mathematics for the current and prior years;
- Current benchmark scores in ELA and mathematics;
- Current ELD grades across all domains, including portfolio progress and documentation; and
- Additional risk factors including attendance, suspensions, and below-grade-level report card marks.

These meetings remind teachers of their students' status and progress toward the expected benchmarks. While some of these data do not change over the course of a year, it is important that teachers review and monitor the information closely in order to intervene in a timely manner when adequate progress is not being made. Periodic administrator walkthroughs using the school's observation protocol confirm that ELD instruction is occurring in each designated ELD setting in the manner described here. At least twice yearly the ELD Committee meets to review the progress of each English Learner who is not making adequate progress.

Progress Monitoring for ELD: Middle School

During each reporting period, middle school administrators ensure that monitoring identifies students who may be incurring academic deficits while learning English. Where a student is not meeting minimum progress benchmarks, TAS identifies the specific need and provides intervention to accelerate progress. Development is monitored using ELPAC scores, the Student Data Reflection Document used with LTELs, curricular assessments, NWEA MAP, and CAASPP Interim Assessment Blocks and Interim Comprehensive Assessments.

Middle school teachers meet with their grade-level teams throughout the year to review each English Learner and share evidence of progress, examining progress toward minimum expectations, current and prior ELPAC results, CAASPP and benchmark scores in ELA and mathematics, current ELD grades across domains, current GPA, and risk factors including attendance, suspensions, and below-grade-level marks.

Long-Term English Learners, Grades 6-8

Long-term English Learners are students who have completed six or more years in U.S. schools without meeting the criteria for reclassification. Because the number of LTELs is increasing nationally and at TAS, these students are of particular concern, and addressing their needs is a clear priority. Their needs differ from those of newcomers and of normatively developing English Learners. Some students need accelerated written language support, while others benefit more from oral language development. Because of barriers that have historically prevented LTELs from progressing through language acquisition programs, these students often need more individualized, targeted support.

In determining supports, TAS considers each student's educational history, the quality of the ELD instruction the student has received, and the number of years in U.S. schools, in order to evaluate how performance relates to language development. TAS meets the needs of LTELs in the following ways:

- Use ELPAC results to provide LTELs with designated supports matched to their listening, reading, writing, and speaking needs.
- Differentiate ELD instruction by need: ELD 1/2 focuses on vocabulary acquisition and oral language development; ELD 3 focuses on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.
- Provide ample opportunity to use English in academic settings and with peers, monitoring progress and checking in individually to ensure students are developing the language skills to engage fully with content.
- Use diagnostic data (i-Ready, NWEA MAP, San Diego Quick, and CAASPP) to identify the specific literacy gaps that have accumulated over years of instruction, and target instruction to close them.
- Require every teacher to include language objectives aligned to the ELD standards alongside content objectives.
- Engage and train families of LTELs in supporting literacy and language acquisition, recognizing that we cannot assume LTELs are receiving wraparound literacy support outside of school.
- Support LTELs to use ELPAC, NWEA, CAASPP, and San Diego Quick data to reflect on their own performance across the four domains using the descriptors Beginning, Somewhat/Moderate, and Well Developed, identify the domains where they need to grow, set specific and measurable goals, and monitor their own progress.
- Monitor LTELs through grade-level teams, the ELD teacher, and the administration using ten-week progress reports, with mentors meeting students at least once every two weeks to discuss academic and social-emotional progress and to set goals that build independence.

- Analyze the effectiveness of LTEL supports through ELAC and refine the program so that LTELs make steady progress toward their academic and literacy goals.

Note: TAS reports the number and percentage of LTELs and at-risk ELs annually as part of the program evaluation described in Section 8.

ELD for English Learners with Disabilities

As with all English Learners, students with an Individualized Education Program are expected to make progress in English language proficiency and academic content mastery. Instructional programs for English Learners with IEPs include Designated ELD as a component of core instruction, as well as access to core content through SDAIE.

Designated ELD is mandatory for all English Learners, including those with IEPs, and occurs daily until reclassification. English Learners with disabilities should receive ELD in the general education classroom with students of like age, grade, and language proficiency wherever possible; access to non-disabled peers is essential to their growth and development.

The requirements for instruction and grouping described above apply to English Learners with disabilities. The IEP team decides placement based on individual student need. At the IEP meeting the team discusses the instructional components identified to meet the student's needs and how progress in ELD will be monitored, using the student's EL progress-monitoring data.

Where a student is not making adequate ELD progress, the IEP team reviews each of the four language domains and determines a present level of performance identifying strengths, needs, and the impact of the disability in each domain, and identifies appropriate accommodations and modifications. The team also considers whether the student requires ELD intervention or other programmatic support. Where the team determines that the student is not making adequate progress because of the impact of the disability, and that accommodations, modifications, and interventions have not provided sufficient support, the team considers whether the student should receive ELD in a special education setting.

When an IEP team determines that a student should receive ELD through special education, the team develops language development goals. The team reviews each of the four domains, determines a present level of performance identifying strengths, needs, and the impact of disability, develops appropriate goals based on those present levels, and identifies accommodations, modifications, and ELD interventions as appropriate. Progress toward those IEP language development goals is then the measure of whether the student is making adequate progress in ELD.

Special education staffing supporting English Learners

In 2026-2027 TAS staffs this work with five Resource Specialist Teachers and four special education instructional aides supporting elementary and middle school, a special education Teacher on Special Assignment who handles academic assessments, reviews IEPs for compliance, and case-manages the most complex cases, and an Inclusion and Compliance Coordinator who coaches the Resource Specialist Teachers and TOSAs, supports teachers using the co-teaching model, and keeps service delivery coherent and sustainable. Push-in service is the primary delivery model at both the elementary and middle school levels; middle school CLAW periods provide the opportunity for pull-out support where indicated on a student's IEP.

Coordination of Services and Multi-Tiered System of Supports

The Coordination of Services Team (COST) is one component of the TAS Multi-Tiered System of Supports, which includes structures for data-based decision making for individual students and grade-level teams rooted in student well-being. COST manages and integrates learning supports and resources for students who require

additional assistance, coordinating services so that students receive comprehensive support. Specifically, COST oversees the care and support of students with diverse needs, brings together different types of support and resources beyond standard classroom instruction, develops strategies for managing and coordinating those services, and works to ensure students have access to the support systems they need.

The Student Success and Progress Team is the entry point for individual student concerns. Families are invited to join the team at Tier 2. Social-emotional learning is embedded in the elementary instructional day in 30-minute daily blocks designed to strengthen problem-solving skills and habits of success and to build connection to school. At the middle school level, mentoring gives every student a weekly or biweekly check-in with a teacher or administrator covering both social-emotional and academic progress, goal review, and action planning.

Draft

Section 5. Professional Development

TAS is committed to providing regular, ongoing professional development for all teachers serving English Learners, including on the terms and implementation of this plan. The professional development plan emphasizes supporting English Learners while supporting the academic success of all students, and is responsive to teacher needs as identified through self-reflection surveys and classroom observation of the use of research-based strategies. As a result of ongoing training, TAS teachers and support staff will have the knowledge and cultural awareness to respond effectively to English Learners and their families.

Specially Designed Academic Instruction in English

SDAIE is a methodology (a set of specific strategies) centered on four elements: content, connections, comprehensibility, and interaction. It is designed to make instruction comprehensible and grade-level academic content accessible for English Learners. Every teacher who provides content instruction in English at any grade level must use SDAIE methodology, taking into account students' language proficiency and the language demands of the lesson, and considering the language students need in order to construct meaning and demonstrate acquisition of a concept or skill. For students at the Emerging and Expanding levels, teachers incorporate additional research-based strategies, techniques, and materials that ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE is teaching skills and knowledge in the content areas. A second goal is to promote academic language development: the language of the discipline. Where use of the primary language is not possible, instruction is sheltered, or adjusted, so that students can learn skills and concepts taught in a language they do not yet fully comprehend.

Project GLAD

Teachers in grades TK-8 continue to receive training in Guided Language Acquisition Design through selected workshop offerings. TAS has an ELD instructional coach trained as a trainer of trainers who provides professional development and support in the planning, delivery, and evaluation of the research-based GLAD strategies that promote language development, cognition, comprehension, and writing for English Learners and Standard English Learners. Professional development is targeted based on teacher self-reflection surveys regarding understanding of the ELD standards, ability to monitor and document student progress against those standards, and use of differentiation, questioning, and strategy across content areas.

Site Administrators

All site administrators are trained on the components of this plan and on the observation of ELD instruction using the school's ELD observation protocol. Administrators are trained in how to support teachers who are struggling with ELD instruction and are made aware of the resources available to them. Elementary administrators are trained in the grouping requirements for ELD. All administrators are trained in the minimum progress expectations by instructional program so they can monitor program effectiveness. Administrators visit classrooms, gather data, and calibrate their analyses in order to give teachers effective feedback.

Coaching and Instructional Support

The TAS administration, the Inclusion and Compliance Coordinator, and grade-level instructional leads support planning and guide teachers to provide effective Tier 1 instruction and to scaffold and differentiate for English Learners and students with disabilities in grades TK-8. Coaching is organized around the ARCs of the Year and

weekly lesson internalization, with emphasis on strategies that support students to engage in productive struggle and to respond to in-the-moment feedback. Coaching activity includes:

- Modeling lessons, co-planning, co-teaching, and facilitating peer observation among teachers;
- Designing instructional materials and assessments independently and collaboratively with teachers;
- Facilitating grade-level and department meetings to analyze EL assessment data, review student work, debrief classroom observations, identify student needs, and plan differentiated instruction;
- Supporting teachers to embed Language Dives and mathematics discussion routines that deepen vocabulary, comprehension, and critical thinking;
- Supporting teachers to integrate assessment-aligned item types and writing prompts into daily, weekly, and unit assessments; and
- Facilitating workshops for families to support their students' English language development.

Outcomes and Goals for Professional Development

6. Continue developing teacher classroom and assessment practices aligned to the California State Standards, the Smarter Balanced assessment, and the ELPAC Interim Assessments, so that teachers can deliver targeted instruction based on student need.
7. Build deep understanding of and commitment to the California State Standards and assessments.
8. Support teachers with planning, goal setting, and implementation of the ELA/ELD Framework, the Next Generation Science Standards, and the History-Social Science Framework as they relate to English Learners.
9. Provide coaching and co-planning support so that teachers use student data to deliver targeted instruction.
10. Adjust curriculum to identify and close gaps, ensuring English Learners have access to content through evidence-based scaffolding and differentiation.
11. Enhance instructional and assessment practices so that instruction develops foundational skills in English and enables ELs and SELs to engage fully with grade-level text and coursework.
12. Develop and implement a process to support and monitor ongoing adherence to the plans and goals for ELs and SELs.

Section 6. Instructional Program for Standard English Learners

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

Guiding Principles

- Focused instruction builds on students' 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 TAS is that every student in grades TK through 8 receives quality, standards-based instruction in all content areas that prepares them to be college-ready and career-ready. Central to that goal is the acquisition of Standard American English and academic English. 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; where students cannot comprehend those materials or learn through those strategies, they have effectively been denied an equal opportunity to learn.

Instruction for Standard English Learners is additive, not subtractive. Students learn Standard and academic English without any focus on eliminating the home language. Once we understand that a child has a rule-governed language system, our objective is not to correct but to facilitate the acquisition of an additional language form: moving from language correction to second language acquisition, and from language eradication to language addition.

Sociocultural perspectives and attitudes must be taken into consideration in educating Standard English Learners, particularly in the middle grades. Some Standard English Learners approaching adolescence show resistance to or skepticism about the value of learning Standard English. These students need support to understand that they can master Standard English without rejecting the language used by their families at home, and that what is appropriate in one setting is not appropriate in another, so that they can shift competently between varieties across social contexts.

Defining the SEL Population

The term Standard English Learner includes students who speak a nonstandard language variety as their primary language. At TAS the population includes:

- **Mexican American and Chicano students** who speak the Mexican American language variety often referred to as Chicano English, a highly rule-governed and widely studied linguistic system. The great majority of TAS students identify as Latino, and approximately 80% of the Latino population of Los Angeles County is of Mexican descent.
- **African American students** who speak the African American language variety often referred to as African American Vernacular English, a highly rule-governed and widely studied linguistic system.

Where students from other language communities enroll (including students who speak American Indian English or other rule-governed varieties) the same principles and instructional approaches apply.

Academic Screening

Teachers who identify students' use of non-standard English home language features together with below-proficient performance on standardized assessments may identify students as probable Standard English Learners. 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 performance on assessments given in Standard English; however, educators' lack of understanding of the linguistic differences SELs exhibit, and negative attitudes toward those differences, can themselves be an antecedent of academic failure.

To prevent academic deficits from developing, teachers must understand linguistic differences as differences (and as potential metalinguistic assets) not as deficits. Frequent progress monitoring and multi-tiered instructional support are essential, as are culturally and linguistically responsive interventions. Universal screening tools, periodic assessments, and formative and summative data are the basis of 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. It uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective. It teaches to and through the strengths of these students. Along with improving academic achievement, it is committed to helping students maintain identity and connection with their communities, developing a sense of personal efficacy and an ethic of success compatible with cultural pride. Students from a cultural background different from the dominant culture encounter real difficulty when the curriculum does not represent their history, culture, or background in any form.

Four principles guide the infusion of students' history and culture into the curriculum:

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

Teachers must possess more than a cursory knowledge of the cultures and histories represented in their classrooms. Only then does real infusion take place, as opposed to the separate and supplemental curriculum that has characterized many attempts at multicultural education.

Ensuring Access to Core Academic Content

Student mastery of content-area subject matter is a primary objective for educators charged with facilitating the mastery of Standard English. Sheltered instruction, SDAIE, and contrastive analysis are the strategies that make meaningful access to the core possible. All teachers are teachers of language and content. Core instruction occurs in English, with SDAIE and, for newcomers, primary language support during ELD.

Section 7. Family and Community Involvement

From its inception, The Accelerated School has held firmly to the well-researched proposition that family involvement and engagement is a leading factor in student success. The TAS Family Compact, signed by every family upon enrollment, is an agreement on the part of the school to provide opportunities for families to be active and present in the daily life of the school and to gain insight into the teaching and learning process through strong partnerships between teachers and families. The compact places high emphasis on student attendance, readiness to learn, and active family presence at the school. This reciprocal relationship between families and the school provides a strong opportunity to support English Learners and their families.

How TAS Involves Families of English Learners

- **Family meetings.** Families meet in small classroom groups with their child's teachers to receive information about grade-level standards, their child's progress, classroom activities, and ways to support learning at home, with translation provided. Families also gather for whole-group presentations, with text and speaking points translated, on topics including school readiness, assessment, healthy living, community safety, and parenting.
- **Conferences.** Home-school connection is strengthened through annual student-led conferences and parent conferences. Teachers foster positive communication by listening to families, and families and teachers meet as equal partners to build a relationship around a child's growth, share expectations, set goals, and gain tools to support academic success.
- **Shared investment.** Staff across the school receive training on supporting ELD strategies in their interactions with English Learners, and model for families and community partners how to strengthen language development at home.
- **Adult English language learning.** On-site English classes give families of English Learners the opportunity to build their own English proficiency and literacy.

English Learner Advisory Committee

Under California law, each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee. The purpose of the ELAC is to provide input and advice to the site administration. The ELAC is not a decision-making council, and it does not approve expenditures from any funding source. It does provide input on school decisions and on the use of funding sources dedicated to English Learners.

Because TAS enrolls a substantial number of English Learners, TAS maintains an ELAC with the participation of parents and guardians of English Learners. Parent members are elected by parents and guardians of English Learners, who are provided the opportunity to vote in the election. Parents or guardians of English Learners must constitute at least the same percentage of the ELAC membership as English Learners represent of the total student body. TAS meets or exceeds that proportional standard.

The ELAC meets regularly with the site administrator or designee to identify the training topics needed to carry out its legal responsibilities, and receives training materials and training accordingly. The ELAC advises the administration on:

- The development and implementation of the school plan for student achievement, including analysis of student data and recommendations regarding the allocation of resources based on identified need;
- The design and conduct of a school-wide comprehensive needs assessment;
- The annual Language Census (R-30) report;

- School attendance patterns and trends, and efforts to make families aware of the importance of regular attendance; and
- The reclassification procedures and the written notifications sent to families.

The ELAC elects at least one member to serve as the TAS representative to the District English Learner Advisory Committee of The Accelerated Schools, which advises the Board of Directors on matters affecting English Learners across the organization, including the organizational EL master plan, the organization-wide needs assessment, program goals and objectives, teacher and aide requirement compliance, reclassification procedures, required parent notifications, and the development and annual update of the Local Control and Accountability Plan.

Note: Orientation and election meetings are held in addition to the regularly scheduled meetings. In the absence of a quorum, a meeting is informational only, does not count toward the required number of meetings, and no official action may be taken.

D/ELAC Meeting	Date
#1	September 2026
#2	January 2027
#3	April 2027
#4	June 2027

Communication with Families, Translation, and Interpretation

Communication with all families of English Learners in their primary language is essential to fostering support, involvement, and engagement. Translation and interpretation services are provided by staff.

Under state law, schools must provide written communication in the primary language of the parent when 15% or more of students speak a language other than English as indicated on the Language Census (R-30). All written communications sent to a parent or guardian, including IEPs, progress reports, discipline notices, other parent notifications, meeting and conference materials, and ELAC agendas and minutes, are provided in both Spanish and English. Oral communication is provided in the family’s primary language, and oral interpretation by staff is provided at all school meetings.

TAS uses ParentSquare as its unified school-to-home communication platform, where families receive announcements from the school and from their children’s teachers in one place and can specify how and when they are notified, in the language of their choice. ParentSquare enables direct contact between families and administrators and teachers regarding student progress, meetings, workshops, and classroom expectations, on computers or mobile devices. Family meetings are provided with simultaneous interpretation, recorded, and posted to the school website for later reference.

Required Parent Notifications

TAS provides written notification to families of all English Learners concerning:

- Initial identification and language classification;
- Progress expectations for each grade level;
- Initial and Summative ELPAC results and CAASPP results; and
- Reclassification criteria.

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

- Progress expectations that have not been met;
- Reclassification criteria that have not been met;
- The interventions available at the school and their purpose; and
- The interventions being provided to the student.

Each school year, families are advised of their child's progress in ELD and in core content areas on the regular report card for their grade level. Progress toward the minimum progress expectations for English Learners is discussed at parent-teacher conferences at the elementary level and through meetings with designated staff at the middle school level. TAS holds an annual reclassification meeting to inform families of English Learners about ELAC, the EL program, and the reclassification criteria.

Family Engagement Coordinator

The Family Engagement Coordinator builds and executes a cohesive family engagement plan offering targeted workshops both virtually and on campus, and:

- Identifies opportunities for families to develop their own English language skills, including through partnership with LAUSD;
- Provides workshops and individual meetings supporting families to access and navigate school platforms, including PowerSchool for attendance and grades and ParentSquare for communication;
- Plans and coordinates family education programs and classes on campus using in-house and community organizations;
- Builds community partnerships that provide tiered academic and emotional support services to families and students, including partnerships with City of Angels, Abriendo Puertas, and the sister campus ACES;
- Supports partnership activities between families and staff including family forums, open house, celebrations, and special events;
- Accompanies DELAC families to the annual CAFE conference; and
- Evaluates and monitors family programs based on identified needs and feedback from family surveys.

Surveys are distributed through ParentSquare to identify communication preferences and to gather input on workshop topics. Family feedback is also solicited at ELAC and DELAC meetings and at monthly Parent Advisory Committee meetings.

Family Workshop and Course Program

The 2026-2027 program is organized around the focus areas below. Additional offerings are added over the course of the year based on family interest surveys.

Focus Area	Offerings
Parent leadership and family engagement	Abriendo Puertas / Opening Doors: a ten-session series building family leadership and knowledge to promote family well-being and positive educational outcomes, offered in Spanish with materials provided. PIQE: an eight-week Parent Institute for Quality Education series covering GPA, college requirements, student workload and expectations, standards, working with the school counselor, and digital skills. Workshops on navigating the educational system and on strengthening family-school partnership.
English language development for adults	ESL Level 1: English language fundamentals. ESL Level 2: conversational English. ESL Level 3: English language structure, grammar, and vocabulary. Open to parents and immediate family members.
Understanding assessment and student progress	Annual ELPAC and Reclassification Workshop: how to read the Initial and Summative ELPAC Student Score Report, the reclassification criteria, and strategies families can use at home to support language, reading, and comprehension. Family Math and Literacy Nights.
Child development and learning support	Language development; supporting children with different abilities; positive discipline and academic success; raising a child's self-esteem.
Mental health and emotional wellness	Social-emotional learning and self-esteem; emotional intelligence; stress management for parents; anxiety and screen time; suicide prevention and awareness.
Safety, prevention, and community resources	Bullying and cyberbullying prevention; digital safety; child abuse prevention; health, hygiene, and safety; substance abuse and fentanyl awareness; nutrition and wellness; housing and financial resources.

Accountability for Family and Community Involvement

To ensure accountability for effective family and community involvement, TAS uses family surveys, feedback gathered at regularly scheduled meetings including ELAC, DELAC, and Coffee with the Principal, and communication through ParentSquare to maintain regular, ongoing two-way communication among all stakeholders. The Family Engagement Coordinator is responsible for tracking participation and for reporting engagement data as part of the annual program evaluation in Section 8.

Section 8. Standards, Assessment, and Accountability

All TAS teachers, staff, and administrators are accountable for ensuring that the English Learner program is effective. The English Learner Advisory Committee conducts an annual evaluation of programs and services for English Learners; the evaluation includes surveys of staff and families, and a dedicated meeting analyzes the results and records recommendations for improvement.

TAS is subject to Federal Program Monitoring conducted by the California Department of Education and to oversight by the LAUSD Charter Schools Division. Both monitor categorical programs for compliance, including fiscal compliance. In preparation, TAS self-monitors the EL program with the support of the ELAC. The monitoring process establishes high expectations for all students, promotes the involvement of all stakeholders, follows CDE guidelines for program monitoring under ESSA, and makes program evaluation an integral part of school improvement.

Purposes of EL Program Monitoring, Evaluation, and Accountability

TAS is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating both their implementation and their effectiveness, in order to improve them continuously and to hold itself accountable. These practices address the following purposes:

- Monitor implementation of instructional program services, educator and stakeholder roles and duties, and administrative processes as defined in this plan;
- Determine the effectiveness of programs, services, and processes in promoting EL linguistic and academic success and college and career readiness;
- Provide useful, timely feedback and actionable information to all educators and stakeholders, and identify needed modifications;
- Support continuous improvement in instructional and support services, program design, and administrative policy; and
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and the continuous improvement of both.

EL Program Goals, Evaluation Questions, and Measures

TAS conducts an annual evaluation of programs and services for English Learners. Data on Goals 1, 2, and 3 are reported annually, together with the percentage of English Learners on track to reclassify and the percentage of long-term English Learners who do not meet the reclassification criteria, disaggregated by length of time in U.S. schools (fewer than five years; five years or more). Data on the remaining goals are reported on a regular basis. Where there is a significant increase or decrease in performance against a goal, TAS conducts action research to determine the reasons and to identify practices worth spreading.

Program Goal	Evaluation Questions	Measures and Sources
1. Implement the English Learner Master Plan fully and consistently	• Are the instructional programs described in this plan fully and consistently implemented? • Do teachers of ELs hold the qualifications and capacities to address their linguistic and academic needs?	• ELD observation tool • CLAD/BCLAD authorization roster • Teacher assignment records • PowerSchool EL placement audits • Walkthrough and coaching records

Program Goal	Evaluation Questions	Measures and Sources
	• Are all ELs provided Designated ELD, and is it of high quality? • Are all ELs provided appropriately differentiated instruction in every content area, and is it of high quality?	
2. Ensure steady progress toward and attainment of academic English language development	• Are increasing percentages of ELs progressing at least one proficiency level per year? • Are increasing percentages of ELs attaining English language proficiency? • Are ELs progressing on benchmark and curriculum assessments?	• Summative ELPAC • English Learner Progress Indicator • ELPAC Interim Assessments • ELD progress monitoring and portfolios • Rate at which students meet reclassification criteria
3. Ensure steady progress toward and attainment of grade-level academic proficiency	• Are ELs progressing academically at the expected rate? • Are ELs attaining grade-level proficiency? • Are RFEP students maintaining proficiency across the four-year monitoring window?	• CAASPP ELA and mathematics • i-Ready (TK-5) and NWEA MAP (6-8) • Course grades and report card marks • Curriculum-embedded and biweekly mastery assessments • RFEP four-year monitoring records
4. Decrease risks of linguistic and academic failure, low proficiency, and grade retention	• Are the key risk indicators for ELs decreasing annually? • Is the LTEL cohort shrinking over time?	• Attendance and chronic absence • Suspensions • Placement in strategic and intensive intervention • Failing or below-grade-level marks in core subjects • Grade retention • Number and percentage of LTELs and at-risk ELs • Years in U.S. schools
5. Increase access to and participation in advanced academic and enrichment opportunities	• Are ELs enrolling in advanced coursework, including Algebra I in grade 8, at rates comparable to peers? • Are ELs participating in electives, enrichment, and extracurricular activities at comparable rates?	• Enrollment and pass rates in advanced coursework • Elective and extracurricular participation • ARC after-school program participation
6. Strengthen family participation and engagement in students' academic development	• What orientation and training opportunities are families offered? • What measures ensure families of ELs understand program placement and academic progress? • To what extent are families participating in and supporting academic development?	• Orientations and trainings offered on this plan, program options, and advanced opportunities • Attendance at workshops, conferences, and ELAC meetings • Family survey response rates • ParentSquare engagement data

Program Goal	Evaluation Questions	Measures and Sources
7. Reduce disproportionate referral to and identification of ELs for special education	• What percentage of students, by language classification, receive special education services relative to their share of total enrollment? • In what grades are ELs identified and placed? • At what ELPAC levels are ELs identified, and how long had they been at that level at the time of referral?	• Special education statistics by grade, service, qualifying condition, and EL status • ELPAC scores at time of referral • SSPT records • Random audit of IEPs of dually identified students to confirm access to all appropriate linguistic and academic services

Using Monitoring and Effectiveness Information to Improve the Program

To ensure that program implementation, monitoring, and evaluation of program effectiveness lead to continuous improvement, administrators and staff at all levels examine the data.

- **Grade-level and department teams** review outcomes of EL and SEL performance relative to expected linguistic and academic progress. Teams discuss student work and identify areas of instructional practice needing strengthening based on student performance evidence. Discussion centers on effective feedback to students and on the effective use of observation protocols: teaching and learning framework rubrics, the ELD observation tool, SDAIE and access-to-core observation tools. Priorities for professional development are identified.
- **The ELD Committee** examines patterns of EL and SEL performance relative to expected progress, alongside findings on program implementation. It supports teachers in using the ELD standards when planning, delivering instruction, and assessing language needs, and identifies professional development priorities that help all teachers incorporate the ELD standards and monitor performance against them.
- **The administration** reviews program implementation and evaluation findings and works with the ELD Committee, grade-level teams, and ELAC to identify school-wide priorities for professional development, budget, program support, and where necessary program modification. Where significant numbers of English Learners are unable to meet the reclassification criteria, the school identifies additional measures (including additional course offerings where appropriate) to address the issue. The administration also reviews the findings of the annual monitoring and evaluation report and addresses related policy questions.

Performance Management

The mission of the TAS administration is to move the school from a culture of compliance to a culture of performance by using data to identify specific systemic issues and barriers, to highlight successful strategies and potential solutions, and to make data-based decisions in service of preparing every student to be college-prepared and career-ready.

Performance metrics include aggregated data for long-term English Learners in order to monitor the reduction of the LTEL population over time. The ELD Committee meets with the site administrator at least three times each year to monitor student progress. Where EL subgroups are not meeting established expectations, the committee assesses whether the outcome reflects a failure to implement some component of this plan at the school or classroom level and, if so, what steps are necessary to address it. That assessment draws on walkthrough data confirming whether ELD instruction and language support are being delivered as described in this plan.

The California School Dashboard

The California School Dashboard evaluates school performance and student achievement using both status and change measures. It supports and improves overall student learning, provides a comprehensive picture of school performance, and assists teachers and site leaders in setting goals aligned with school plans. On the Dashboard, each school receives a performance level on a five-by-five grid combining five status levels and five change levels, represented by five colors: Very High (blue), High (green), Medium (yellow), Low (orange), and Very Low (red).

For English Learners, the Dashboard indicator of primary interest is the English Learner Progress Indicator, which reports the percentage of English Learners making progress toward English language proficiency. At TAS, the goal is to reach the green performance level annually; any level below green indicates that improvement is needed.

Accountability for Implementation

To ensure accountability for implementing effective services for English Learners, TAS specifies the following duties.

Teachers

- Implement the ELD curriculum as outlined in this plan with fidelity.
- Provide instruction in core classes using research-based strategies and SDAIE methodology so that students can access grade-level instruction and do not incur academic deficits while learning English.
- Attend all professional development sessions.
- Monitor student progress in ELD and access to core toward the minimum expected benchmarks.
- Refer students to the ELD Committee and the Student Success and Progress Team when adequate progress is not being made, participate in those processes, and implement the resulting recommendations.
- Maintain contact with families and keep them apprised of their children's progress.
- Maintain an organized system of information on student progress that tracks individual growth over time and supports communication with families.

Site administrators

- Supervise classroom instruction for content and pedagogy to ensure the effective delivery of Designated and Integrated ELD and access to core through SDAIE and Project GLAD.
- Provide leadership and support to teachers and staff to accelerate the learning of ELs and SELs.
- Conduct regular classroom walkthroughs to confirm that ELD and SDAIE support are delivered as described in this plan, and keep records of walkthrough and reflection data.
- Review the placement of English Learners in Designated ELD before the beginning of each semester and monthly thereafter, and correct any inconsistency with this plan.
- Identify, design, and implement appropriate interventions when students do not meet minimum progress benchmarks, and ensure interventions are designed and delivered consistent with this plan.
- Utilize multiple sources of data to monitor EL program implementation.
- Monitor the progress of RFEP students each reporting period and intervene as necessary.
- Conduct semester ELD progress reviews with teachers to identify progress and plan for acceleration or intervention.
- Ensure that Student Success and Progress Team meetings occur for all English Learners not making adequate progress and that recommendations are fully implemented.

- Ensure teachers have professional development opportunities to develop their skills in ELD and SDAIE.
- Provide a welcoming environment for families of English Learners and ensure they are regularly apprised of the assessment and reclassification process and of their child's progress.

Assistant principals and instructional leads

- Ensure appropriate placement of English Learners in the development of the master schedule.
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistency.
- Monitor the progress of RFEP students each reporting period and intervene as necessary.
- Collaborate with families, students, and staff to monitor progress toward reclassification and ensure appropriate programming.
- Serve as the designee monitoring language status, assessment results, standards goals, and reclassification progress for assigned long-term English Learners.

ELD Committee

- Provide professional development to all stakeholders supporting implementation of this plan, including identification and placement of ELs, effective instruction and intervention, effective ELD, SDAIE, and access-to-core methodology, ELD progress monitoring, and reclassification criteria and procedures.
- Collaborate with teachers and the administration to ensure the professional development plan and intervention services align with the LCAP and address the linguistic and academic needs of English Learners.
- Conduct demonstration lessons and facilitate classroom observation to improve instruction for English Learners.
- Facilitate grade-level and department meetings to analyze EL assessment data, review student work, debrief observations, identify needs, and plan differentiated instruction.
- Facilitate peer coaching by working with teams to plan, deliver, and analyze lessons.
- Serve as the faculty designee monitoring language status, results, goals, and reclassification for assigned long-term English Learners.

Inclusion and Compliance Coordinator and Special Education Administrator

- Ensure that every dually identified student receives Designated ELD alongside special education services, and that ELD is never displaced by special education service minutes.
- Ensure IEPs of English Learners contain all required components for English Learners in the appropriate sections.
- Oversee the Individualized Reclassification process and maintain documentation in Welligent.
- Monitor referral and identification rates by language classification and report them as part of the annual program evaluation.

Section 9. Authorization to Teach English Learners

Teacher Authorization

Specialized knowledge is required to teach English Learners. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization, or by passing examinations approved by the California Commission on Teacher Credentialing. The State issues two types of authorization permitting teachers to provide instruction to English Learners: the English Learner Authorization or CLAD Certificate, and the Bilingual Authorization or BCLAD.

TAS requires all teachers, including those in out-of-classroom teaching positions, to hold an appropriate authorization to teach English Learners in order to be eligible for an offer of employment or to continue in an existing assignment. An EL Authorization permits the teacher to provide both ELD and SDAIE instruction to English Learners.

Teacher Misassignment

Teachers are assigned according to instructional program needs and established certification and authorization guidelines. A teacher who does not hold the appropriate authorization for a current assignment receives notice from Human Resources that completion of the required authorization is necessary. Where the authorization is not pursued and completed within the established timeline, the teacher is reassigned, displaced, or dismissed.

Teachers of English Learners who do not hold approved authorizations are identified as misassigned under the Williams settlement and the State Assignment Monitoring Report. Misassignments are reported annually to the Board of Directors, the Los Angeles County Office of Education, and the Commission on Teacher Credentialing.

Administrator Authorization

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

School Leadership Framework

The School Leadership Framework provides guiding principles which, implemented fully, create schools focused on improving instruction for English Learners. The elements that bear most directly on English Learners are:

- **Supervision of instruction.** This domain sets high expectations for school leaders to provide ongoing, coherent guidance for the implementation and continuous improvement of teaching and learning. Specific elements address the assessment of pedagogical practice, building teacher effectiveness in supporting all students, supporting culturally relevant and responsive pedagogy, and differentiation and intervention based on student need.
- **Culture of learning.** School leaders are responsible for creating culturally responsive environments that support diverse groups of students, and for leading staff through the self-awareness required to understand their own worldviews and how their experiences shape their instructional practice.

- **Systems and operations.** This domain requires school leaders to 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, and authorizer policy regarding English Learners.

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Section 10. Funding

General Funds

TAS receives general funds to provide core curriculum and services to all students, and uses them to ensure that every student in grades TK through 8 receives quality, standards-based instruction in all content areas. General funds pay for core resources including teacher and administrator salaries, state-adopted textbooks, and services such as facilities, library, and student meals. General funds also support the systems that evaluate program implementation and monitor student progress, and provide English Learners with appropriate academic instruction, including textbooks, supplemental materials, and services in the same ratio as for native English speakers.

Supplemental and Categorical Funds

TAS applies for supplemental categorical funds annually through the Consolidated Application. Categorical funds are granted for specific program purposes and are above and beyond the general funds supporting the core program. Supplemental funds are not used to replace or supplant the core base program. Categorical funds allocated to support the English Learner program must be (1) used to assist English Learners in acquiring English beyond the core ELD program and in meeting federal and state accountability requirements; (2) linked to EL need as measured by analysis of student data; and (3) directly aligned to the Local Control and Accountability Plan.

Title III funds provide supplemental support to enhance ELD programs and access to core instruction. At TAS these funds support instructional materials and resources designed to help English Learners access the core curriculum and meet state standards while becoming proficient in academic English, and support professional development that builds staff competency in meeting the needs of English Learners. Supplemental supports include:

- Professional development focused on English Learners;
- Supplemental instructional materials for English Learners;
- Bilingual paraprofessionals for focused classroom instruction; and
- Family education.

Other identified funding sources supporting this work include Title I, which addresses the academic needs of socioeconomically disadvantaged students including English Learners; the Expanded Learning Opportunities Program, which funds after-school tutoring, intervention, credit recovery, and intersession; and the After School Education and Safety program. Instructional priorities for Title I programs include providing effective research-based professional development, supporting at-risk students including English Learners with social and emotional needs, promoting personalization through reduced student-to-teacher ratios, providing supplemental materials for targeted intervention, and building effective school, family, and community partnerships.

Budget Process for Funds Dedicated to English Learners

The site budget 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 program priorities and the needs of the EL population as determined by student data and the identified needs of the instructional program under the LCFF and LCAP.

State supplemental funds must be allocated before federal Title III funds. Title III funds may not be used to fund any state-mandated activity for English Learners, including ELAC and DELAC operations. The purpose of Title III is to provide the additional support English Learners need to develop proficiency in English and to master the core content required of all California students.

The ELAC must have the opportunity to review the budget development process and to provide recommendations on how best to use these funds to meet the needs of English Learners. Those recommendations are recorded in the ELAC minutes and forwarded to the administration and, through the DELAC, to the Board.

The LCAP requires annual monitoring of programs through comprehensive needs assessment and program evaluation. Monitoring and assessment findings must include the examination and disaggregation of English Learner data and must align with Title III accountability. All expenditures are documented on a budget justification page showing how the funded program is tied directly to the goals of the LCAP; where an expenditure is not described and justified in the current LCAP, an update page is inserted.

It is important that the budget process be followed carefully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure compliance in spending EL-designated funds and to maximize the impact of supplemental services for English Learners. Categorical funds may not be used to supplant general fund expenditures, or to serve students who are not identified as English Learners or former English Learners.

Monitoring EL Categorical Expenditures

Monitoring of funds helps guide the appropriate and effective use of allocated resources and ensures adherence to established authorizer, state, and federal program mandates. TAS is held accountable for the appropriate use of categorical funds through the annual single audit required by the California Education Code, and expenditures are monitored annually by the organization's fiscal staff. Where Title III funds are expended inappropriately and contrary to state or federal guidelines, the school is required to reimburse the misused program funds from unrestricted general funds. The goal is to ensure fiscal responsibility, foster budget transparency, and maximize the use of EL categorical funds to supplement the core program.

Appendix: Annual English Learner Compliance Calendar

The following calendar summarizes the recurring requirements described in this plan. Named staff are assigned to each item annually by the site administrator.

Window	Action	Owner
Before school opens	Staff training on identification, placement, parental rights, and this plan (annually, before or within ten days of opening). Review EL placement in the master schedule. TK/K orientation for families.	Site administrator: Assistant Principal, Antonio Panoringan
Ongoing, within 30 days of enrollment	Home Language Survey collected; Initial ELPAC administered and locally scored; classification entered in PowerSchool; family notified of results and program placement.	Office Manager, Alejandra Ortiz / EL Coordinator, Antonio Panoringan
Ongoing, within 2 weeks of mid-year enrollment	Initial ELPAC administered for students enrolling during the year.	EL Coordinator, Antonio Panoringan
August-September	BOY diagnostics: i-Ready, Heggerty, Dibels, IMSE, LANGUAGE! Live placement. ELAC orientation and election. Annual ELPAC and Reclassification Workshop scheduled.	Grade teams / Family Engagement Coordinator, Jonathan Gonzalez, EL Coordinator, Antonio Panoringan
Each reporting period	ELD progress review with teachers; RFEP four-year monitoring records updated; EL placement audit; reclassification checkpoint.	Site administrator / ELD Committee
December	Elementary reclassification checkpoint. Mid-year ELD Committee review of students not making adequate progress. Interim Comprehensive Assessment administration.	Site Leadership Team— Principal, Lucy Hilarides, Assistant Principals Korey Hlaudy and Antonio Panoringan
ELPAC testing window (spring)	Summative ELPAC administered to every EL; examiner certification completed in advance; testing variations and accommodations documented per IEP.	ELPAC Testing coordinator, Antonio Panoringan
Spring	CAASPP administration. Language Census (R-30) submitted. ELAC review of the EL program and of the budget development process.	Site administrator, Assistant Principals Korey Hlaudy and Antonio Panoringan
June	Elementary and middle school reclassification checkpoint following release of ELPAC results. EOY diagnostics. Annual EL program evaluation compiled against the seven goals.	Site administrator, Assistant Principal, Antonio Panoringan
Summer	Annual revision of this plan; ELAC and Board review; certification submitted to the LAUSD Charter Schools Division.	Site administrator, Assistant Principal, Antonio Panoringan/ CEO

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