



PALMDALE AEROSPACE ACADEMY

ENGLISH LEARNER MASTER PLAN



Table of Contents

I. Introduction	p. 2
II. Identification & Notification	p. 4
III. Instructional Program Options	p. 7
IV. Assessments	p. 9
V. Effective Instructional Approach, Graduation, and Beyond	p. 12
VI. Reclassification	p. 14
VII. Staff Roles and Responsibilities	p. 16
VIII. Monitoring ELs' and Former ELs' Progress	p. 19
IX. Family and Community Engagement	p. 21
X. Professional Development	p. 23
XI. Program Evaluation	p. 25
XII. Appendix	p. 29

I. Introduction

The Palmdale Aerospace Academy Mission and Vision

The Mission:

We are committed to academic excellence. Guided by the principles and innovation of the aerospace industry, the educational program integrates STEAM-focused learning with real-world applications, providing opportunities for students to design, create, and explore. Through industry-inspired learning experiences and partnerships with aerospace employers, local community colleges, and other partners, students will develop the skills and mindset needed to innovate, adapt, and excel in a rapidly evolving world.

The Vision:

The vision of the Academy is to provide an engaging environment for learning in grades TK-12. Our graduates will be supported, encouraged, and challenged to develop the following competencies that they will use for the rest of their lives:

- Ethical, responsible citizens who lead with integrity
- Flexible, adaptable, imaginative, and resilient life-long learners
- Creators and innovators who are artistic and technologically literate
- Empathetic and compassionate individuals
- Effective communicators, critical thinkers, and problem-solvers

Purpose of the English Learner Master Plan

This Master Plan was developed to ensure that all ELs at The Palmdale Aerospace Academy attain optimal linguistic and academic success. The plan describes how ELs are identified, the different program options available to them, and how they become proficient in English. They will have full access to a challenging academic curriculum. It describes the systems for monitoring student progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is just one great step towards fulfilling their potential. The Academy continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve. If a student should decline in performance, we will support them to excel with appropriate linguistic and academic interventions.

The mastery of standard, academic English is an issue of access, equity, and social justice. TPAA believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of those characteristics plays in making our students who they are, and at TPAA, we see those features as foundational strengths as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

We are preparing students for a multilingual and multicultural world. Our students must be prepared to address the challenging social and economic issues facing our country. That can be done best when they have the opportunity to learn rigorous linguistic, academic, and sociocultural skills, and work with people who speak or learn differently than they do. These skills are essential to succeed in our complex, globalized, and interconnected world.

At TPAA, we acknowledge the trust that parents and families have placed in us, and we are committed to preparing all students with the skills and experiences they need to achieve their dreams.

The Principles

The principles of the *English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

[Principle One: Assets-Oriented and Needs-Responsive Schools](#)

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

[Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

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

[Principle Three: System Conditions that Support Effectiveness](#)

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

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

II. Identification & Notification

The Palmdale Aerospace Academy (TPAA) has a standardized and equitable process for initial identification, parent notification, assessment, program placement, and reclassification of all English Learners (ELs). This process is responsive to the educational needs of ELs. The goal of The Palmdale Aerospace Academy is to ensure that enrollment, identification, assessment, services, and program placement are consistent to better assist parents and guardians in making informed decisions. TPAA ensures that all of its language learners receive an education that is aligned with state standards, and provides readiness for college and career.

The identification of ELs is solely based on the students' linguistic and language backgrounds and not on their ethnicity. TPAA understands the importance and value of students' rich diverse backgrounds and linguistic aptitudes.

Identification of Student's Primary Language

In accordance with EC Section 60810(d), one of the functions of the English Language Proficiency Assessments for California (ELPAC) is to identify students who are English Learners (ELs).

English Learner - A student who enrolls in a California school beginning in any grade level, kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtains a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to Education Code (EC) Section 313.

Reclassified Fluent English Proficient Student – A former EL student who has met the four criteria specified in California EC Section 313(f). For more information on the four criteria for reclassification, please visit Reclassifications web page.

Ever-ELs – Current EL students and RFEP students.

For all students in kindergarten through grade twelve, upon first enrollment in a California public school, the local educational agency (LEA) uses a standardized procedure to determine if a language other than English is present in the home.

The Enrollment Process

The enrollment process begins when a student accepts the seat that was assigned at the annual lottery. Parents or guardians complete the enrollment packet either in-person or through the online platform upon the student's initial enrollment in the Academy. During the enrollment process, parents will fill out the Home Language Survey (HLS). The HLS will only be used if this is the student's first year in education. If the student has previously attended school, the language acquisition status will be verified by the student's cumulative record and the California Longitudinal Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

California *Education Code*, Sections 313 and 60810 contain legal requirements that direct schools to determine the language(s) spoken in the home of each student. Please refer to the California Department of Education (CDE) website for additional information.

Home Language Survey

The HLS is a questionnaire filled out by the parent or guardian that is utilized to determine a student's primary language and the possibility of assessing the student with an English language proficiency test. The HLS is completed during the initial enrollment of any California public school; it will be used if this is the student's first year in education. Therefore, the HLS should not be re-administered every year or upon enrollment of another LEA.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the 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 in the home?

Before completing the HLS, parents may receive, upon request, an explanation regarding the HLS's purposes and uses. As well as the possibility of their child being assessed to measure their English language proficiency level. It is important to convey to parents that the HLS is not used to determine a student's language classification and/or immigration status. Thereby, if an HLS is completed in error, the parent or guardian may request to change it prior to the assessment. If the parent amends the HLS before the administration of the Initial ELPAC, the school shall honor the changes made while continuing to consider reasonable doubt, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the Academy's Student Information System and the Student Data section located in the child's cumulative record file.

-If “English” is written on all 4 questions, the student is identified as English Only (EO). The student’s primary language is determined to be English.

-If there is a language other than English for any of the 4 questions, the student’s identification is To Be Determined (TBD). The student may be required to take the state’s English language proficiency test, currently the Initial English Language Proficiency Assessment for California (Initial ELPAC).

-If the responses to the first three questions are English and the response to the fourth question is a language other than English, the student may be tested at the LEAs discretion. The LEAs administrator/designee must research the student’s home language background using the following indicators to determine if an assessment is necessary:

- Parent/Guardian requires an interpreter to communicate in English;
- Parent/Guardian speaks to their child in a language other than English;
- The HLS is completed in a language other than English (including spelling the word “English” in
 - another language: e.g. ingles)
- The student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child is under the care of a person(s) who speaks a language other than
 - English, while their parent/guardian is at work
- Students, after having been enrolled in the Mainstream English Program designed for students
 - with Fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English;

If there is evidence of significant non-English exposure, then the pupil shall be administered the Initial ELPAC. Once a student is identified as an EL based on the results of the Initial ELPAC, changing the HLS will not change the student’s identification.

Parent/Guardian Notification

Clear and meaningful communication must exist between the LEA and parents/guardians in a language that is understood by them. Parents will be notified in writing that their child will be administered the Initial ELPAC immediately upon determining the results of the HLS.

Parents/guardians will be notified of the instructional program options available to students, the student’s results of the ELPAC or English Language Proficiency (ELP) level. Information on program options will be provided verbally and in writing, using language and materials designed to be readily comprehensible to the parent.

There are three Initial ELPAC performance level descriptors:

- Initial fluent English proficient (IFEP): students are considered proficient when the Initial ELPAC Overall score is in the IFEP range. These students will not be required to participate in the EL program or receive ELD services and will not be administered the Summative ELPAC. They will be placed into a regular instructional program.

- Intermediate EL: students are considered to be English learners when the Initial ELPAC Overall score is in the Intermediate range. These students will be placed in the EL program, will receive ELD services, and take the Summative ELPAC annually to measure progress.
- Novice EL: students are considered to be English learners when the Initial ELPAC Overall score is in the Novice range. These students will be placed in the EL program, will receive ELD services, and take the Summative ELPAC annually to measure progress.

III. Instructional Program Options

The Palmdale Aerospace Academy provides program options tailored to meet the diverse needs of English Learners. All program options deliver access to a comprehensive English language curriculum with scaffolds and support for students at varied English language proficiency levels. TPAA has developed each program option to prepare English Learners to participate in A-G courses so they can graduate from the Academy ready for college and careers in a 21st-century world.

TPAA program options are designed to ensure that English Learners with disabilities have an equal opportunity to participate. Any student with an Individualized Educational Plan (IEP) has equal access to all available program opportunities and is not excluded solely on their English Learner designation and proficiency level.

The following are brief descriptions of the components of each instructional program option. Included in the summary are related goals, program models as applicable, students served, and key program components.

Structured English Immersion Elementary K - 5th

The goal of the Structured English Immersion (SEI) program is for ELs to succeed in a Mainstream English classroom through the acquisition of English language skills and access to core content. This program option ensures that ELs meet both ELD and grade-level standards through high-quality instruction. This includes primary language support for clarification throughout the day and instruction that is differentiated in English. The SEI program focuses on accelerating English Language Development to minimize academic deficits that may occur while attaining English language proficiency.

The SEI program components consist of a daily ELD instruction period ranging between 30-45 minutes dependent of grade level. Team teaching for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency. Differentiated instruction is delivered by utilizing state-adopted and Academy-approved standards-based materials and supplemental materials.

Mainstream English Instructional Program, Secondary 6th- 12th

The goal of this program is to ensure that ELs at the secondary level continue to meet ELD and grade-level standards. Students at this level receive differentiated ELD and content instruction and have access to A-G course requirements to be college-prepared and career-ready. This program assists in

meeting the needs of reclassified students to ensure their linguistic and academic skills are on par with their English-speaking peers.

The program components incorporate one ELD period of 45 minutes focused on academic language development. Instruction is in English with primary language support per student need. Students are placed in Mainstream Language Arts courses with English only, Reclassified Fluent English Proficient, and Initial Fluent English Proficient students. Standards-based materials and supplemental materials that are both state-adopted and Academy-approved are used to provide differentiated instruction.

English Learner Newcomer Supports, Secondary 6th- 12th

Newcomer English Learners also known as Immigrant Children and Youth are students who are new to the U.S. and enrolled for less than three academic years in a U.S. school. They enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English or a formal educational program in their native country. These students are challenged with the need to master English quickly in order to complete all district high school graduation requirements such as meeting the A-G course requirements to be college-prepared and career-ready.

Additional supports are provided to assist Newcomer ELs so that they are better prepared to participate and transition in acclimating to the public school system in California, including the systems implemented here at TPAA. These supports will assist Newcomer ELs with a smooth progression into the Structured English Immersion classroom or the Mainstream English language classrooms. These supports ensure that students learn the core skills and have the knowledge to acquire an English language proficiency level of Early Intermediate or Intermediate.

In grades 6th-12th, TPAA has ensured that the digital core curriculum is accessible in the EL student's native language therefore granting access to primary language resources and materials that will be utilized to support the core academic subject instruction. Various ELD supports to assist students will be provided, which includes: the EL Instructional Assistant, who will use the primary language to motivate, clarify, direct, support, and explain the curriculum, after school tutoring, and summer school. Based on area of need, winter and spring intersession opportunities. EL teachers will provide targeted individualized English lessons in small group settings. EL Teachers and Instructional Assistants will provide translation services of assignments, assignment directions, assessments, and core instruction.

The after-school EL Homework Club is open to all EL and RFEP students in grades 6–12 who are struggling to maintain passing grades in their academic courses. This program is voluntary, offered twice a week for 55 minutes, and is run by the EL Coordinator with support from two full-time EL Aides.

The summer school program is designed for English Learners in grades 3–12 at all proficiency levels. Student participation is determined collaboratively by the EL Coordinator, EL teachers, and EL Intervention teachers. Student attendance is voluntary.

- Students scoring Level 3 or 4 on the ELPAC Summative Assessment will strengthen their academic English skills and work toward reclassification from the EL program.

- Students scoring Level 1 or 2 will focus on building foundational English language skills, academic vocabulary, and confidence in reading, writing, listening, and speaking to support their progress toward higher proficiency levels.

IV. Assessments

English Language Proficiency Assessments for California (ELPAC)

State law (California Education Code sections 313 and 60810) and federal laws (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency to (1) newly enrolled students whose primary language is not English, as an initial assessment, and (2) students who are English learners (ELs), as an annual summative assessment (SA). For California's public school students, this test is the English Language Proficiency Assessment of California (ELPAC). The ELPAC is used to assess and monitor EL students' progress toward English language proficiency. EL students continue to take the ELPAC annually until they meet their LEA's reclassification criteria. The ELPAC assesses the four required domains of speaking, listening, reading, and writing and are aligned with California's English Language Development Standards.

The ELPAC consists of two types of assessments:

	Initial ELPAC (Screener for potential EL students)	Summative ELPAC (Annual Assessment)
Who	Initial Assessment will be given to - students who have a primary language other than English, - students who have not taken the ELPAC previously, or - students who have not been classified before as English Learners	Summative Assessment is given to students who are identified as English Learners on the Initial ELPAC in grades K - 12th.
What	The initial assessment is primarily used to identify: - students as English Learners who need support to learn English - students who are proficient speakers of English	Summative Assessment is used to - measure the language skills of ELs and identify their English proficiency level - determine reclassification of ELs
When	Newly enrolled students are given the Initial Assessment within 30 days of enrollment.	English learners are given the Summative Assessment every year beginning February through May until they are reclassified as proficient.

Why	Placement in an English language instructional support program is vital to assist students in receiving proper instruction in all content areas.	The Summative Assessment measures the progress made by English learners with the English language.
Results	Levels: - English Learner Novice - English Learner Intermediate - Initially Fluent English Proficient (IFEP)	Four domains: - Reading, Writing, Speaking, Listening - Each domain is scored numerically and given a performance level of 1 to 4. - An Overall Score of 4 is required to begin the reclassification process.

Administration of the ELPAC Assessments

Students are assessed with the Initial ELPAC assessment within 30 calendar days of enrollment at the beginning of the school year (or within two weeks if enrolled during the school year): July 1st through June 30th. To assure that all students will have academic success here at The Palmdale Aerospace Academy, it is our fundamental goal to identify students who need increased support and services to become proficient in English.

The Summative ELPAC is typically administered annually in the spring from February 1st through May 31st. The results of the ELPAC assessments inform educators, families, schools, districts, and the State of the progress the EL is making annually in learning English and the mastery they have attained to be reclassified as fully English proficient and exit the EL instructional program.

The administration of the ELPAC is provided to ELs by trained test examiners. The ELPAC is online and computer-based. The Initial ELPAC is shorter in length and time than that of the Summative ELPAC which is more comprehensive. One-on-one administration of the Speaking portion of the ELPAC is administered to all ELs with a trained examiner. Scoring of the Speaking items can be done in real-time by a trained examiner. Testing will vary by school sites due to site calendars.

Parents/Guardians cannot opt their child out of the ELPAC tests. State and Federal law (California Education Code Sections 313 and 60810 and federal law Titles I and III of the Every Student Succeeds Act) requires that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

ELPAC Assessments for English Learners with Disabilities

EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law. Federal law states that all EL students with disabilities are required to participate in the state's English Language Proficiency Assessments (ELPAC). ELs with disabilities must be assessed with the Initial ELPAC and annually with the

Summative ELPAC. ELs with disabilities are assessed using the accessibility resources that address visual, auditory and physical access barriers as designated by the Universal tools, Designated Supports, and Accommodations for English Language Proficiency Assessments for California issued by the California Department of Education. In addition, the IEP team must determine and document any appropriate accommodations and designated supports for the student in their Individualized Education Program (IEP). For ELs with disabilities that have a 504 plan, the accommodations and supports must be specified in the 504 plan.

The Alternate ELPAC is designed for ELs who have a significant cognitive disability and have been designated to take this alternate assessment by their IEP team. The Alternate ELPAC is aligned to the 2012 California English Language Development (ELD) Standards via the ELD connectors within the Alternate ELPAC Test Blueprints. The Alternate ELPAC will replace all other locally determined alternate assessments. The Alternate ELPAC consists of:

- the Initial Alternate ELPAC which provides information to help the IEP team determine a student's initial classification as an EL student or as an IFEP student.
- the Summative Alternate ELPAC will provide information on annual student progress toward ELP and will support the IEP team's decisions on student reclassification as fluent English proficient (RFEP).

After taking the Initial Alternate ELPAC, if a student has been identified as an EL student, the LEA is required to administer the Summative Alternate ELPAC annually until the student meets the reclassification criteria.

Students who are identified as EL will be provided available language acquisition programs to support instruction in conjunction with special education services to increase language acquisition skills to promote independence, self-advocacy, and access to academic content.

Notification of EL Assessment Results and Program Placement

Parents/Guardians of ELs who are administered the ELPAC assessments or Alternate ELPAC assessments are notified in writing annually of their student's English language proficiency by receiving a student score report. Parents/Guardians are also notified of their student's program placement. Notifications contain a full description of the educational opportunities available to them within TPAA. The Annual Parent Notification letters are mailed to the parents in their native home language. The two documents (student score report and notification letter) are filed in the EL Folder section of the student's cumulative records. Parents may request a meeting with the site's principal/ELD Site Coordinator to discuss the assessment results and student placements.

Student Score Reports inform families of their student's:

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

V. Effective Instructional Approach, Graduation, and Beyond

Effective Instructional Approach

ELs at The Palmdale Aerospace Academy are diverse in their strengths and needs. New arriving ELs vary in their primary language literacy, level of English proficiency, and degree of prior formal schooling. Some ELs enter the Academy at low levels of English proficiency and make the expected rate of progress in both language and content skills. While many ELs are making expected progress toward language and academic goals, TPAA must also address the needs of those who have not made adequate progress toward language and academic goals and who are Long-Term English Learners (LTELs). ELD instruction is differentiated to meet the specific needs of students in each of these groups. Under the direction of the administrators and the ELD Coordinator, The Palmdale Aerospace Academy will ensure that ELD is delivered to all ELs according to the guidelines outlined in this document.

ELD is separate from, but complementary to, English Language Arts instruction. ELD instruction is differentiated by the student's level of English language proficiency to the degree possible. Effective ELD improves access to reading, language arts, and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust, grade-level appropriate, reading or language arts program. ELD is direct instruction, in addition to a standards-based program in reading and language arts. With the guidance of the ELD Coordinator, TPAA will ensure compliance with the ELD placement and instructional guidance provided in this document. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt-out.

ELD instruction at TPAA explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions, and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, and social studies). ELD instruction occurs daily for all ELs until they are RFEP. The following chart shows the minimum daily ELD instructional time recommended by the California Department of Education, and these reflect the requirements for TPAA.

Grade and School Site	Required Daily Minutes of ELD Instruction	Adopted ELD Curriculum
Elementary Site: K-5th grades	30-45 minutes minimum per day in addition to grade-level English Language Arts instruction AND/OR Push-in/Pull out of students in small homogenous groups by ELD intervention teacher to provide targeted instruction in	California Wonders (K) English 3D Grades K-1, Volume 1 (1st Grade) English 3D Grades 2-3, Volume 1 (2nd grade) English 3D Grades 2-3, Volume 2 (3rd grade) English 3D Course A, Volume 1 (4th - 5th grades)

	an area specific to Reading, Writing, Speaking, or Listening	Connect to Literacy: Summit K12 English Language Development (K-5th)
Secondary Site: 6-12th grades	1 period (55 minutes) minimum per day in addition to grade-level English Language Arts course instruction AND Additional ELD minutes for students who are Newcomer ELs that need to be provided with an accelerated program, that contains rigor yet is flexible OR Additional ELD Minutes to LTELs to receive targeted instruction in English development with grade level specific interventions	English 3D Course A, Volume 2 (6th - 7th) English 3D Course B (7th - 8th) English 3D Course C (9th - 12th) Language Launch Volumes 1 & 2 Connect to Literacy: Summit K12 English Language Development (6th-12th)

The Palmdale Aerospace Academy has adopted a model for ELD instruction articulated by Kate Kinsella titled English 3D <https://www.hmhco.com/programs/english-3d#overview>. The goal of this model is to ensure that all ELs develop full English proficiency. Each lesson is designed to build fluent and accurate use of English for a range of academic and other, real-life purposes. These lessons address three critical areas of language development:

- Purposeful uses of language as described in the Common Core State Standards (e.g., academic language functions)
- Language tools needed to accomplish these goals
- Robust and contextualized instruction that includes various opportunities to engage in meaningful language practice

The intent of the ELD component of instructional programs is for teachers to explicitly and intentionally teach English for ELs to develop a strong English language foundation in both social and academic settings. At each site, the principal and ELD Coordinator are responsible for ensuring all ELs are appropriately scheduled into ELD classes and monitoring ELD instruction to ensure it follows the guidelines described in this plan. The EL Coordinator is responsible for gathering evidence of appropriate placement and progress. At all grade levels site administrators are to conduct periodic walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

Promotion and Graduation

The Palmdale Aerospace Academy provides opportunities for all students to follow promotion guidelines through high school. It is the expectation that educators, counselors, and administrators work closely together with ELL students and their parents/guardians to ensure proper scheduling and are meeting graduation requirements.

VI. Reclassification

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. The reclassification process is used to ascertain whether or not an EL student has developed sufficient English skills to successfully access the curriculum being delivered without English development support. When EL students show that they can perform effectively or are comparable with English-speaking peers, they are reclassified as fluent English speakers. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria outlined in *Education Code (EC) Section 313 (f)* and aligned with the California State Board of Education recommendations. TPAA has established a locally-approved reclassification process to determine when students are eligible for RFEP status changes due to meeting each of the four criteria listed below:

1. Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of ELPAC Overall Performance Level (PL) 4
2. Teacher evaluation, including, but not limited to a review of the student's mastery of the core curriculum; Grades of C or 70% or better in the area of ELA
3. Parent/Guardian opinion and consultation via an in-person meeting, virtual meeting, or phone call
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age: CAASPP and SBAC scores of "Standard Nearly Met" or "Standard Met", or a score of grade level or above on the local benchmark assessment for Reading.

English learners who reclassify acquire the status of reclassified fluent English proficient (RFEP) for the remainder of their academic career. TPAA must monitor RFEP student performance for four years after reclassification to ensure students continue to make academic progress without EL services, under existing California regulations and Title III of the ESEA. Additional interventions or support will be provided to RFEP students when necessary to ensure their academic success and maintain grade-level English proficiency.

Reclassification of English Learners with Disabilities

Students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. California's State Board of Education recently adopted a change to Criteria 1 of the state's four reclassification criteria. PL

4 on the Summative ELPAC will be used to consider reclassification. The remaining three criteria continue to be locally determined. Following local reclassification policies based on the state definition of ELP in EC Section 313(f) listed below,

1. Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the state test of ELPAC Overall PL 4
- In accordance with California's standardized Criterion 1, in order to be eligible for reclassification, all EL students, including dually identified students (EL students with disabilities), who take the Summative English Language Proficiency ELPAC must score at Overall PL of 4. Under the very rare circumstances when a student's disability precludes assessment in one or more domains of the Summative ELPAC, the student may be reclassified with an Overall PL of 4 on the remaining domains in which the student is able to be appropriately assessed.

OR

- The Summative Alternate ELPAC is the state test for ELP for qualifying students with the most significant cognitive disabilities. LEAs shall use Summative Alternate ELPAC Overall PL 3 as the Alternate ELP criterion.
 - All students with a Summative Alternate ELPAC Overall PL 3 are eligible to be considered for reclassification in conjunction with the other three locally determined required reclassification criteria.
- 2. Teacher evaluation of the student's academic performance information based on their IEP goals and ELD performance
- 3. Parent/Guardian opinion and consultation via an in-person meeting, virtual meeting, or phone call
- 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. CAASPP and SBAC scores of "Standard Nearly Met" or "Standard Met", the CAA Level 3 "Understanding" for ELA, or a score of approaching grade level proficiency or above on the local benchmark assessment for Reading may be considered depending on student's IEP and capacities.

IEP teams may determine appropriate measures of ELP and basic skills performance, and minimum levels of proficiency on measures that would be equivalent to an English-proficient peer with similar disabilities.

Under federal and state laws, the IEP team in addition to personnel from the EL department may address the individual needs of each EL student with a disability using multiple criteria in conjunction with the four reclassification criteria in EC Section 313(f) listed above.

These four criteria are the minimum components required of an LEA's local reclassification policy. Additional criteria may be used to supplement the four required criteria to ensure that each student's academic success is well represented and an appropriate decision is made for each student.

Language Appraisal Team

At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of EL and RFEP students. The LAT includes the principal or designee, EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of EL students, including RFEP, takes place once per semester minimum and by teacher request for students not meeting proficiency benchmarks in English Language Arts. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

VII. Staff Roles and Responsibilities

English Learner Authorization for Teaching Personnel

The Palmdale Aerospace Academy ensures that all teaching personnel whose assignment includes English learners shall hold an appropriate EL authorization, or are “actively pursuing” authorization, issued by the California Commission on Teacher Credentialing (CCTC) to provide English language development (ELD) or access to core curriculum through ELD and/or primary language instruction. A teacher is considered “actively pursuing” authorization when the teacher has obtained an Emergency Credential, on file with the Department of Human Resources and is enrolled in a course leading toward authorization. The CCTC requires teachers of ELs, including special education teachers, to attain English learner authorization. The type of certificate, permit, or credential required depends on the type of service and/or instruction being provided to ELs.

English Language Instructional Assistants

An English language instructional assistant is a qualified paraprofessional with an Associate's degree, or two years of study at an institute of higher learning with 48 units, and a high school diploma. EL instructional assistants help support EL students within various core curriculum classes in grades K-12th, but specifically during the direct instruction of ELD. They are provided training through TPAA to improve their skills in effectively supporting ELs at different grade levels and course subjects. The ELD department will provide continuous professional development for all EL instructional assistants throughout the school year. The ELD department will provide English language instructional assistants with educational tools that help support language development in grades K-12th and tools to assist those newly arrived ELs.

To ensure accountability for implementing effective instructional services and practices for ELs, The Palmdale Aerospace Academy will hold itself responsible through the following staff duties.

Teachers

- Implement with fidelity the ELD curriculum as outlined in the English Learner Master Plan and any other directives regarding ELD instruction
- Provide integrated English language development instruction during core classes using research-based strategies and/or primary language instruction or support, to ensure students are able to access grade-level instruction and curriculum
- Attend professional development and professional learning community sessions
- Refer students for SSTs when they are not making adequate progress; participate in the SST process and implement more targeted EL support and interventions
- Maintain continual contact with parents/guardians and communicate their progress or needed interventions
- Maintain documentation and data on student progress that is organized, efficient, and representative of said progress in learning the English language
- Aid in maintaining records of student growth and in parent communication

Site Administrators

- Supervise classroom instruction for content and pedagogy to ensure the delivery of Designated and Integrated ELD
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD is being delivered in the manner outlined in the English Learner Master Plan
- Evaluate program objectives and outcomes of all relevant staff
- Utilize multiple sources of data to monitor EL program implementation
- Keep a record of all walkthroughs and reflection data
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and/or primary language instruction or support
- Conduct ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that SST and IEP meetings occur for all EL students who do not make adequate progress, and that recommendations are fully implemented
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring, and any other pertinent information.

ELD Coordinator

- To effectively promote and support implementation of the EL Master Plan:
 - Identification and placement of ELs
 - Effective instruction and intervention services for ELs
 - Effective ELD and access to core methodologies

- Reclassification criteria process and procedures
 - Annual assessment of ELs
- Collaborate with teachers and principals to ensure that the professional development plan and intervention services are aligned with the Local Control Accountability Plan (LCAP) and address the linguistic and academic needs of ELs, and facilitate ELD professional development.
- Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students
- Convene and participate in SSTs and IEPs for students not making adequate progress
- Maintain EL Program documentation as required by State and Federal mandates
- Assist administrators with the enrollment process for ELs
- Assist with identifying the initial ELD level of newly enrolled ELs
- Coordinate the administration of assessments used to determine EL placement
- Ensure appropriate placement for ELs in the development of the Master Schedule
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies
- Monitor the progress of RFEPs each reporting period and intervene as necessary

Educational Services Coordinator

- Coordinate and implement Academy training programs
- Monitors and collaborates with the ELD Coordinator on purchasing educational services, books, and materials for EL students and teachers
- Provides professional development on best practices and implementation of EL curriculum

Director of Educational Services

- Provide leadership and support to the Educational Services Coordinator, ELD Coordinator and central office staff to improve student achievement and accelerate the learning of English Learners and Standard English Learners
- Oversee recruitment, hiring, and placement of appropriate staff
- Determine staffing and training needs in collaboration with the site principals, **directors**, and the superintendent
- Support Principals in the implementation of the English Learner Master Plan policies and practices
- Advise Principals on key issues related to ELs
- Ensure that the Academy adheres to the standards and procedures in the EL Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELs

- Conduct annual evaluation regarding EL Program Goals such as the Master Plan implementation, English language proficiency and ELD progress, and progress toward grade level academic proficiency, and the percentage of EL students on track to reclassify based on progress expectations

Director of Special Education

- Provide leadership and support to the ELD Coordinator and central office staff to improve student achievement and accelerate the learning of English Learners and Standard English Learners with disabilities
- Support Principals in the implementation of the English Learner Master Plan policies and practices
- Advise Principals on key issues related to ELs with disabilities
- Ensure that the Academy adheres to the standards and procedures in the EL Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELs
- In collaboration with the Director of Educational Services conduct annual evaluation regarding EL Program Goals such as the Master Plan implementation, English language proficiency and ELD progress, and progress toward grade level academic proficiency, and the percentage of EL students with disabilities on track to reclassify based on progress expectations

Superintendent

- Provide leadership and support to the Director of Educational Services and central office staff to improve student achievement and accelerate the learning of English Learners and Standard English Learners

VIII. Monitoring ELs' and Former ELs' Progress

Monitoring and managing the progress of ELs and their acquisition of English is essential. Regular assessments that measure English language proficiency are administered regularly to all ELs in grades K-12. TPAA monitors EL student development of English using:

- ELPAC Scores
- CAASPP ELA
- Locally Determined Benchmark Assessments
- CDE Reviewed Template: OPTTEL for Progress Monitoring
- Common Formative Assessments (CFA)
- Curriculum Embedded Assessments
- Informal Assessments and Observations

When students fail to make adequate progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency. Parents and educators will be provided current

EL Progress Monitoring reports at the beginning of each semester for struggling EL students. These reports will be prepared by the ELD Coordinator and may include:

- Overall ELPAC results (most recent)
- CAASPP ELA
- Number of years in the EL program
- Locally Determined Benchmark Assessments
- Common Formative Assessments Scores
- Overall GPA for secondary students
- Current progress reports the student may have received
- Additional risk factors such as attendance

These reports serve to remind teachers of their ELs' status and progress toward the expected benchmarks of achievement. While some of the data may not change over the school year, teachers must review and monitor these progress reports closely to intervene, if adequate progress is not being made.

EL Progress Monitoring reports can be used by the ELA/ELD teacher(s) to review assessment scores with parents during conferences, SST's, 504 or IEP meetings. These forms can support discussions regarding added support and services that students may need to become fluent in English.

Administrators and the ELD Coordinator will collaborate and oversee that students receive the correct and appropriate EL services for their language needs during Designated and Integrated ELD.

As with all English Learners, ELs with an IEP are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content, and, as appropriate, primary language instruction and/or primary language support.

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

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide the placement of ELs with special needs and determine if they will participate in ELD with general education peers or their special education classroom setting based on individual student needs. At the IEP meeting, the team will discuss the instructional components in this section to meet the student's individual needs, determine the educational setting in which the student will receive ELD, and monitor the student's progress in ELD.

To determine whether a student placed in mainstream ELD is making adequate progress in ELD, the IEP team will use the EL Learning Student Plan. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identify appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student

requires ELD interventions or other support. If the team determines that the student is not making adequate progress in ELD due to the impact of the disability, and accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

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

Monitoring Reclassified Fluent English Proficient (RFEP) Students

Reviewing the performance and progress of RFEP students is a vital piece in supporting reclassified students to have success in mainstream classrooms. RFEP students will be monitored for 4 years following reclassification. This review will occur at the end of each semester by the ELD Coordinator with assistance from teachers, and/or parents or guardians. RFEP monitoring forms are digitally sent to ELA content teachers of monitored students to provide feedback regarding progress and student grades. If a student is not making satisfactory progress after reclassification, the ELD Coordinator must meet with the classroom teacher(s) and parents/guardians to develop an intervention instructional plan with specialized support. The ELD Coordinator will maintain a report to keep a record of RFEP student progress that will include but is not limited to data on most current CAASPP scores for ELA, local benchmark assessments for ELA Reading, curriculum embedded assessments, and teacher evaluation reports.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading and writing instruction
- Primary language support
- After-school academic support
- Intervention classes
- Language Appraisal Team (LAT) Review

IX. Family and Community Engagement

The Palmdale Aerospace Academy believes that parents are the child's first teachers and essential partners in the overall educational achievement of their children. The active involvement of parents and community members in schools is a high priority for the Academy and is an integral part of high

achievement for all students, especially ELs. This section describes the basic level of parent participation as outlined in the California Education Code. The value of family involvement in the work of The Palmdale Aerospace Academy goes far beyond these compliance requirements.

Parent Advisory Committees

The Palmdale Aerospace Academy recognizes that effective parent engagement and involvement are critical to the successful education of their children. As part of the Academy's effort to systematically involve parents of ELs in the education of their children, the Academy establishes policies and procedures for the English Learning Advisory Committee. Parents of ELs have opportunities to be involved in their child's education, collaborate with Academy staff, evaluate instructional services and provide recommendations.

District English Learner Advisory Committee (DELAC)

In accordance with the California Department of Education (CDE), each district with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

The DELAC is to meet regularly with leadership to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs
- The design and development, content, purpose, and results of an Academy-wide needs assessment
- Establishment of Academy program, goals, rationale, structure, and outcomes of the instructional programs for ELs in the Academy
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- Data included in the annual LCAP – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Notifications, IEP notifications, and Reclassification notifications)

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Assessments for ELs: ELPAC, CAASPP, local benchmark assessment
- Monitoring of EL progress, including intervention for students not making adequate progress
- Budgets – appropriate expenditures and services addressing identified need

Translators and Interpreters

Communication with all parents of ELs in their primary language is essential to foster parent 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 fifteen percent (15%) or more of the students speak a language other than English. TPAA goes beyond this minimum requirement of the law and requires that the Academy provides translated communication when 10% or more of the student population speaks a language other than English. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and DELAC agendas/minutes. In addition, the Academy recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

The Academy maintains a process for identifying parents who need translation and/or oral interpretation, and the language in which these services are needed.

Required Parent Notifications

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

- Initial identification
- Program options
- Program placement
- Annual ELPAC level and CAASPP scores
- Reclassification exit criteria
- Graduation requirements
- Progress expectations in any area that is not met
- Criteria for reclassification that have not been met
- Interventions provided and available at the school site and their purpose
- Individual Graduation, Culmination Plan, Reclassification Ceremony

Each school year parents of EL students are advised of their child's progress in ELD and core content areas. In addition, EL student progress toward meeting the Academy's minimum progress expectations for English learners is discussed at the elementary level during individual parent-teacher conferences and at the secondary level on an annual basis.

X. Professional Development

The Palmdale Aerospace Academy is committed to providing high-quality professional development to all teachers, site administrators, and paraprofessionals to provide them with the necessary skills and

knowledge to meet the specific needs of English learners. Professional development is designed to improve the quality of instruction and assessment of ELs. It is imperative that we enhance the teacher's ability to understand the 2012 ELD Standards, the use of ELA/ELD Frameworks found in the curriculum, assessment measures, or other instructional strategies for English learners. Professional development provided will enable teachers to improve their delivery of the material in the classroom which can lead to an increase in students' English proficiency.

New Teachers

The Palmdale Aerospace Academy offers a pre-service ELD workshop for teachers new to the profession or new to TPAA. This workshop is more comprehensive and intensive than workshops designed for experienced teachers already working at TPAA. Teachers are grouped by instructional level. It is available to all teachers but required for first-year teachers and those new to TPAA, including ELD teachers. This workshop is offered during the summer months. The goals are:

- To train teachers on the requirements of The Palmdale Aerospace Academy English Learner Master Plan
- To instruct teachers on the elements of quality ELD instruction with an emphasis on theory and research
- To give teachers an orientation to and training on The Palmdale Aerospace Academy adopted instructional materials for ELD
- To provide opportunities for teachers to learn and practice effective ELD teaching strategies, especially incorporating rigorous academic oral discourse activities into daily ELD instruction

Experienced Teachers

The Palmdale Aerospace Academy offers regular refresher workshops for experienced teachers to learn and practice ELD strategies. These are offered during the school year. The goals are:

- To present new teaching strategies for ELD
- To provide background and theory on the importance of oral language development
- To learn strategies and activities that incorporate oral language in daily ELD instruction
- To learn how to monitor progress and to implement a process for effectively managing and using multiple sources of data to design instruction

ELD Teachers

ELD teachers are required to attend professional development offered by The Palmdale Aerospace Academy each year. Throughout the academic year English 3D professional development will be provided and attendance of ELD teachers is required to properly continue to implement the program with fidelity. These pieces of training address current research and best practices for educating ELs.

ELD Coordinator

The ELD Coordinator attends required and recommended professional development, training sessions or events that comply with federal and state mandates. Such training includes English Learner services,

supports, curriculum, ELPAC assessments, teaching strategies, leadership, data analysis, and program development and implementation.

Site Administrators

Administrators attend professional development offered by TPAA to support teachers that provide ELD instruction and learn of the resources available to support teachers who are experiencing difficulty. Administrators are trained in the course sequencing and appropriate placement criteria for ELD instruction in grades K-12th. All administrators are trained in the minimum progress expectations by instructional programs to allow them to monitor the effectiveness of programs at their sites.

XI. Program Evaluation

The Academy is committed to developing sound and meaningful EL instructional programs and services. The goal of program evaluation is to provide information about the implementation and efficacy of its EL programs, services, policies, and accountability purposes. This information gives comprehensive direction to district and school staff for continuing, modifying, improving, strengthening, or discontinuing programs and/or program elements. The ELD Coordinator in collaboration with the Coordinator of Educational Services will provide data to measure the effectiveness of EL services.

EL program monitoring, evaluation, and accountability practices will address the following purposes:

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

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

A. Site Level Use

Site level personnel will review outcomes of EL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational

protocols (e.g., ELD observation tools, etc.) as a way to continually strengthen instructional practice. Priorities for professional development will be identified.

B. District Level Use

District personnel will examine patterns of EL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation. Instructional leadership and EL leadership will work together to determine professional development and other program support priorities to assist in the support of focusing on the needs identified by the English Learner Master Plan's program evaluation.

Meeting State and Federal Compliance Requirements

Additional state and federal requirements for the services to ELs will be updated annually to reflect any changes in educational laws.

Authorization to Teach English Learners

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

The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learners (EL) Authorization/CLAD Certificate and Bilingual Authorization. The table below summarizes the instructional services permitted based on the type of authorization:

Authorization Type	Instructional Services
EL Authorization	English Language Development (ELD) Specially Designed Academic Instruction in English (SDAIE)
Bilingual Authorization	English Language Development (ELD) Specially Designed Academic Instruction in English (SDAIE) Primary Language Support Content Instruction Delivered in the Primary Language

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

Teacher Misassignment

Teachers are assigned according to instructional program needs and established certification/authorization guidelines. Teachers who do not hold an appropriate authorization for their

current assignments will receive notice from the Academy informing them that completion of the required authorization is necessary. If not pursued and completed within established timelines, the teacher will be reassigned, displaced, or dismissed. Teachers of EL students who do not hold approved authorizations and/or designations will be identified as misassigned according to the Williams Settlement and the State Assignment Monitoring Report.

Local Control Funding Formula

The Academy receives supplemental and concentration money calculated in the Local Control Funding Formula (LCFF) to provide core curriculum and services to all students. It utilizes these funds to ensure that every student, Transitional Kindergarten through grade 12, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career. To reach this goal, the following instructional priorities have been identified:

- Use of multi-tiered, data-based instruction and intervention to improve core instruction and move ELs to proficiency;
- Alignment of instruction to the Common Core State Standards (CCSS) with a focus on differentiated literacy and numeracy instruction across all content areas;
- Use of standards-aligned instructional materials and strategies adopted (grades K-8) or approved (grades 9-12) by the California State Board of Education to meet the needs of ELs;
- Effective ELD differentiated for ELs by proficiency level.
- Professional development and collaboration that ensures the use of multi-tiered, data-driven instruction and intervention to improve instruction;
- Monitoring of program effectiveness through student-centered, data-based decision making;
- Increased quality, and improved involvement, of staff, parents, and community;
- Use of technology integrated into instruction;
- Equitable access to the core curriculum to improve English language proficiency and academic achievement;
- Increased successful completion of A–G requirements for all ELs.

LCFF funds are used to pay for core resources that include, but are not limited to, teacher and administrator salaries, state-adopted district-approved textbooks, and services such as facilities, library, and student meals. LCFF funds are also used to support systems to evaluate program implementation and monitor student progress.

To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities to

1. Provide effective, research-based professional development;
2. Provide support for at-risk students, including ELs, with social and emotional behaviors;
3. Provide supplemental materials for targeted interventions; and
4. Build effective school, family and community partnerships.

Budget Process for Funds Dedicated to English Learners

The LCAP requires schools to monitor school programs annually through comprehensive needs assessments and program evaluation results. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs or former ELs.

TPAA follows a process that includes all of our educational partners. The allocation of LCAP funds is determined by LCAP Goal 1 which is Educational Programs that Support all students. We identify areas of need, ask educational partners in DELAC and School Site Council of those needs and then determine allocation appropriately.

Appendix

EL Student Plan
6/9/2026



EL Student Plan

Student Information

Student	██████████	Student ID	██████████	Grade Level	5
School	Palmdale Aerospace Academy: Secondary	LEP Status	RFEP (Monitored)	Date of Birth	6/15/2015
Entered LEP	9/18/2020	LTEL	No	IEP	No

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results															
ELPAC Summative 3/9/2026	Overall				Listening			Speaking			Oral Language					
	1	2	3	4	1	2	3	1	2	3	1	2	3	4		
	4				3			3			4					
	(1591)										(1615)					
Reading			Writing			Written Language										
1	2	3	1	2	3	1	2	3	4							
3			2			3										
						(1567)										

Standardized Test Results

Test Name and Date	Grade	Scores
STAR Reading 5/20/2026	5	Grade Equivalency: 6.4 Lexile: 975 Percentile Rank: 58 Scale Score: 628 Unified Score: 1052
STAR Math 5/19/2026	5	Grade Equivalency: 7.6 Percentile Rank: 64 Scale Score: 764 Unified Score: 1077
STAR Reading 1/26/2026	5	Grade Equivalency: 4.7 Lexile: 750 Percentile Rank: 40 Scale Score: 500 Unified Score: 1012
STAR Math 1/23/2026	5	Grade Equivalency: > 8 Percentile Rank: 90 Scale Score: 815

		Unified Score: 1108
STAR Math 10/29/2025	5	Grade Equivalency: 6.4 Percentile Rank: 70 Scale Score: 731 Unified Score: 1056
STAR Reading 10/22/2025	5	Grade Equivalency: 7.7 Lexile: 1090 Percentile Rank: 79 Scale Score: 714 Unified Score: 1073
STAR Math 8/27/2025	5	Grade Equivalency: 5.5 Percentile Rank: 63 Scale Score: 693 Unified Score: 1033
STAR Reading 8/26/2025	5	Grade Equivalency: 4.9 Lexile: 785 Percentile Rank: 49 Scale Score: 518 Unified Score: 1018

LEP Services

Academic Period	Service	Provider	Schedule
2025/2026 - Year	Structured English Immersion (SEI)		4x/Week for 0:35
2024/2025 - Year	Structured English Immersion (SEI)		5x/Week for 0:35
2023/2024 - Year	English Language Development (ELD)		5x/Week for 0:45
2022/2023 - Year	English Language Development (ELD)		5x/Week for 0:30
2021/2022 - Year	English Language Development (ELD)		5x/Week for 0:30
2020/2021 - Year	English Language Development (ELD)		5x/Week for 0:30

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