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Gompers Preparatory Academy
Independent Public Conversion Charter
Grades 6 -12
English Learner Master Plan
2024-2025



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Introduction

Our mission at Gompers Preparatory Academy, in partnership with USCD and our community, is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our commitment to the mission of GPA includes ensuring that our multilingual students receive impactful strategies to support their journey in learning English while honoring their home language(s) and deepening their knowledge of both.

At Gompers Preparatory Academy, we operate with the belief of “With Students First” which permeates through every aspect of our work as a school. In addition to that, every staff member is a teacher of reading, and we are all responsible for the literacy development of our Multilingual Language Learners (MLLs). We believe in providing access to a quality education for our students. Through a college-preparatory culture and curriculum, and through partnerships with our community of parents, educators, and leaders, we commit to providing an assets-based, culturally relevant, and rigorous curriculum that is inclusive and supportive of our multi-linguistic students and their families. Teachers undergo continuous and intentional professional development that allows them to grow and reflect upon their teaching practice, observe master teachers in action, align with the GPA school culture, and progress toward their professional goals to ensure their students' success.

GPA aligns with the vision stated in the California Department of Education English Learner Road Map as follows: “English learners fully and meaningfully access and participate in a twenty-first-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.” The GPA EL Master Plan works towards achieving this vision by providing our students with a school culture that promotes self-discipline, organization, and time management, a staff trained to support their needs, and a curriculum that aims to meet students where they are on their learning journey while propelling them ever forward toward their dreams. Engaging our multilingual students is at the heart of our mission, and their success is a testament to the overall success of our school.

Guiding Principles

Adopted from CDE English Learner Roadmap

Assets-Oriented and Needs-Responsive Schools

From its inception in 2005, GPA was designed to meet our students wherever they are on their own learning journey and to celebrate each step of the way toward college. The GPA community is wonderfully diverse and unique. GPA's strong school culture and focus on student connection provide students and their families with a safe and nurturing environment to learn, grow, and thrive. GPA values and builds upon the cultural and linguistic assets students bring to their education. GPA exists today because of our parents and community members who fought for equity and access for their children, continuing that strong community bond and responding to the specific needs of our students and their families is at the forefront of everything we do.

Intellectual Quality of Instruction and Meaningful Access

At GPA, the development of our Multilingual Language Learners (MLLs) acquiring proficiency in English is integrated throughout the content areas. Students are provided with a college preparatory curriculum that promotes critical thinking, engagement, public speaking, and mastery in grades 6-12. Teaching practices and the implementation of our strong school culture maintain high expectations for all students. Our Multilingual Language Learners have full access to our courses and our students at GPA are required to take at least one Advanced Placement course in order to graduate. Multilingual Language Learners are supported in many ways at GPA through interventions, differentiated and small group instruction, dELD and iELD and one-on-one support.

System Conditions that Support Effectiveness

GPA's EL Master Plan provides the process and resources for ways the organization supports all aspects of English Language Development. By implementing effective data collection and assessment practices to monitor and support EL progress, GPA is able to reflect and make necessary adjustments to the program as needed. Providing ongoing professional development to build capacity and strengthen our programs schoolwide so that all learners thrive is essential to the success of our Multilingual Language Learners.

Alignment and Articulation Within and Across Systems

Multilingual Language Learners are provided with an aligned set of practices and pathways through grades 6-12 at GPA. This results from appropriate identification of their strengths and needs, and continues through to reclassification, graduation, and higher education. GPA implements school-wide supports that are integrated into student classes in order to work together to meet the needs of our Multilingual Language Learners.

Identification Process

Home Language Survey

GPA identifies the language(s) spoken in the home of each student through a Home Language Survey. The survey assists in identifying whether an initial assessment is necessary to determine a student's proficiency in English. This information is vital for the staff to match each student with the resources, services, and programs needed to support their success.

Initial Identification Assessment

When a student's Home Language Survey indicates the use of a language other than English in the student's home, and if it has not already been administered at a different school, the Initial ELPAC (English Language Proficiency Assessment of CA)/Initial Alternate ELPAC must be administered within 30 calendar days of enrollment. All Initial Identification ELPAC/Initial Alternate ELPAC assessments must be hand-scored and the results entered into the TOMS DEI system.

The following are the potential English Proficiency Statuses for GPA students associated with taking the Initial ELPAC:

- EL—English learners (*Based on previous Initial ELPAC assessment*)
- IFEP—Initial Fluent English Proficient (*Based on previous Initial ELPAC assessment*)
- TBD—to be determined (*Student must be administered the Initial ELPAC or Initial Alternate ELPAC*)

Students, whose English language acquisition status (ELAS) is to be determined (TBD), are administered the Initial ELPAC/Initial Alternate ELPAC to determine whether they are English learners or IFEP students. There is no parent opt-out or medical exemption for this assessment.

Overall Score Levels for the Initial ELPAC/Initial Alternate ELPAC

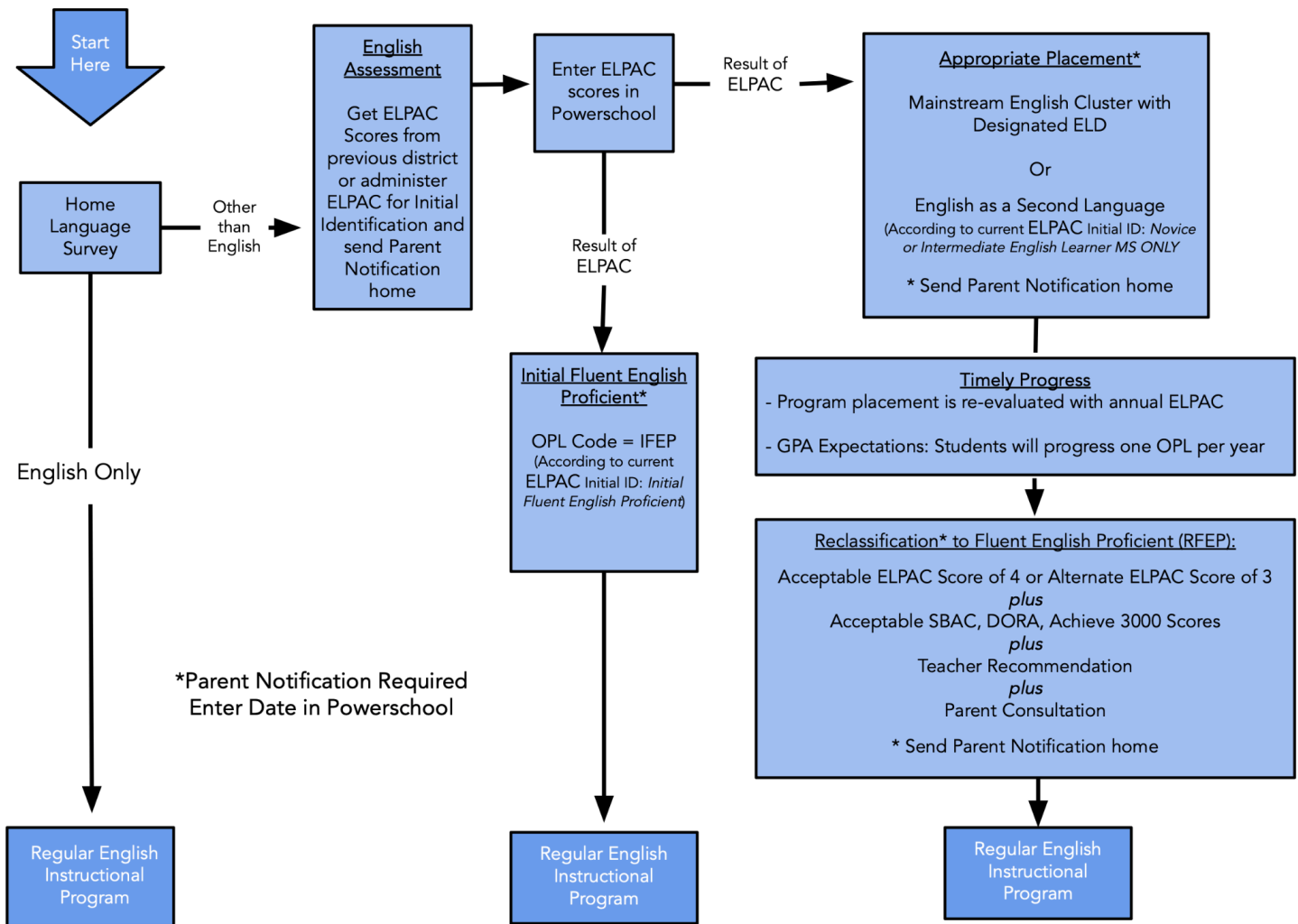
Level 1: Novice (Assigned as English Learner)

Level 2: Intermediate (Assigned as English Learner)

Level 3: Initial Fluent English Proficient (IFEP)

GPA Flow Chart: Identification and Placement Process

The following flow chart outlines the process GPA uses to identify and place English Learners in the appropriate learning pathway.



Program Overview



Depending on a student's grade level and language development level they participate in one or more of the following programs.

English as a Second Language (ESL) Course:

Middle School English Learners who score Level 1 or Level 2 on the ELPAC are placed in ESL as their ELA course. The role of the ESL teacher is to accelerate the progress of our students' English Language Development given their unique needs using a curriculum that is aligned with both ELA and ELD standards, as well as principles from the CDE English Learner Roadmap.

Academic Language Development (ALD) Course:

High School English Learners enrolled in ALD receive designated ELD in their ALD class. English Learners receive direct instruction focusing on the ELD standards. Teachers use a variety of lesson structures; blended learning using guided lessons with ELD curriculum, Achieve 3000, Let's-Go-Learn, academic vocabulary, grammar, sentence building, as well as other software programs and applications.

English Language Development (ELD):

Designated ELD: Designated English Language Development (ELD) is a targeted approach within the broader framework of English language instruction for students who are English learners. Its primary goal is to provide explicit, focused instruction on English language skills that students need to succeed in academic settings. Multilingual Language Learners (MLLs) in grades 6-12 receive designated ELD in their ELA classes. In 30 minute increments, identified MLLs are provided small group direct instruction focusing on the ELD standards.

Integrated ELD: Integrated English Language Development (ELD) refers to instructional strategies that support Multilingual Language Learners (MLLs) in accessing and engaging with the core curriculum in mainstream classrooms. The goal is to integrate language development with content learning, so students are not only learning English but also gaining knowledge in subject areas such as math, science, and social studies.

Goal Setting and Conferring:

All students classified as MLLs meet annually with the EL Coordinator to review ELPAC scores, language development progress, action planning and next steps. Our EL coordinator also confers with students struggling in ELA.

RFEP Monitoring:

Students who have reclassified (RFEP) are formally monitored for a minimum of four years after reclassification to ensure they are progressing satisfactorily. ELA teachers provide follow-ups to the EL Coordinator regarding student progress and recommendations for programming, and the EL Coordinator meets with students.

Assessment

Annual Assessment





The Summative ELPAC/Summative Alternate ELPAC measure how well Multilingual language learner students are progressing with English language development in each of the four domains. The four domains (Listening, Speaking, Reading, and Writing) are administered on a computer in grades 6-12.

The Summative ELPAC/Summative Alternate ELPAC must be administered to all continuing ELs who are enrolled and present within a specific time frame or “window” that is mandated by the California Department of Education. The testing window for the ELPAC is typically February through May of each school year.

The purpose of the Summative EL/Summative Alternate ELPAC is to measure progress toward English language proficiency, to inform EL programs and services, and to help determine if a student is ready to be reclassified. Students who are designated English Learners take the Summative ELPAC each Spring until they meet GPA’s criteria to reclassify.

Students with an Individualized Education Program (IEP) who are identified as English Learners also take the Summative ELPAC assessments. Student IEPs may indicate that they can take the ELPAC with designated universal tools, supports and/or accommodations. Some students are also eligible for domain exemptions based on their IEP. Students with more significant disabilities, who cannot access the ELPAC with approved accessibility resources, are eligible to take the Summative Alternate ELPAC, as noted in their IEP.

Summative ELPAC Scoring

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Instructional Approaches



To ensure that Multilingual Language Learners (MLLs) receive a high-quality, standards-based, and rigorous education in all content areas, the following expectations should be met:

Primary Language Supports

Primary language use and support are vital strategies for helping Multilingual Language Learners (MLLs) access and succeed in the core curriculum. Here's how they function as key components in educational settings:

1. Bridging Knowledge Gaps

- a. **Conceptual Understanding:** Using the primary language allows MLLs to understand complex concepts in their native language before tackling them in English. This helps bridge gaps in understanding and provides a foundation for learning new content.
- b. **Pre-Teaching:** Teachers can pre-teach content in the student's primary language to build background knowledge and ensure that students are familiar with essential concepts before encountering them in English.

2. Enhancing Comprehension

- a. **Clarification and Instruction:** Providing explanations, instructions, and feedback in the primary language can clarify confusing points and ensure that students grasp key concepts and instructions accurately.
- b. **Homework and Assignments:** Allowing assignments to be completed in the primary language or offering bilingual resources can help MLLs demonstrate their understanding of the content without being hindered by language barriers.

3. Building Academic Vocabulary

- a. Vocabulary Development: Instruction in the primary language helps students develop academic vocabulary that can be transferred to English. By learning concepts and vocabulary in their native language, students can more easily recognize and understand these terms when they encounter them in English.
- b. Translation Tools: Bilingual dictionaries or translation apps can aid in understanding academic vocabulary and content, supporting students in making connections between languages.

4. Fostering Engagement and Confidence

- a. Cultural Relevance: Integrating primary language resources and materials can make learning more culturally relevant and engaging for students, which enhances their motivation and confidence.
- b. Reduced Anxiety: Allowing students to use their primary language reduces anxiety and builds confidence, making it easier for them to participate and contribute in the classroom.

5. Providing Targeted Support

- a. Personalized Instruction: Teachers can use the primary language to provide personalized support and feedback, tailoring their teaching strategies to meet the individual needs of ELLs.
- b. Peer Support: Encouraging bilingual peer interactions and group work where students can use their primary language can facilitate collaborative learning and support language development.

6. Assessing Understanding

- a. Formative Assessment: Assessing students in their primary language can provide a more accurate measure of their understanding of content. This approach helps teachers gauge students' knowledge and adjust instruction accordingly.
- b. Summative Assessment: Offering assessments in the primary language or using bilingual formats can ensure that ELLs are evaluated based on their content knowledge rather than their proficiency in English.

In summary, leveraging the primary language in education supports ELLs by facilitating comprehension, vocabulary development, engagement, and targeted support. This approach ensures that students can access and succeed in the core curriculum, bridging the gap between their current language proficiency and academic success.

Designated ELD

Designated English Language Development (ELD) is a targeted approach within the broader framework of English language instruction for students who are English learners. Its primary goal is to provide explicit, focused instruction on English language skills that students need to succeed in

academic settings. Here are the key components of Designated ELD:

1. **Instructional Time:** Designated ELD involves a specific amount of instructional time dedicated solely to developing English language proficiency. This time is separate from general classroom instruction and focuses exclusively on language development.
2. **Language Development Standards:** The instruction is guided by language development standards that outline what students need to learn at various proficiency levels. These standards help ensure that instruction is aligned with the student's language development needs.
3. **Explicit Language Instruction:** Unlike integrated language development, which occurs in the context of other academic subjects, designated ELD provides explicit instruction in language skills. This includes grammar, vocabulary, language functions, and discourse patterns.
4. **Differentiated Instruction:** Lessons are tailored to meet the varying needs of students at different English proficiency levels. This might include modifying tasks, providing additional support, or using different instructional strategies to address individual learners' needs.
5. **Assessment and Monitoring:** Regular assessments are used to monitor students' progress in language development. These assessments help inform instruction and ensure that students are making adequate progress toward proficiency.
6. **Focused Learning Objectives:** Instructional objectives are clear and specific, targeting particular aspects of language that students need to develop. These objectives are designed to build on students' existing language skills and address areas where they need improvement.
7. **Interactive and Engaging Activities:** To enhance language acquisition, designated ELD often includes interactive and engaging activities. These might involve speaking, listening, reading, and writing exercises that encourage active participation and practice.
8. **Cultural Relevance:** Effective designated ELD incorporates culturally relevant content and acknowledges the diverse backgrounds of students. This helps make the learning experience more meaningful and relatable.
9. **Professional Development:** Teachers involved in delivering designated ELD receive specialized training to equip them with the skills and knowledge needed to effectively teach English language learners.

By focusing on these components, designated ELD aims to provide targeted support to help English learners build the language skills necessary for academic success.

Integrated ELD

Integrated English Language Development (ELD) refers to instructional strategies that support Multilingual Language Learners (MLLs) in accessing and engaging with the core curriculum in mainstream classrooms. The goal is to integrate language development with content learning, so students are not only learning English but also gaining knowledge in subject areas such as math, science, and social studies.

Here are the key components of Integrated ELD:

1. Content and Language Integration: Teachers design lessons that incorporate language development objectives alongside content objectives. For instance, a science lesson might include specific vocabulary instruction and language practice related to the scientific concepts being taught.
2. Scaffolding: Teachers provide supports to help MLLs understand and produce academic language. This could include visual aids, sentence starters, or graphic organizers that help students grasp complex concepts while practicing English.
3. Collaborative Learning: Opportunities for MLLs to work in groups or pairs with peers can facilitate language practice and content understanding. This collaborative approach allows students to use language in context and learn from each other.
4. Differentiated Instruction: Teachers adapt their teaching methods to meet the diverse needs of MLLs. This might involve varying the level of difficulty of tasks, offering additional support, or using different instructional materials to match students' proficiency levels.
5. Academic Language Focus: Emphasis is placed on teaching the specific academic language needed for students to succeed in content areas. This includes understanding and using subject-specific terminology and sentence structures.
6. Ongoing Assessment: Teachers regularly assess both content knowledge and language development to ensure that MLLs are making progress and to adjust instruction as needed.

In summary, Integrated ELD ensures that English Language Learners can access and benefit from the core curriculum by combining language development with academic instruction, making it an essential approach for supporting MLLs in mainstream education settings.

Staffing

Belief System

Since the beginning of our charter in 2005, Gompers Preparatory Academy has operated in a continual cycle of feedback and improvement, that includes practicing in a state of reflection, implementation, assessment, and refinement based on data from a variety of measures. Teaching at GPA is designed to be different as well. From day one of our charter, the vision for our teachers is that they understand the specific needs of our students and our community, and that they are both willing and able to continuously improve their strategies in order to put students first. GPA seeks this out during the interview process and is transparent with candidates regarding the nature of our work here. It is clear from the beginning that everyone must be a lifelong learner, open to new ideas, and remain flexible in order to make changes necessary to support our mission of all students graduating and attending college. In order for this to work, everyone must be ready to grow and stretch toward the next level. Alignment with our mission as a school is key.

Recruitment

GPA recruits teachers whose belief system aligns with the mission of our school. Through a rigorous interview process, which includes multiple sessions, campus visit and interviews with a panel, GPA ensures that the most talented and qualified staff get the privilege of working with our student community. GPA advertises vacant positions through our website and through EdJoin, and seeks to recruit talented individuals that are qualified to work with our Multilingual Language Learners. GPA credentialed staff have completed the English Learner (EL) Authorization and Cross Cultural, Language, and Academic Development (CLAD) Certificate authorizing instruction to English learners, or have had those requirements embedded into their credentials.

Bilingual Staff

GPA has a wide array of bilingual staff who connect with students and their families in an effort to support their learning. Our support staff work directly with teachers to create a supportive environment and assist with interpreting materials for our MLLs and their families.

Access to Other Programs

At GPA, all students have access to the A-G curriculum. We build in the necessary scaffolds and supports to ensure that our students can reach their full potential. Multilingual Language Learners have full access to all courses. In addition, GPA requires all students to take at least one AP course as part of our graduation requirements. Multilingual Language Learners are supported in these courses through 1:1 instruction, small group instruction, differentiated lessons, and progress monitoring.

GPA does not believe in tracking or limiting our MLL's access to a variety of subjects and content areas. Our instructional model focuses on assets-based education. Providing our students with access to the full A-G curriculum is a hallmark of our school and its college prep mission.

GPA Graduation Requirements/ A - G Requirements

English

- 4 Years Required

Mathematics

- 3 Years Required

History

- 3 Years Required

Science

- 3 Years Required

Foreign Language

- 2 Years Required

Visual and Performing Art

- 1 Year Required

Exercise and Nutritional Science

- 2 Years Required

Advanced Placement

- At least 1 AP course required

Overall GPA:

- 2.0 Academics

Credits Required: 44 Total

Current AP Offerings

AP Biology

AP Chemistry

AP Physics

AP English Language and Composition

AP English Literature and Composition

AP Calculus (AB and BC)

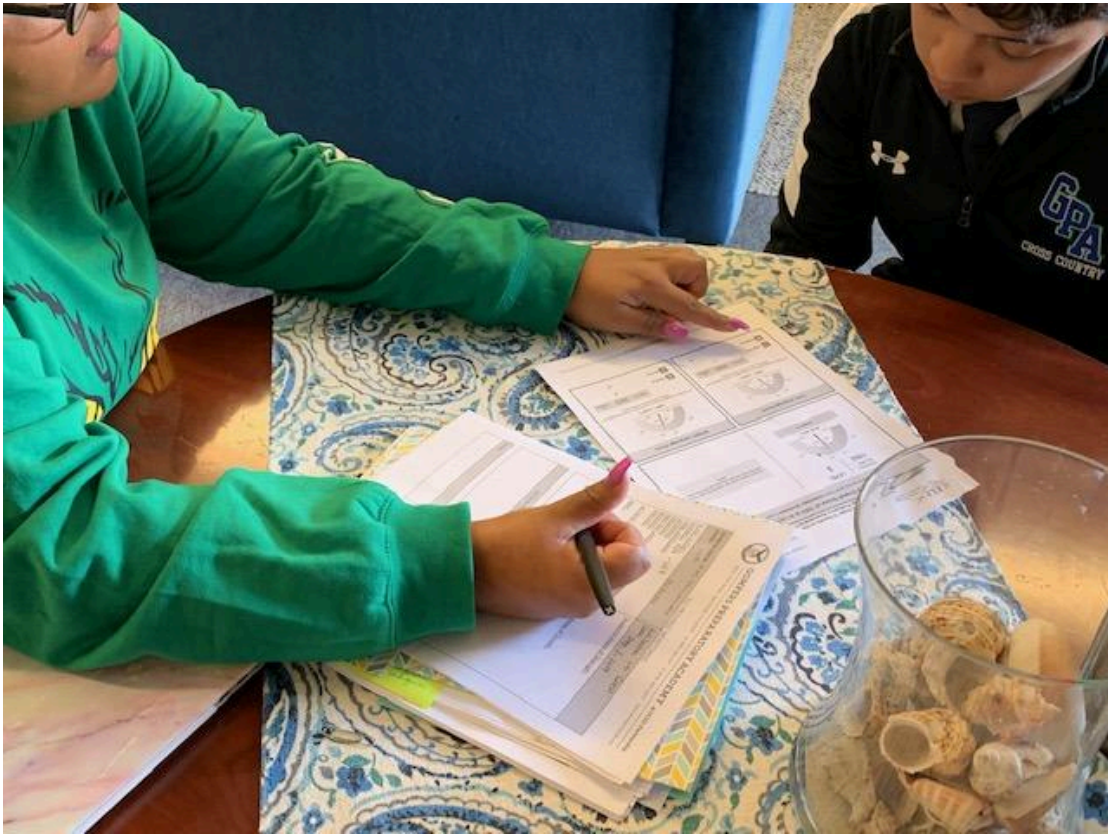
AP Spanish Language and Composition

AP US History

AP World History

AP Government

Progress Monitoring and Reclassification



MLL Goal Setting and Progress Monitoring Meetings

GPA monitors our Multilingual Language Learners to ensure they are acquiring language promptly and achieving academic success in all content areas. Progress monitoring meetings take place throughout the year. Our EL Coordinator, and/or other members of the EL team, meets one-on-one with each MLL student to review test scores, establish goals, and build meaningful connections. Providing 1:1 goal setting and progress monitoring meetings for each MLL provides individual attention to each student to inspire and empower them to create a path toward reclassification that is tailored to their own specific needs. Goal setting and progress monitoring also provides each student with time to focus on their English language acquisition and have the support of a staff member to guide them through their growth process. It provides a time for students to advocate for the support they need in terms of language acquisition that will be shared with their teachers.

Progress Monitoring of Reclassified Students

State law requires RFEP students to be formally monitored for a minimum of four years beyond the date of reclassification to ensure they are progressing satisfactorily and that additional academic support is provided when needed. If a student is not meeting grade-level standards at the end of four years, monitoring will continue beyond the four-year time frame to ensure they are being supported.

Reclassification of English Learners

One of the most important milestones for a Multilingual Language Learner is their reclassification from an official status of EL to one of Reclassified Fluent English Proficient (RFEP). Being officially reclassified is the culmination of an EL's progress through English Language Development.

Prior to being reclassified, GPA students must meet the following criteria at or above the acceptable standard.

Reclassification Criteria*	Acceptable Standard
A. English Proficiency demonstrated on the English Language Proficiency Assessments for California (ELPAC)	Overall ELPAC LEVEL of 4
B. Comparison of basic skills to non-English learner peers <ul style="list-style-type: none"> - Smarter Balanced Assessment (SBAC) for grades 6-8, 11 - Achieve 3000 Lexile Level - Let's Go Learn DORA Assessment 	Performance Level of: <i>SBAC ELA - Meets or Exceeds Standard -OR- Achieve 3000 - Grade Level Lexile Band -OR- DORA - Grade Level Equivalent Score in Reading Comprehension or Weighted Score</i>
C. Teacher Evaluation	By signing this profile, the teacher represents that he/she believes the student will be able to be successful in core subject areas in a regular program designed for native and fluent speakers of English.
D. Parent/Guardian Input	The Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement

** For general reclassification, students must meet the acceptable standard for ALL criteria (A-D)*

Classroom teachers play an important role in: (1) preparing MLL students to meet reclassification criteria, (2) monitoring MLL student progress for reclassification readiness, (3) recommending MLL students for reclassification, (4) assisting the site EL coordinator in conducting follow-up reviews of reclassified students, and (5) providing post-reclassification support to RFEP students to ensure their academic, social, and emotional success in a regular instructional program.

Reclassification of Special Education English Learners

Reclassification of MLLs who receive Special Education services is to be considered on a case-by-case basis. The Individualized Education Program (IEP) team plays an instrumental role in determining whether and how they should be reclassified. If a student's disability does not impact cognitive development and they are able to meet all of the standard criteria for reclassification, they may be reclassified in the same manner as any other MLL student. If the student's disability prevents them from meeting one or more reclassification criteria, modifications in testing procedures or criteria and/or follow-up review criteria may be warranted.

Prior to being reclassified, MLLs who receive Special Education services must meet the following criteria at or above the acceptable standard.

Reclassification Criteria	Acceptable Standard
<p>A. Demonstrates English language proficiency.</p>	<p>Student demonstrates English proficiency (in all four domains of speaking, listening, reading, and writing) by:</p> <p>Overall ELPAC LEVEL of 4 Or IEP team agrees that the student meets English language proficiency comparable to that of peers classified as English-Only (EO) with the same or similar disabilities based on a body of evidence which include multiple (a minimum of three) measures such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overall Alternate ELPAC Level level 3 or higher <input type="checkbox"/> ELPAC results given accommodations as specified on the IEP <input type="checkbox"/> ELPAC results from Subtests less affected by disability <input type="checkbox"/> Tools that compare to peers: Rating scales, Checklists, Rubrics, Language samples, Language Development Tests <input type="checkbox"/> Information gathered from multiple perspectives (e.g., parents/guardians, teachers, students, support staff) <input type="checkbox"/> Information gathered in multiple contexts (e.g., classroom observations, social interactions)
<p>B. Demonstrates academic proficiency in English Language Arts (ELA)</p>	<p>Student demonstrates academic proficiency by: The IEP team agrees that the student meets academic proficiency in ELA comparable to that of peers classified as English-Only (EO) with the same or similar disabilities based on a body of evidence</p>
<p>C. General Education Teacher or Individualized Education Program (IEP) Case Manager Judgment</p>	<p>A teacher's signature on this reclassification profile represents that he/she believes the student has acquired the English language skills to be successful in learning in English commensurate with peers classified as English-Only (EO) with same or similar disabilities while receiving appropriate special education support.</p>
<p>D. Parent/Guardian Consultation</p>	<p>Parent/Guardian was notified of their rights and provided opportunities to participate (with the use of interpreters, if necessary) in the reclassification determination as part of the IEP process</p>
<p>E. Years Enrolled in School</p>	<p>Student has been continuously or cumulatively enrolled in schools in the United States for 5 years.</p>
<p>F. Specialized Academic Instruction (SAI)</p>	<p>Student receives SAI services as part of their IEP and have demonstrated progress towards meeting previous linguistically appropriate goals and objectives commensurate with his/her ability.</p>
<p>G. IEP Team Judgement</p>	<p>Noted in the IEP on the Team Action page, the IEP team believes that specific English Language Development strategies and supports are no longer required to access the curriculum.</p>

Family and Community Engagement

Our students come to GPA with a variety of needs, and they bring with them their individual gifts. Due to the diverse social, emotional, physical, and academic needs of our students, GPA must remain flexible in order to best meet those needs. There is nothing more important to us than supporting our students as they navigate through middle school, high school, and beyond. The words “With Students First” are used when our Superintendent, Director Riveroll signs each email, each letter home, each official transcript, etc. However, these words are more than just the complimentary closing of a letter, they are a promise and they are a belief system. Our work moving forward consists of reinforcing our belief system, and constantly implementing ways to improve the lives of our students through supporting them academically, socially, and emotionally.

At GPA, parent outreach has been part of the foundation of our charter school since 2005. GPA was designed for our parents and community. We are committed to ongoing parent outreach for our Multilingual Language learners in order to increase the capacity of parent involvement.

In addition to regular email, text messaging, autodialers, and phone calls, there are many ways we engage with our families and community as follows:

- Parent Teacher Conferences
- Open House
- ELAC/DELAC
- Student Site Council
- Coffee with the Director/ Parent Prep Academy
- ELPAC parent information events
- GPA Website updates
- Demonstrations of Learning (D.O.Ls)
- Musical Production Performances
- Parent Info Nights
- Parent Teacher Student Connection (PTSC)
- Surveys/Needs Assessments

ELAC/DELAC Information

The English Learner Advisory Committee (ELAC) consists of community members, leadership, teachers, and parents. The purpose of ELAC/DELAC is to make recommendations and give advice to our school about the best possible opportunities for our Multilingual Language Learner students. The ELAC/DELAC Advisor at our school offers training and prepares ELAC/DELAC officers to fulfill their responsibilities. ELAC/DELAC officers normally meet as a committee on a monthly basis. These meeting dates and times are selected by the committee and can take place during the day or at night. ELAC/DELAC meetings are open to the public, and meeting reminders are posted in our front office. GPA is a single school site and its own Local Education Agency (LEA). Our ELAC committee also serves as our District English Learner Advisory Committee (DELAC).

Professional Development



The staff at Gompers Preparatory Academy is committed to learning and growing as a learning community. Aside from a variety of off-site training opportunities available to teachers such as the California Association of Bilingual Education (CABE), GPA staff enjoy impactful and pertinent professional learning that translates into serving our diverse student population of English Learners. Our Director/Superintendent teaches a master class for teachers and staff to observe, and participants get in-the-moment training on best practices around supporting our Multilingual Language Learners. Furthermore, through peer-observations and reflective practices, teachers are constantly growing in their teaching practice in an effort to support all students.

The following list is a small sampling of the various off site professional development trainings our ELD Team has attended:

- CABE (California Association for Bilingual Education) - attendance since 2015
- EL Coordinator Network Meetings - attendance since 2015
- CRLP- UCSD: Implementing the CA ELA/ELD Framework - attendance since 2017
- ELAC/DELAC Training - attendance since 2022
- MEGA Network Professional Learning Series - attendance since 2019
- BEST PRACTICES FOR ASSESSING EL - attendance 2023
- Supporting Newcomers in the Classroom - attendance 2024
- The English Learner Roadmap for Administrators: Focus on Language Acquisition Zone D EPiCC Grant Event - attendance 2024
- English Learners with Disabilities: Culturally Sensitive Special Education Evaluation, IEP Development, and Instruction for English Learners Virtual Institute - attendance 2024
- WestEd's: ELSWD Virtual Institute - attendance 2024

Program Evaluation



EL Goals/LCAP

GPA's Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

In an effort to effectively evaluate our EL program, GPA has created a goal in the LCAP as follows:

Goal #3: Increase the academic performance of our multilingual learners, students in the EL subgroup, with an emphasis on our LTEL subgroup and those performing at Level 1 and Level 2 on the ELPAC.

Actions to support our EL Goal include:

3.1: Implementation of Integrated and Designated ELD and EL Roadmap

Over the next 3 years, GPA will enhance and implement our integrated and designated ELD to support our multilingual learners and utilize the English Learner Roadmap Self Reflection Rubric to assess current status to identify areas needing improvement on an ongoing basis. This action will target our English Learner population in ELA, Math and College and Career Readiness by building their English Proficiency and increasing their access to all academic content to better prepare them for College and Career.

3.2 Revision and implementation of EL Master Plan

By 2025, GPA will revise and implement the EL Master Plan to better meet the needs of Multilingual Learners, with additional focus on students identified as Long-Term English Language Learners (LTELs). The plan is to include goal setting and progress monitoring, 1:1

EL street data interviews, professional development for staff regarding ELPAC requirements, and SDAIE strategies.

Revising and implementing the EL Master Plan addresses the needs of our LTELs and Multilingual Learners by providing a strategic plan that includes monitoring progress, analyzing ELPAC strand data to inform instruction, and continuous feedback following a continual improvement model

3.3 Goal Setting/Progress Monitoring

Starting in Fall of 2024, GPA will provide all EL learners with goal setting and monitoring of their progress (annually). ELPAC, Reclassification Rates, CDE Dashboard Data, and Survey Data indicate a need to mobilize and inspire our multilingual learners and LTELs to continue to make progress toward English language proficiency as well as support teachers with monitoring the progress and understanding how to support our multilingual learners and LTELs at GPA. Providing 1:1 goal setting and progress monitoring meetings for each Multilingual Learner supports this need as it provides individual attention to each student to inspire and empower them to create a path toward reclassification that is tailored to their own specific needs. Goal setting and progress monitoring also provides each student with time to focus on their English language acquisition and have the support of a staff member to guide them through their growth process. It provides a time for students to advocate for the supports and needs they have in terms of language acquisition that will be shared with their teachers.

This action will increase engagement and support of our multilingual learners, positively impacting student achievement, absenteeism and student discipline.

3.4 Professional Development

GPA will provide Professional Development to focus on SDAIE and other high-impact strategies to support multilingual learners and LTELs, and the Universal Design Learning model for lesson planning. In addition, PD will be developed to support staff in learning the criteria and requirements for the ELPAC to ensure they understand how students are evaluated and reach reclassification.

ELPAC, Reclassification Rates, CDE Dashboard Data, Survey Data indicate a need to create a knowledgeable staff who is prepared with the needed strategies and skills to meet the unique needs of our LTELs and multilingual learners.

Professional development specific to supporting our LTELs and Multilingual learners addresses the needs and enhances the teaching and learning for our students. Specific training on SDAIE and other high impact strategies and UDL will provide staff with multiple access points for elevating student engagement and targeting differentiated instruction.

The increased level of knowledge and support will increase student engagement and attendance and decrease discipline issues for our LTELs and multilingual learners.

Accountability Metrics

Attendance records, graduation rates, reclassification rates, student academic performance indicators (ELA/Math/CCI), and Summative ELPAC scores are used in the annual evaluation of the team's effectiveness. EL Goal Setting/Monitoring meeting Logs, ELPAC data, CDE Dashboard Data, Survey data, PD Calendar, and Lesson Plans are additional metrics used as accountability indicators for our EL Master Plan and provide us with data that supports our continuous improvement cycle.

Glossary

Key Terms

EL - English Learner

ELAS - English Language Acquisition Status

ELD - English Language Development

ELPAC - English Language Proficiency Assessment of California

ELAC - English Language Advisory Committee

EO - English Only

DELAC - District English Language Advisory Committee

dELD - Designated English Language Development

iELD - Integrated English Language Development

IFEP - Initial Fluent English Proficient

LTEL - Long Term English Learner

MLL - Multilingual Language Learner

- GPA, along with many educational organizations, has shifted toward the use of “MLL”, Multilingual Language Learner, in place of ELL or EL in an effort to recognize the assets, funds of knowledge, and linguistic capital of all individuals using English as an additional language. There are still statewide indicators and assessments that use EL and ELL; therefore, you may see both terms used interchangeably throughout our Master Plan.

RFEP - Reclassified Fluent English Proficient

EL Program Quarterly Overview of Procedures

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Initial ELPAC Administration ● RFEP Progress Monitoring ● Goal Setting and Conferring Meetings ● Fall Reclassification of Students 	<ul style="list-style-type: none"> ● RFEP Progress Monitoring ● Goal Setting and Conferring Meetings ● Winter Reclassification of Students
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● RFEP Progress Monitoring ● Goal Setting and Conferring Meetings ● Summative ELPAC Administration 	<ul style="list-style-type: none"> ● RFEP Progress Monitoring ● Summative ELPAC Administration ● Summer Reclassification ● Reclassification Celebration