



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

MASTER PLAN FOR ENGLISH LEARNERS' CERTIFICATION 2024-2025
Attachment I

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each English Learner (EL) that is designed and implemented to overcome language barriers and provide access to the core curriculum. (See *Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). As part of a comprehensive and compliant English Language Development (ELD) instructional program, charter schools are expected to implement an integrated and designated ELD instructional program for all ELs. The California Department of Education (CDE) has provided numerous communications and resources to support all public schools in this endeavor, including but not limited to [ELA/ELD Framework](#).

The following questions, though not exhaustive, should be used to evaluate whether the school's integrated and designated ELD instructional programs are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students:

1. How does your school provide both Designated and Integrated ELD instructional services for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?

N.E.W. Academy of Science and Arts provides both Designated and Integrated English Language Development (ELD).

Students receive Designated ELD instruction, which is standards-aligned instruction with attention to transferable and non-transferable skills. In providing Designated ELD, teachers have assigned a protected time during the instructional day to build the needed English skills for English Learners to learn content in English. Teachers provide 30 minutes of Designated ELD in grades TK – K and 45 minutes in grades 1 – 5. Some strategies teachers employ include grouping according to the student's language proficiency level (emerging, expanding, and bridging), modeling, sentence frames, visuals, realia, and constructive feedback. English Learners build foundational skills in English and learn how English works.

Students receive Integrated ELD that provides access to core subjects, makes content comprehensible, develops academic language, and builds on students' culture. Integrated ELD is provided every day throughout the day in all core subjects. To provide integrated ELD, teachers utilize the California English Language Development Standards in tandem with CCSS for ELA/Literacy, CCSS for mathematics, NGSS, and the 2016 History-Social Science Framework. Teachers employ SDAIE strategies, vocabulary, visuals, discussions, collaboration, Thinking Maps, Bloom's Taxonomy, Webb's Depth of Knowledge (DOK) levels of thinking and questioning, realia, videos, audio, and hands-on activities that make

content knowledge comprehensible to all English Learners.

2. Is Designated ELD provided every day, and for what lengths of time?

- Grades TK-K receive 30 minutes of Designated ELD instruction. The instruction is tailored based on the student's assessed language proficiency level and according to the ELD standards.
- Grades 1-5 receive 45 minutes of Designated ELD instruction. The instruction is tailored based on the student's assessed language proficiency level and according to the ELD standards.

3. What is the program(s)/resources used in both the core curriculum and ELD? Why were these program(s)/resources selected and how do they meet the needs of ELs? Consider both grade- levels and subject areas.

All the core curriculum is state-adopted, district-approved and standards aligned materials.

Language Arts: All grade levels use Benchmark Universe Advance (English)/Adelante (Spanish) by Benchmark Universe. The curriculum provides Integrated ELD support throughout the entire curriculum and for each grade level.

ELD: All grade levels use Benchmark Universe English Language Development. The curriculum provides language transfer support and ways to differentiate instruction.

Math: All grade levels use SAVVAS, enVision Mathematics. The curriculum provides a Language Support Handbook. The handbook provides lesson instructional support that promotes language development. It includes teaching support for Academic Vocabulary. The Math program provides ELL support by using visual learning throughout. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

History-Social Science: All grades use Impact/Impacto by McGraw Hill. The curriculum follows the guiding principles for supporting English learners.

Science: All grades use FOSS kits by Delta. The curriculum provides English Language Development Resources (FOSS ELD Lesson Planner, planning tool for using ELD standards in FOSS, Guiding Principles for Science and ELD instruction...)

Special consideration was made in adopting the curriculum when meeting the needs of our students. All core curriculums include a vital component that addresses the need to reach English learners, provide resources to meet their needs, and differentiate instruction.

4. Who delivers designated and integrated ELD to ELs, and where does it take place?

Designated ELD and Integrated ELD is taught by fully qualified credentialed English learner teachers who are supported by collaboration and access to on-going professional development. Teachers hold an English Learner or Bilingual Authorization certification. Designated ELD and Integrated ELD take place in the classroom. Designated ELD is a protected time that is taught daily. Instruction is designed and guided by standards and a scope and sequence of language skills. Integrated ELD is taught throughout the day in all content areas. Also, develops English Learners' linguistic skills in the disciplines through instruction of the specific academic language (English).

5. As you evaluate the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?

Performance Data

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	7	5	7	7	14	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46
Level 4 ⓘ Percentage of students by grade for level	9.09%	8.62%	13.73%	16.67%	33.33%	19.35%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.28%
Level 3 Number of students by grade for level	15	12	27	22	17	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	111
Level 3 ⓘ Percentage of students by grade for level	19.48%	20.69%	52.94%	52.38%	40.48%	58.06%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36.88%
Level 2 Number of students by grade for level	21	16	13	9	9	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72
Level 2 ⓘ Percentage of students by grade for level	27.27%	27.59%	25.49%	21.43%	21.43%	12.90%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23.92%
Level 1 Number of students by grade for level	34	25	4	4	2	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72
Level 1 ⓘ Percentage of students by grade for level	44.16%	43.10%	7.84%	9.52%	4.76%	9.68%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23.92%
Total Number of students by grade for all levels	77	58	51	42	42	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A	301

Based on the ELPAC 2023-2024 data (see table above), we can see how our English Learners are developing their second language in the early grades (K-2). Learning a second language is developed by providing our students with a protected time of Designated ELD and support through each core subject with Integrated ELD.

Comparison of at Least One Level's Growth in Language Proficiency

Comparison of at least one level's growth in language proficiency						
ELPAC Results for 2022-2023			ELPAC Results for 2023-2024			Difference
Grade	# of ELs	Moved up a level	Grade	# of ELs	Moved up a level	
K	76	18	K	77	34	20%
1st	58	16	1st	58	13	6%
2nd	52	42	2nd	51	30	22%
3rd	46	15	3rd	42	12	4%
4 th	42	23	4th	42	25	5%
5th	32	19	5th	31	13	17%

Based on a comparison of NEW Academy of Science and Arts benchmark expectations for English Learners (see table above), our results show that Kindergarten had an increase of 20% in moving up

one level of proficiency. First grade had a decrease of 6%. Second grade had a decrease of 22%. Third grade had a decrease of 4%. Fourth grade had an increase of 5%, and fifth grade had a decrease of 17%. Overall, NEW Academy of Science and Arts data shows a slight decrease in English Learners' language proficiency.

We will continue to provide our students with a protected time of Designated ELD daily and Integrated ELD across all core subjects. Our teachers have and will continue to receive professional development to address English Language Learner needs. We will continue to receive professional development from our educational partners from LMU (Center for Equity for English Learners). Teachers will be using the OPAL tool. *The OPAL is a research-based and validated classroom observation tool designed specifically to support teachers of English Learners.* Teachers will identify effective practices to improve instructional practices.

6. How do you monitor EL students and what acceleration supports are put in place to overcome language barriers and remedy academic? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Our charter has a comprehensive assessment and progress monitoring system. We administer both state-mandated and charter-adopted benchmark assessments. Our charter adopted benchmark assessments are both formative and summative assessments. The formative authentic assessments prepared by the classroom teacher provide information about student learning and are conducted regularly. Teachers are able to rely on this information and adapt instruction to meet student needs. The summative assessments provide current levels of achievement after a period of learning. Both formative and summative assessments help the teacher monitor students' progress during each school year.

Our charter has established benchmark expectations for all English Learners. First, students are expected to show at least one level's growth in language proficiency (as measured by the ELPAC). Second, students are expected to attain academic proficiency on the SBAC (within five years of entering U.S. schools).

Students who do not meet the minimum progress benchmarks are supported in accordance with our Multi-tiered System of Supports (intervention strategies, SSPT Student Support Progress Team) and in conjunction with our Language Appraisal Team. Teachers provide immediate support in the classroom based on the data, benchmark information and the formative assessments. The instruction is differentiated, lessons are modified and aligned to the ELD standards as well as student needs.

Teacher have received training in evaluating the level of complexity of a given text, difficulty of grammar and discourse, vocabulary, text organization and visuals. Additionally, teachers received PDs on modifying curriculum, multiple (small/large) grouping approaches and scaffolding. Differentiated instruction for English Learners is used across grade levels to access/comprehend the content in order to meet the objectives of the lessons. The monitoring of English Learners and their progress is ongoing. The teacher will continues to assess student performance and provide small group/one-on-one support in the classroom if needed. These students are also provided with tutoring before and afterschool based on teacher recommendations and parent approval.

In summary, the Language Appraisal Team examines the data provided by local and state mandated assessments. It will identify areas of strength and improvement, provide recommendations for EL services/interventions and prioritize EL students who require individualized progress monitoring. With the recommendation of the teacher and the LAT, students will receive interventions that are standards-based for EL students who are not meeting the minimum progress benchmarks. It should be noted that the majority of our students are English Learners with a diversity of backgrounds and languages. A high percentage of our families are Indigenous with a variety of languages and dialects. This necessitates that we provide translation at all meetings concerning their children.

7. What systems are in place to ensure ELs are annually assessed for English fluency and are reclassified in a timely manner once they meet all components of the reclassification criteria?

N.E.W. Academy of Science and Arts has a system in place to ensure ELs are assessed annually for English Fluency:

- The ELD Coordinator first identifies the current language classification of students.
- Students classified as English Learners will be administered the Summative ELPAC. This assessment measures the English levels of proficiency.
- Upon receiving an overall level 4 in the Summative ELPAC and meeting the reclassification criteria, the student is recommended for reclassification.

8. What structures are in place to ensure parents of ELs are informed of their children's Master Plan program placement, instructional services, progress, and reclassification?

At the beginning of the school year, the ELD Coordinator meets with the parents of English Learners to provide information aligned with the English Learner Master Plan and the System for ensuring the success of the students as described in #7.

9. What EL-specific professional development is provided to teachers of English Learners?

- Primary Language Support
- Development of Oral Language
- [OPAL \(Observation Protocol for Academic Literacies\)](#)
- Evaluating Text Complexity
- Designated and Integrated ELD
- Differentiated Instruction for Access to Content
- Multiple Grouping and Other Instructional Strategies (scaffolding, bridging, connecting)
- English Learners and Special Education Program (Identification and Placement)
- Math and Science Instruction for English Learners
- Nancy Fetzer Writing Program

Please review the school's current Master Plan for English Learners and revise it as necessary to address these important components. Ensure that the school's plan updates any obsolete information.

Provide the certification no later than Friday, November 8, 2024 to the Charter Schools Division as part of the Triannual 1 (T1) electronic document submission.

**MASTER PLAN FOR ENGLISH LEARNERS
CERTIFICATION FORM 2024 -2025
Due Friday, November 8, 2024**

LAUSD LOC. CODE
2023

CHARTER SCHOOL NAME:

N.E.W. Academy of Science and Arts

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

Please check one box:

- ☒ The school utilizes its own Master Plan for English Learners
- ☐ The school utilizes LAUSD's Master Plan for English Learners and Standard English Learners

Nelsy Jackson

Charter School Principal's Name

Nelsy Jackson

Charter School's Principal's Signature and Date