



English Learner Master Plan

Module 1: Overview

Multilingual and Multicultural Education Department

Learner Objectives

- To become familiar with the new EL Master Plan - purpose and structure
- To recognize your role in the implementation of the Master Plan



Office for Civil Rights

- On October 2011, LAUSD signed a voluntary agreement with the US Department of Education's Office for Civil Rights (OCR).
- The agreement called upon the District to develop a Master Plan for English Learners by September 2012.
- The plan is to include goals for the District's program for EL students, a program implementation and accountability structure to deliver English Language instruction and services to all EL students, including special education, and EL secondary students who have completed English language development instruction.



Professional Development Overview

- 4 one hour modules:
 - 3 modules during banked time
 - Overview Module
 - Instructional Program Options and Services for English Learners
 - Instructional Services for Standard English Learners and Master Plan Accountability
 - Online module on Compliance and Family Engagement
- The above 4 modules are to be delivered by November 30, 2012.



Essential Questions To Frame Our Thinking

- Why do we need a Revised Master Plan?
- What is the purpose of the EL Master Plan?
- How will the Master Plan guide us to accelerate student achievement for English Learners and Standard English Learners?



Turn and Talk

Focus on the first question and
dialogue:

*“Why do we need a Revised
Master Plan?”*



Group Task: Data Review

- Review slides # 8-15.
- As a group, discuss how the data impacts your prior conversation on why we need a Revised Master Plan?



REVIEWING EL POPULATION AND STATUS

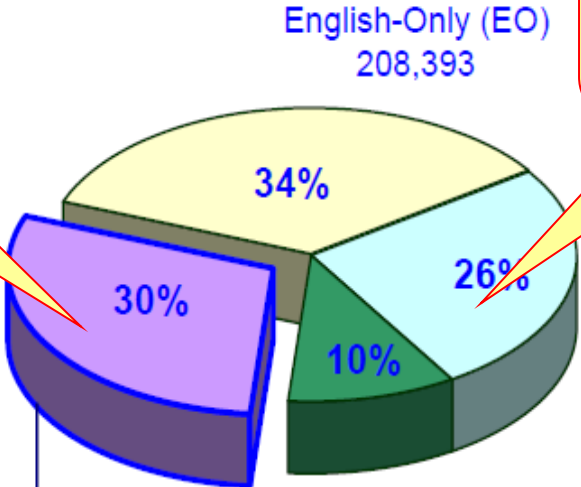


Enrollment by Language Classification

Almost one in 3 students in LAUSD is classified as EL

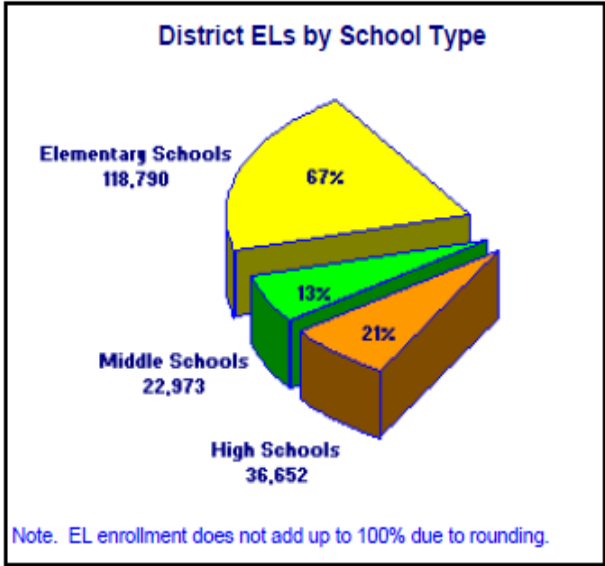
One in 4 students in LAUSD is classified as RFEF

English Learner (EL)
178,415



Reclassified
Fluent-English-Proficient (RFEF)
155,330

Initial
Fluent-English-Proficient (IFEP)
62,360

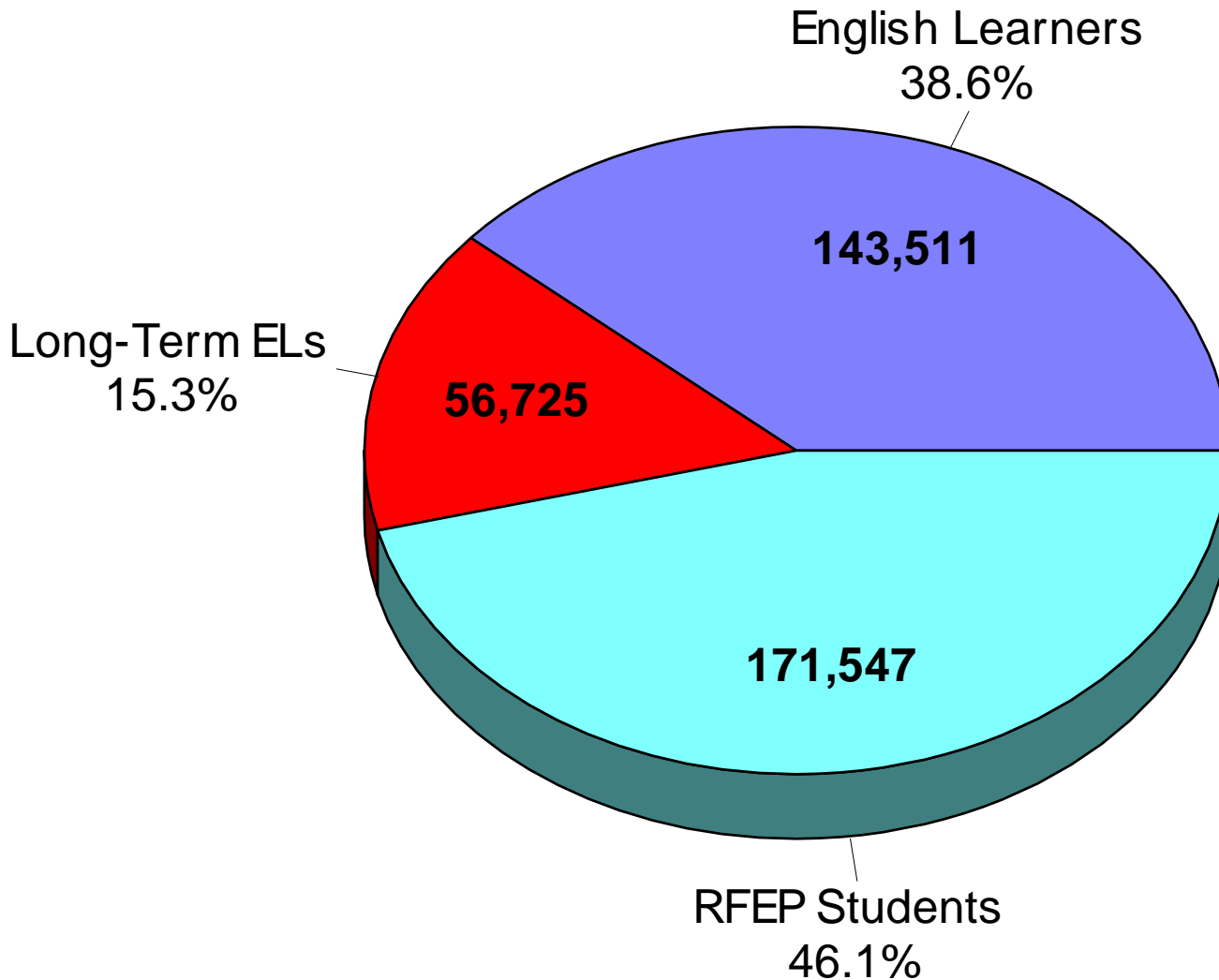


Total Population = 604,498

Note. Does not include independent charter school data

LAUSD

English Learners, Long-Term ELs* and Former ELs (RFEP) 2010-11



REVIEWING ACHIEVEMENT RESULTS



Subgroup Proficiency Rates in ELA

LAUSD Students	2009-10	2010-11	Change In Percentage Points
All Students	41	44	+ 3.0%
English Only	49	52	+ 3.0%
IFEP	63	65	+ 2.0%
RFEP	49	52	+ 3.0%
English Learners	13	15	+ 2.0%



Subgroup Proficiency Rates in Math

LAUSD Students	2009-10	2010-11	Change In Percentage Points
All Students	39	43	+ 4.0%
English Only	44	48	+ 4.0%
IFEP	57	59	+ 2.0%
RFEP	41	44	+ 3.0%
English Learners	24	29	+ 5.0%

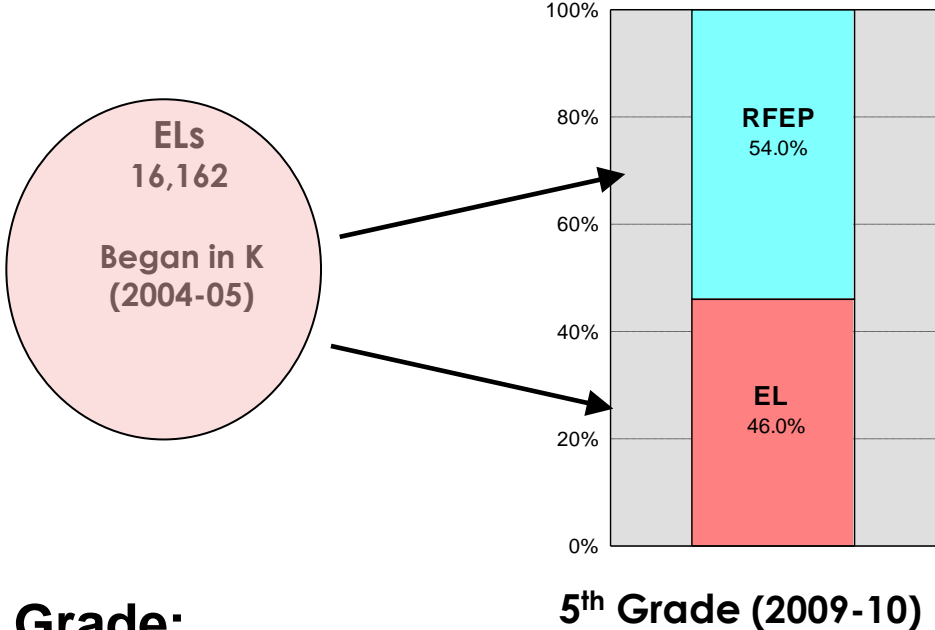


EXPLORING A COHORT OF STUDENTS WHO ENTERED LAUSD IN KINDERGARTEN AS ENGLISH LEARNERS



ELs in LAUSD Since Kindergarten

- In 2009-10, 66.0% (30,699) of 5th graders have been in LAUSD since Kindergarten.
- 16,162 of these 5th graders were identified in Kinder as ELs.



By 5th Grade:

- ❑ 46.0% of the students that began as ELs were still ELs by the end of 5th grade (7,439).
- ❑ 54.0% of the students that began as ELs were RFEPs by 5th grade (8,723).



5th Grade ELs in LAUSD Since Kindergarten

Of the 7,439 EL 5th graders who began as Kindergartners in LAUSD, the following CST data were available:

CST 2010 (Grade 5)	Number	Percent
Advanced	34	.6%
Proficient	334	5.6%
Basic	2366	39.7%
Below Basic	2043	34.3%
Far Below Basic	1176	19.8%
Total	5953	



CST 2010 Cluster Scores (Grade 5)	Percent correct
Word Analysis	38%
Reading Comprehension	40%
Lit Response & Analysis	42%
Writing Strategies	46%
Writing Conventions	52%

Source: LAUSD, ODA 2011



Table Talk

- Review slides # 8 – 15.
- As a group, discuss how the data impacts your prior conversation as to why there was a need to revise the EL Master Plan?



Purpose of the Master Plan

- A practical guide for all staff to ensure **consistent and coherent services** are provided to every English Learner (EL) and Standard English Learner (SEL)
- Provides **guidance and direction to administrators, teachers, paraprofessionals** and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District
- Developed to ensure all ELs and SELs in LAUSD attain **optimal linguistic and academic success**
- Describes how ELs are identified, the different program options available and how they become proficient in English and have **full access to a challenging curriculum**
- Describes **systems for monitoring** EL progress from identification to Fluent English Proficiency
- Endorses **teaching practices** and strategies that **respect, affirm** and build upon the **language and culture of each child**
- Focuses on **systems, policies and processes** related to the **teaching of English and academic content** to speakers of other languages while also addressing the linguistic needs of students whose native language is English, yet speak varieties of English that utilize unique linguistic features



Development of the Master Plan

- **Stakeholder groups involved:**
 - AALA, UTLA, Parents, Experts, Consultants
- **Timeline:**
 - April 2011 to June 2012
- **Feedback:**
 - Public Review
 - Town Hall
 - Office for Civil Rights
 - Mexican American Legal Defense Education Fund
 - External Language Acquisition Experts
- **Approval:**
 - Office for Civil Rights
 - LAUSD Board of Education



What's New and Different?

Chapter 1: Initial Identification, Parent Notification of Instructional Program Options, Assessment and Program Placement and Reclassification

- Procedural changes for reclassification and monitoring (p. 20)
- Procedures for administering language proficiency assessments (p.11)

Chapter 2: Instructional Program Options

- New instructional program options; Waiver to Basic renamed Transitional Bilingual Education and repurposed as a K-3 program (p. 29-30)
- Maintenance Bilingual Education Program -Elementary new program (p. 33-34)
- Secondary Accelerated Program (p. 46-47)
- Secondary EL Newcomer Program (p. 48-49)
- Minimum Progress Expectations Charts designed for each Program throughout the chapter

Chapter 3: Instructional Services for English Learners

- Addresses the needs of various cohorts of English Learners such as
 - Newcomers with limited or formal education
 - Long Term English Learners (p. 59-66)



What's New and Different?

Chapter 4: Instructional Program for Standard English Learners

- Explicit support for Standard English Learners to ensure access to academic content (p. 88-89)

Chapter 5: Family and Community Involvement

- New chapter

Chapter 6 : Monitoring, Evaluation and Accountability

- New chapter

Chapter 7: Meeting State and Federal Compliance Requirements

- Teaching and Learning Framework and School Leadership Framework (p. 138-140)



Guiding Principles

1. ELs are held to the **same high expectations** of learning established for all students.
2. ELs develop full **receptive and productive** proficiencies in English in the domains of **listening, speaking, reading & writing**.
3. ELs are **taught challenging academic content** that enables them to meet performance standards in all content areas.
4. ELs receive **instruction** that **builds** on their previous education and **cognitive abilities** and that **reflects their language proficiency levels**.
5. ELs are **evaluated with appropriate and valid assessments** that are aligned to state and local standards and that **take into account the language development stages & cultural backgrounds of the students**.
6. The academic success of ELs is a **responsibility shared by all educators, the family and the community**.

Adapted from George Washington University



Guiding Principles

While our values direct our personal behavior, our Guiding Principles frame the way we educate children. Reflecting on the questions below should give us a better understanding of how we achieve success through these Principles.

Individually reflect on the following:

- If you had to choose, which one or two of the Guiding Principles are most relevant to you in driving success? And why?
- What conditions should be in place for you to successfully practice the Guiding Principles as a way of working?



Scavenger Hunt

Question	Answer	Textual Evidence and page
<p>1. What is your role in the accountability of instruction of English learners and Standard English learners?</p>		
<p>2. What will progress monitoring look like at schools?</p>		
<p>3. True or False: During initial enrollment process in addition to CELDT students must be assessed in their primary language.</p>		
<p>4. True or False: English Language Development instruction is part of English Language Arts.</p>		
<p>5. What is your expectation for a 3rd year English Learner in the Structured English Immersion program?</p> <p>What will you do for a student that is not meeting the expectations?</p>		



As the largest English learner enrolling school district in the United States, whose students speak more than 90 different languages, the Los Angeles Unified School District has the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California... We know that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our communities.

John Deasy, Ph.D.
Superintendent
English Learner Master Plan, p.ii

