

Los Angeles Leadership Primary Academy K-8
English Learner Plan

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

INTRODUCTION

The Los Angeles Leadership (K-8) Academy Master Plan for English Learners is a result of collaboration and commitment to meeting the language needs of the Los Angeles Leadership Primary Academy's ELL student population. This Master Plan provides direction and guidance to staff and stakeholders in regards as to the services available to parents and EL students.

The goal of Los Angeles Leadership Primary Academy's English Learner Program is to develop English language literacy in each English Learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Los Angeles Leadership Academy recognizes that this goal can be accomplished through programs that are ELD standards based and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

The programs and services contained in this plan were developed based on State and Federal laws, LAUSD District guidelines, Board policies, and research-based best practices in instruction for ELs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of Los Angeles Leadership Primary Academy is to:

- Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
- Ensure that all ELs access and master the English Language and that they all have access and master ^{the} core curriculum.
- Decrease the risk of failure, retention, and lower the affective filter of EL's.
- Strengthen parent involvement and engagement in their child's academic plans.
- Increase ELs participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.
- Ensure that all programs are being implemented with fidelity.

This plan not only works to ensure compliance with program mandates for our students, but works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Los Angeles Leadership Primary Academy with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

This plan will serve as the basis for our work, a work that is inclusive of all learners and their needs.

I	Involvement Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
---	--

Los Angeles Leadership (K-8) Academy will have a fully-functioning English Language Acquisition Committee (ELAC) of teachers and parent representatives meeting a minimum of 6 times of year. They will advise the School Site Council (SSC) about programs for English Learners.

Teachers and administrators will meet with parents to review the English Learner Proficiency plan, CELDT/ELPAC scores (initial and current language designation), primary language assessment results, current English Proficiency, program placement and options, and exit and reclassification criteria. The parents of the English learners on an Individualized Education Program are informed about student ELD goals and support programs at the annual IEP meetings. Parent communication will be distributed in the parent's primary language.

Los Angeles Leadership (K-8) Academy has established a parent center to provide support and education to parents. The Parent Center Director serves as a liaison between the school and parent community services.

Los Angeles Leadership (K-8) Academy will host an annual Reclassification Celebration for every student who meets Reclassification Criteria.

II	Governance and Administration Policies, plans, and administration of categorical programs meet statutory requirements.
----	--

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section in Los Angeles Leadership Academy's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

After parents complete the HLS, a site designee determines whether the child must be administered the CELDT (California English Language Development Test). 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 this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

If the answers to questions 1, 2, 3, and 4 are 'English,' the student is classified as EO (English Only), the parent is notified, and given information their child's program placement. When a language other than English is identified on Question 1, 2, 3, or 4 the student is then assessed for language proficiency in English

via the CELDT.

However, the school's designee must also use the HLS to determine if any reasonable doubt may exist as to the student's home language (other than English). The school's designee must research the student's home language background if the following indicators are deemed to be present:

- 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)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- Student, 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.

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 student's English Learner (EL) Folder, located in the child's cumulative record.

CELDT Testing

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis (between July 1 and October 31) to measure progress in acquiring English. In California, at the time of this publication, the CELDT is the state-adopted language proficiency assessment. Based on a student's overall performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). If a child is not reasonably fluent in English according to the established criteria, then the student should be placed in a program that must include English Language Development (ELD).

Los Angeles Leadership (K-8) Academy notifies all parents of its responsibility for CELDT testing and of CELDT results within 30 calendar days of receiving results. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. Parents will also be notified of the program, program options, and reclassification criteria.

At the time of parental notification, all placement options are explained to parents of ELs. Once the school identifies a student as an English Language Learner, parents receive a packet of information explaining the various program options. Once the program and placement options have been explained to the parent or guardian, an appropriate program is assigned to the student based on the parent's decision.

Students with disabilities will be assessed on the CELDT with accommodations as agreed to by the IEP team. Los Angeles Leadership Primary Academy administrators will work with staff on an implementation of sound instructional strategies to enable students to meet the ELD standards.

III	<p>Funding</p> <p>Allocation and use of funds meet statutory requirements for allowable expenditures.</p>
-----	--

The School Site Council with input from ELAC will annually review, evaluate, and revise the Single Plan for Student Achievement using school-wide data.

Los Angeles Leadership (K-8) Academy will appropriate Title III funds for the supplemental instructional programs and resources for our EL students.

The SSC as an advisory committee will work with the Los Angeles Leadership (K-8) Academy Collaborative Board to monitor and approve all federal and state funds.

IV	<p>Standards, Assessment, and Accountability</p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
----	--

Reclassification Process

The administrator/ designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student’s CUM file and reflected in the student information system.

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

Reclassification Criteria(Grades 1 and 2)

- CELDT Score – Overall Early Advanced (4) or Advanced (5) based on listening-speaking skill area (or the equivalent on the ELPAC)
- Meet Benchmark on the internal periodic assessments
- Teacher evaluation based on student grades and progress.
- Parent Consultation and approval.

Reclassification Criteria(Grades 3 to 8)

- Score of *Nearly Meets Standard* or above on the most recent Smarter Balance Assessment Consortium (SBAC) exam or California Modified Assessment (CMA) in English-language arts.

- The school may also allow for the use of scores that indicate Language and Reading proficiency on the institution’s standards-based Internal Benchmark Assessments in lieu of the SBAC.
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher (or the equivalent on the ELPAC)
 - Teacher evaluation based on student grades/progress report marks*
 - Parent consultation and approval

*In the event that a student meets the CELDT/ELPAC and SBAC exam/CMA criteria/Internal Benchmarks but not the grade/progress report mark requirements, the school’s Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures may be considered:

- Scores that reflect proficiency on the Los Angeles Leadership (K-8) Academy’s adopted standards-based ELA assessments
- Prior SBAC/CMA/Internal Benchmark scores
- Authentic student work samples, especially writing samples.

Student Assessments

We will develop and administer curriculum-embedded and grade level formative ELD assessments to monitor student progress. We will also make use of embedded assessments within Los Angeles Leadership (K-8) Academy’s adopted ELA curriculum to regularly measure the English language proficiency of all elementary level ELs. We will monitor EL student development of English using:

- CELDT/ELPAC Scores
- Common Benchmark Assessments
- ELD Assessments
- ELA Curriculum Embedded Assessments ^[L]_[SEP]

The results of these assessments are compared to the Minimum Progress Expectations by instructional program and when students have not made adequate progress, interventions are applied. These interventions and other instructional supports should focus on helping the student accelerate their growth toward the expected level of English proficiency.

Los Angeles Leadership (K-8) Academy prioritizes resources (e.g. supplemental curriculum for ELD instruction) for LTELs. Students will be made aware of their LTEL status by the counselor and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention/study skills during Universal Access.

Monitoring

An EL’s progress is monitored annually using both school adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT/ELPAC administration is compiled to identify individual students who are not meeting

this expectation, and appropriate interventions are applied at the school site.

- 1) The use of informal observations and evaluative tools, such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
- 2) Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
- 3) We will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
- 4) We will maintain CELDT/ELPAC test results, home language surveys, ELD matrix forms, parent notifications, and primary language test results inside the blue ELD folder located in the student's CUM.

We will continue to monitor our reclassified English Proficient students' academic progress for a minimum of two years. At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. 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 students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. 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.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period (elementary) or semester (secondary) for a minimum of two years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

Accountability

Los Angeles Leadership (K-8) Academy will analyze the data to monitor individual and school-wide English proficiency and academic achievement in core academic subjects. Teacher observations are designed to help create strong instruction for EL students that are essential for EL achievement.

Consequently, Administrators will monitor...

...that teachers implement the following in core academic subjects: Essential Questions, Content Area Standards, Language Objectives, ELD Standards, and Depth and Complexity Icons.

...that teachers are using differentiated instructional delivery as appropriate through informal and formal classroom observations.

...the planning and implementation of the ELD instructional block through observations, collection and analysis of lesson plans.

Los Angeles Leadership (K-8) Academy will collaborate with stakeholders to revise and refine systems and

programs as needed.

V	Staffing and Professional Development Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
---	--

Los Angeles Leadership (K-8) Academy employs teachers who are authorized to teach English Language Learners with documentation of CLAD, BCLAD or SB 1969 /395. Los Angeles Leadership Academy’s bilingual paraprofessionals are trained to provide support to students in their primary language.

Teachers and paraprofessionals are provided with a copy of their class master plan roster.

Teachers and paraprofessionals are provided training and technical assistance in implementation of research-based strategies that include differentiated/tiered instruction, SDAIE (Specially Designed Academic Instruction in English), scaffolding, and Project GLAD strategies (Language Acquisition and Literacy). Grade level representatives will attend Bilingual Education conferences and provide training for their grade level peers.

We support new teachers through the Beginning Teachers Support Assistance (BTSA) program that includes an ELs Standard. Additional training in differentiated instruction and strategies for working with ELs and their families is offered to teachers and other school personnel on an ongoing basis through grade level meetings, staff development days, attending conferences, and workshops. Moreover, CELDT Training is held during staff development at the beginning of the year.

VI	Opportunity and Equal Educational Access Participants have equitable access to all programs provided by the local educational agency, as required by law.
----	---

Los Angeles Leadership (K-8) Academy shall provide English Learners with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners are (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. Therein, these programs are designed to ensure that ELLs meet ELD and grade level standards through high-quality instruction.

VII	<p>Teaching and Learning</p> <p>Participants receive core and categorical program services that meet their assessed needs.</p>
-----	---

If a child is not reasonably fluent in English according to the established criteria, then a placement in the appropriate program is indicated. Support services in the program must include English Language Development (ELD). ELD standards address second language acquisition, a required content area unique to ELLs. These standards identify the linguistic competencies ELLs must develop to achieve the proficiency in English. ELD is a component of all instructional programs designed to serve the needs of ELLs in order to meet ELA content standards. ELD course works are designed to provide ELLs with focused instruction based on the state ELD standards.

English Language Learners receive standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of English Language Development instruction a day. ELD instruction is given according to the EL's assessed proficiency level and is based on the California ELD Standards. In addition, ELD instruction shall focus on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the English Language Arts standards.

The ELD Block shall reflect the long range plans and goals that are developed for the ELs by the teachers with administrative support. The ELD instructional program must contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for English Language Learners.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multicultural awareness and positive self-esteem.

Consequently, we will ensure that ELs meet ELD and grade-level standards through high-quality instruction.