



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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October 12, 2017

SUBJECT: MASTER PLAN FOR ENGLISH LEARNERS: APPROPRIATE INSTRUCTION AND SERVICES FOR ENGLISH LEARNERS (EL) – DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT (ELD):

Dear Charter School Leaders,

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each 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 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: 1) [Dear Colleague Letter](#); 2) [ELA/ELD Framework](#); 3) [Designated and Integrated ELD](#); and, 4) [Reminder of Legal Obligations to ELs](#).

As shared by CDE in the [Reminder of Legal Obligations to English Learners](#) from Dr. Veronica Aguila, Assistant Superintendent/Division Director on August 30, 2016, “The CDE is informing administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.” We ask that each charter school reflect on the academic achievement, and record of performance of their EL subgroup as well as their Long-Term English Learners (LTELs).

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 a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you’ve evaluated 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?

6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Please review the school's current English Learner Master Plan and revise it as necessary to address these important components. Ensure that the school's Master Plan updates any obsolete information; for example, some plans still refer to the CAHSEE or CST as one of the measures for reclassification criteria. For schools that were using the LAUSD's Master Plan, please submit a written response to questions 1-6 above.

School's updated plan with the attached certification or school's response to questions 1-6 above (Only for schools who were utilizing the District's Master Plan) with attached certification must be submitted no later than Monday, October 30, 2017 via e-mail to the charterschools@lausd.net.

Sincerely,



José Cole-Gutiérrez
Director, Charter Schools Division