

Executive Summary

The Los Angeles Unified School District's *2018 Master Plan for English Learners (ELs) and Standard English Learners (SEs)* lays out the District's vision for educating our culturally and linguistically diverse students, including increasing dual language education (DLE) programming to provide opportunities for all students in the District to become bilingual and biliterate. Much has changed since the last English learner (EL) Master Plan was written in 2012, including the passage of Proposition 58 in California, which has opened the door for bilingual education programming, the adoption of board resolutions supporting initiatives with the goal of bilingualism and biliteracy, and updates to state and English language proficiency standards. With developments both within L.A. Unified and at the state level, the time is right to ensure our District's *2018 Master Plan for ELs and SEs* is responsive to these changes and provides the best plan for ensuring equitable education for all learners.

The Master Plan provides: (1) guiding principles that underlie and set the foundation for the content in the chapters; (2) discussion of topics relevant to understanding, supporting, and educating EL and SEL students; (3) details on the programming available for ELs and SEs; (4) resources for teachers and administrators implementing the curriculum and assessment for those programs; (5) ideas for family engagement; and, (6) selected resources for further information and assistance. The content included in the Master Plan reflects and serves to fulfill the District's mission: embracing our diversity to educate L.A.'s youth, ensure academic achievement, and empower tomorrow's leaders. We are L.A. Unified.

Guiding Principles for Educating English Learners and Standard English Learners

The guiding principles were created as a collaborative effort by the Multilingual and Multicultural Education Department and members of the Master Plan Ad Hoc Working Group, with input from additional stakeholders. The guiding principles highlight important concepts that are integrated throughout the content of the Master Plan and help realize the vision for educating ELs and SEs in L.A. Unified.

1. **Assets-based Education:** Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
2. **Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.



3. **Sociocultural Competence:** There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
4. **Rigorous Academics for All:** Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language, including an academic language, as well as academic achievement across the curriculum.
5. **Alignment and Articulation:** Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification, and graduation, in preparation for college and careers in the 21st century.
6. **Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure that fiscal investments are equity-oriented and research-based.



What's new in the 2018 Master Plan for ELs and SELs?

- ★ Focuses on assets-based education
- ★ Goal of bilingualism and biliteracy for all
- ★ Expansion of dual language education programs
- ★ Updated research, practice, monitoring, and resources on instructional delivery models for comprehensive English language development (ELD), including designated ELD and integrated ELD
- ★ Shifts from Structured English Immersion (SEI) program to Language and Literacy in English Acceleration Program
- ★ Updated research, practice, monitoring, and resources on identifying and educating SELs in a comprehensive Mainstream English Language Development (MELD) program
- ★ Incorporates the new English Language Proficiency Assessments for California to determine English language proficiency and monitor progress

Chapters and Content

The Master Plan includes eight chapters. Below is a summary of each chapter's contents, as well as a brief outline of key sections.

Chapter 1: Assets-based Instructional Programs for English Learners and Standard English Learners

This chapter describes EL typologies (e.g., newcomers, on-track ELs, long-term ELs), provides the research base for promoting bilingualism and biliteracy, and outlines the various instructional programs available that value and affirm students' cultures and languages, empower students' voices, and cultivate a joy of learning. Key sections include:

- ★ Who Are English Learners?
- ★ Who Are Standard English Learners?
- ★ Language Programming in L.A. Unified
- ★ Benefits of Academic Language Development, Bilingualism, Biliteracy, and Multilingualism

Chapter 2: Identification, Reclassification, Graduation, and Beyond

This chapter lays out L.A. Unified’s processes for identifying the diverse populations of ELs and SELs, reclassifying ELs, determining when SELs no longer need specific language support, and supporting ELs and SELs on pathways to college and career success, including graduation, details related to noncourse requirements, and beyond.

Key sections include:

- ★ The Enrollment Process
- ★ Reclassification of ELs
- ★ Identifying SELs
- ★ Mastery of Academic Language Proficiency for SELs
- ★ College and Career Pathways
- ★ Graduation and Beyond



Chapter 3: Family and Community Engagement and Connections

This chapter provides background and key information that demonstrates L.A. Unified’s commitment to fostering in-depth, resilient connections between school, and home and family for all students in the district. The value of family involvement in the work of L.A. Unified schools goes far beyond compliance requirements as outlined in California *Education Code*. This chapter is devoted to a more complete description of how families are involved in L.A. Unified. Key sections include:

- ★ Communication with Parents and Families
- ★ Parent Advisory Committees
- ★ School, Family, and Parent and Community Services
- ★ Accountability for Implementation of Family and Community Involvement

Chapter 4: Effective Instruction for English Learners

This chapter provides the *why*, *what*, and *how* of preparing our diverse language learners for college and careers in the 21st century. It discusses the articulation of the EL curriculum that encompasses a structured and balanced comprehensive ELD program (curriculum, instruction, and assessment), guided by the California English Language Arts/English Language Development (ELA/ELD) Framework, as well as issues that should be taken into consideration when scheduling and grouping ELs to provide intellectually engaging and developmentally appropriate experiences to achieve English proficiency, target language proficiency development, and academic achievement. It also addresses curriculum and instruction for DLE programs, use of primary language supports, and assessment for ELs. Key sections include:

- ★ The Role of Language in Instruction
- ★ Guiding Questions for Providing Effective English Learner Instruction

- ✦ Classroom Composition for English Learner Students
- ✦ Flexibly Grouping Students for Instruction
- ✦ Key Components of a Comprehensive English Language Development Program
- ✦ Key Components of a Dual Language Program
- ✦ Differentiating Instruction for English Learners Using Formative Assessments

Chapter 5: Effective Instruction and Assessment for Standard English Learners

This chapter addresses the academic language and literacy acquisition needs of the SELs being served in L.A. Unified. Grounded in the California ELA/ELD Framework, California State



Standards, the Teaching and Learning Framework, and the School Leadership Framework, this chapter highlights the assets-based principles that should ground our services for SELs. In addition, this chapter provides an overview of curriculum, instruction, assessment, and academic language progress monitoring for SELs. Historically, the home languages of SELs, such as African-American Language, Mexican-American Language, Hawai’ian-American Language, and Native American Language,

have been perceived as deficits or as incorrect forms of English. But, in fact, they are linguistic and cultural assets that educators can use to help provide more equitable access to the curriculum. Embracing the numerous contributions and strengths that our SELs bring to the school community is a foundational goal for all who support our SELs as they strive to add academic English to their linguistic repertoires. Key sections include:

- ✦ Instructional Goals for Standard English Learners
- ✦ Guiding Questions for Providing Effective Standard English Learner Instruction
- ✦ Standard English Learner Identification
- ✦ Instructional Programs and Policies to Support Standard English Learner Instruction
- ✦ Culturally and Linguistically Responsive Education
- ✦ Mainstream English Language Development
- ✦ Parent Communication
- ✦ Celebrating Student Progress

Chapter 6: Professional Learning and Leadership Development

This chapter presents L.A. Unified’s approach to ensuring educators at all levels across the District are prepared to meet the needs of ELs and SELs. This chapter also provides resources and links to both District required professional development and continuing professional development opportunities that support educators and leaders in meeting the needs EL and SELs. Key sections include:

- ✦ Growth and Development for Teachers
- ✦ Opportunities for Teachers’ Professional Learning
- ✦ Growth and Development for School Leaders
- ✦ Opportunities for School Leaders’ Professional Learning
- ✦ Pathways for Professional Growth

Chapter 7: Ensuring Effective Practices: Program Evaluation, Monitoring, and Accountability

L.A. Unified is committed to monitoring and evaluating the implementation of its EL and SEL policies, programs, and services, as well as their effectiveness, to continuously improve them and hold itself accountable. This chapter addresses processes for monitoring the implementation of instructional program services, determining the effectiveness of programs and services, and promoting EL and SEL linguistic and academic success and college and career readiness. Key sections include:

- ★ Systematic Approach for Monitoring Sample Activities
- ★ Monitoring Processes at the School Site Level
- ★ Monitoring Processes at the Local and Central District Level
- ★ Monitoring Requirements at the State Level
- ★ Monitoring Requirements at the Federal Level
- ★ Annual Master Plan Evaluation

Chapter 8: Meeting Legal and Compliance Requirements

This chapter details legal and compliance requirements relevant to ELs and SELs. It reviews the landmark cases and legal mandates that have shaped the education of these students. Federal and state laws are listed to give the reader background information and perspective regarding how the District implements these laws, including funding, teacher authorizations for ELs, and program monitoring. L.A. Unified is committed to ensuring that leaders and educators across all levels of the school system are provided integrated professional development, share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure fiscal investments are equity-oriented and research-based. Key sections include:

- ★ Meeting Legal Requirements: The Legal Impetus for Serving English Learners and Standard English Learners
- ★ Authorization to Teach English Learners
- ★ Program Monitoring
- ★ Funding



Diversity is our strength