

ENGLISH LEARNER MASTER PLAN CERTIFICATION FORM 2020-2021

DUE: FRIDAY, OCTOBER 23, 2020

LAUSD LOC. CODE

5231

CHARTER SCHOOL NAME:

Public Policy Charter School

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 the attached revised plan and has also address the questions below. 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.

See attached the current English Learner Master Plan

OR

Our school was using the LAUSD Master Plan, in the meantime, please see attached responses addressing questions 1-6.

Y. Sonali Tucker Ed.D. (Executive Director)

Charter School ~~Principal's Name~~ :

Y. S. Tucker

Principal's Signature

Exec. Director

Date

10/16/2020

Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division

ENGLISH LEARNER MASTER PLAN

RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE

5231

CHARTER SCHOOL NAME:

Public Policy Charter School

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?

The program for English Learners (once they have been identified) is based on their classification; ELD Starting, Emerging, Developing, Expanding, or Bridging. Currently, the school has 11 LTELs, 7 are continuing students and 4 are new to the school.

The Integrated Program: SDAIE Strategies, Spanish translations embedded within the Math, History and other resources used as part of the core and intervention, as well as primary language supports provided by 2 bi-lingual instructional aides, are all used within the CCSS framework. Moreover, these strategies as well as vocabulary building, Achieve 3000, Socrative, BrainPop and other supplemental resources are used throughout the curriculum.

The Designated Program: Students work with bi-lingual instructional aides and teachers using ELD resources during specific times built into the instructional day. There is Designated ELD during the afterschool program and during Saturday school as well.

2. How often does integrated ELD and designated ELD take place, and for what lengths of time?

Integrated ELD takes place throughout the schoolday everyday. Designated ELD is built in to the Master Schedule during specific times of the Instructional Day and during the After School Program.

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?

The school uses Study Sync (Mc Graw Hill) in all grade levels as its core curriculum. Grades 6,7 and 8 also use Inside the Text (Houghton Mifflin Harcourt) and 3D English (Houghton Mifflin Harcourt) to bolster linguistic skills while engaging in reading, writing and comprehending topics related to Public Policy (a core goal of the school). Achieve 3000 an online program that tracks student Lexile levels over time, is used by all grade levels (5,6,7 and 8) as a supplemental resource to help students meet their linguistic and academic goals. Teachers use this data to evaluate student progress and offer targeted supports to encourage progress. This resource was selected to allow students to work at their own pace and progress accordingly and to give teachers realtime data with which they can support students. In 8th grade students also use, Brainpop, Socrative, Quizlet and Flocabulary to advance ELA/ELD skills. For students who are beginners to the language (ELD emerging) the school provides Duo Lingo (an online language program).

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

Integrated and designated ELD is delivered in the classroom during school hours as well as afterschool during tutoring. It is delivered as stated previously, by bi-lingual teachers, and bi- lingual instructional aides. An online

Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division

language program (Duo Lingo) is used during non-core classtime and afterschool by the students who are Beginning English Language Learners.

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?

The school has 11 LTEL students this year (2020-21) 7 are continuing students and 4 are new to the school. In 2017-18 the school re-classified 9% of its EL students based on an ELPAC score of 4, teacher recommendation and parent consultation. In 16-17 the school's CELDT tests were lost in the mail so no Reclassifications were possible.

In 18-19 the school Reclassified 18.8% of our EL students.

In 19-20 the school Reclassified 8% of our EL students.

In the school's evaluations the ELs, unless very recent immigrants to the US or have returned to the US after several years, perform no differently than the Never EL students when provided an Integrated ELD program with robust SDAIE strategies and Primary language supports.

SDAIE strategies, Language rich classrooms (In all subject areas) videos and other visual supports as well as Bi-lingual Instructional Aides, a Bi-lingual Teacher, and ancillary Bi-lingual staff support the ELD program and EL students. The school is at the beginning of Year 6 in 2020-21. Evaluating the progress of the students based on classroom grades for students who have been at the school for 1 year or more, given the pandemic and related learning loss for all students (not just EL students), the school expects at least 5% of EL students to earn scores on the ELPAC that would permit commencing the re-classification process.

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?

Once the level of language acquisition (Starting, Emerging, Developing, Expanding, or Bridging) for each EL student has been understood, the bi-lingual teachers and bi-lingual instructional aides monitor EL students by evaluating progress based on the 4 dimensions of language acquisition (Listening, Speaking, Reading, and Writing) and movement from one level of language acquisition to another.

Appropriate strategies are used based on student progress; verbalizing, think-share-pair, reading log, round robin, reflections, brainstorming, comprehension checks, choral reading etc.. For Starting or Emerging level students the teacher or bi-lingual instructional aide will translate assignments, instructions and related material and edit and coach on writing assignments (Primary language supports).

Further, every year, each EL students' progress based on ELPAC (CELDT prior to 2018) scores is monitored and students who have been re-classified as RFEP will continue to be monitored.

All EL students will be supported with Integrated as well as Designated supports as described previously. This support goes beyond ELA; the bi-lingual teachers and bi-lingual instructional aides work with these students during Math, Science, History, Civics and Art as well. During Professional Development the teachers and Instructional aides are repeatedly trained in SDAIE strategies and discuss various ways in which working with EL students can be improved. Teachers are required to include a Language Objective in their Lesson Plans. The school's administration is also considering training teachers in TESOL strategies in the future.