

MASTER PLAN FOR ENGLISH LEARNERS' CERTIFICATION 2025-2026
Attachment I

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each English Learner (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 English Language Development (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 [ELA/ELD Framework](#).

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 -Designated and Integrated ELD instructional services for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. Is Designated ELD provided every day, and for what lengths of time?
3. What is the program(s)/resources used in both the core curriculum and ELD? Why were these program(s)/resources selected and how do they meet the needs of ELs? Consider both grade-levels and subject areas.
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you evaluate 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 and what acceleration supports are put in place to overcome language barriers and remedy academic? How do you ensure that they receive the appropriate in class and out of class instructional supports?
7. What systems are in place to ensure ELs are annually assessed for English fluency and are reclassified in a timely manner once they meet all components of the reclassification criteria?
8. What structures are in place to ensure parents of ELs are informed of their children's Master Plan program placement, instructional services, progress, and reclassification?
9. What EL-specific professional development is provided to teachers of English Learners?

Please review the school's current Master Plan for English Learners and revise it, as necessary, to address these important components. Ensure that the school's plan updates any obsolete information.

Provide the certification no later than Friday, November 7, 2025 to the Charter Schools Division as part of the Triannual 1 (T1) electronic document submission.

**MASTER PLAN FOR ENGLISH LEARNERS
CERTIFICATION FORM 2025-2026
Due Friday, October 31, 2025**

LAUSD LOC. CODE

CHARTER SCHOOL NAME:

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 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.

Please check one box:

- The school utilizes its own Master Plan for English Learners
- The school utilizes LAUSD's Master Plan for English Learners and Standard English Learners

Charter School Principal's Name

Charter Schools's Principal's Signature and Date