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Appendix A: Commonly Used Abbreviations

AAL ✨ African American Language	IFEP ✨ Initial Fluent English Proficient (Students)
AEA ✨ Access, Equity and Acceleration Office	L1 ✨ Primary/First Language
AEMP ✨ Academic English Mastery Program	L ² EAP ✨ Language and Literacy in English Acceleration Program (formerly Structured English Immersion [SEI])
ALD ✨ Academic Language Development	LCAP ✨ Local Control and Accountability Plan
CDE ✨ California Department of Education	LD ✨ Local District
CELDT ✨ California English Language Development Test	LTELs ✨ Long-term English Learners
CLR ✨ Culturally and Linguistically Responsive/Relevant	MBE ✨ Maintenance Bilingual Education
CSS ✨ California State Standards	MELD ✨ Mainstream English Language Development
DELAC ✨ District English Learner Advisory Committee	MMED ✨ Multilingual and Multicultural Education Department
dELD ✨ Designated English Language Development	MTSS ✨ Multi-Tiered Systems of Support
DIBELS ✨ Dynamic Indicators of Basic Early Literacy Skills	MxAL ✨ Mexican American Language
DLE ✨ Dual Language Education	NAL ✨ Native American Language
EC ✨ Education Code (California)	OCR ✨ Office for Civil Rights (U.S. Department of Education)
ECE ✨ Early Childhood Education	PCS ✨ Parent and Community Services
EL ✨ English Learner	PD ✨ Professional Development
ELA ✨ English Language Arts	PLTELs ✨ Potential Long-term English Learners
ELAC ✨ English Learner Advisory Committee	PSEL ✨ Probable Standard English Learner
ELD ✨ English Language Development	RFEP ✨ Reclassified Fluent English Proficient (Students)
ELP ✨ English Language Proficiency	SEI ✨ Structured English Immersion (now L ² EAP)
ELPAC ✨ English Language Proficiency Assessments for California	SEL ✨ Standard English Learner
EO ✨ English-only (Students)	SLF ✨ School Leadership Framework
ESEA ✨ Elementary and Secondary Education Act	SLIFE ✨ Students with Limited or Interrupted Formal Education
ESSA ✨ Every Student Succeeds Act	SSC ✨ School Site Council
ETK ✨ Expanded Transitional Kindergarten	SSPT ✨ Student Support and Progress Team
GATE ✨ Gifted and Talented Education	SWD ✨ Students with Disabilities
HLS ✨ Home Language Survey	TBE ✨ Transitional Bilingual Education
HAL ✨ Hawaiian American Language	TK ✨ Transitional Kindergarten
iELD ✨ Integrated English Language Development	TLF ✨ Teaching and Learning Framework
IEP ✨ Individualized Education Plan	UCP ✨ Uniform Complaint Procedures

Appendix B: Glossary

Academic English Mastery Program (AEMP): L.A. Unified’s Academic English Mastery Program (AEMP) “is a comprehensive, research-based program designed to address the language and literacy needs of African-American, Mexican-American, Hawaiian-American, and American Indian students for whom standard English is not native. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students” (L.A. Unified, n.d.).

Academic Language: Including, but “beyond academic vocabulary, the constellation of skills that comprise academic language proficiency,” academic language involves “the knowledge and deployment of a repertoire of language forms and functions that co-occur with school learning tasks across disciplines” (Uccelli, Barr, Dobbs, Galloway, Meneses, & Sánchez, 2018).

Academic Language Development (ALD): No student comes to school adept in academic discourse; therefore, thoughtful instruction is required. Academic language development requires students to add to their repertoires in social language to learn a variety of language forms and vocabulary found in academic language. There are specific Academic Language Development strategies, including the following: encourage students to read diverse texts, introduce summary frames, help students to translate academic to social language and back, have students complete scripts of academic routines, dynamically introduce academic vocabulary, help students diagram similarities and differences, have students write with a transition handout, teach key words for understanding standardized test prompts.

Bilingualism: Fluency in or use of two or more languages

Biliteracy: Fluency in or use of two or more languages for both oracy and literacy

California English Language Development (CA ELD) Standards: In 2012, the California State Board of Education adopted the new California English Language Development Standards (ELD). The ELD standards guide teachers in supporting English Learners in the acquisition of English needed for success in content areas. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning, and are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards.

California State Seal of Biliteracy (SSB): The California State Seal of Biliteracy (SSB) is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

Classroom Walkthrough Tool (CWT): Unlike a classroom observation which provides an extended view of a single classroom, a walkthrough creates a schoolwide picture made up of many quick snapshots. They are frequent 5-15-minute visits focused on specific “look fors” that can give leaders valuable real-time data about areas of strength and areas of growth. Protocols include time spent before each walkthrough to identify the focus of the observation, followed by time to debrief among team members to identify elements that should be shared with teachers.

College and Career Readiness (CCR): The key knowledge, skills, and abilities for achieving entry and persistence in postsecondary education, and/or postsecondary success in the workforce.

Comprehensive English Language Development (ELD): A comprehensive ELD program includes both Designated ELD (dELD) and Integrated ELD (iELD) for ELs.

Culturally and Linguistically Responsive Pedagogy (CLRP): valuing the rich resources, intelligences, literacies, lived experiences, and funds of knowledge students bring to the classroom, and regarding them not as hindrances to learning, but rather as critical capital to creating meaningful, authentic communities of learning (Gay, 2010; Gonzalez, Moll, & Amanti, 2005; Ladson-Billings, 2009; Moll, Amanti, Neff, & Gonzalez, 1992; Nieto, Bode, Kang, and Raible, 2008;).

District English Learner Advisory Committee (DELAC): Each District with 51 or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). The DELAC's mission is to provide an authentic parent voice through engaging in review and generating advice and comment on matters pertinent to English Learner programs to the L.A. Unified Board of Education and Superintendent, to ensure that the District's Local Control and Accountability Plan ("L.A. Unified LCAP") reflects the input of District parents, a key stakeholder group. The committee must elect Representatives and Alternates to participate in the DELAC. At each local district, parents of ELs select eight Representatives and two Alternates.

Dual Language Education (DLE): Dual language education (DLE) refers to programs that provide grade-level content and literacy instruction to all students through two languages—English and another target language.

Dual Language (DL) One-way Immersion: The goals of the dual language one-way immersion program are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for English learners and English-proficient students. In one-way dual language programs, all of the students in the class share the same language background (for example, all native speakers of English, or all native speakers of Spanish).

Dual Language (DL) Two-way Immersion: The goals of the dual language two-way immersion program are acquisition of full language proficiency and academic achievement in two languages—English and the target language—as well as positive cross-cultural competencies for English learners and English-proficient students. In two-way programs, approximately half of students are native speakers of the target language and the other half are native speakers of English.

English Learner (EL): An English learner is a K-12 student who, based on the results of the California English Language Development Test (CELDT), now replaced by the English Language Proficiency Assessments for California (ELPAC), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students were previously referred to as limited English proficient (LEP).

English Learner Advisory Committees (ELACs): Schools with 21 or more English learners are required to establish an English Learner Advisory Committee (ELAC). All parents with students attending the school with an ELAC are eligible and encouraged to participate in the ELAC.

English Learner Students with Disabilities (EL SWD): English learners with disabilities have the same access to the current English language development (ELD) instruction and infrastructure at

school sites as their nondisabled peers. The District provides services to English learners that are mandated by federal and state laws. These include, when necessary, ELD instruction and any necessary supports to provide English learners with access to the core curriculum.

Every Student Succeeds Act (ESSA): The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government’s expanded role in conducting oversight of public educational services in the U.S.

Gifted and Talented: In accordance with California Education Code, L.A. Unified defines a gifted and talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories.

Heritage Language: A language with which a person has a linguistic or cultural connection, not limited to, but including, native speakers of a particular language

Job-embedded Professional Development: Job-embedded professional development is “teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning” (Croft, Cogshall, Dolan, Powers, & Killion, 2010, p. 2).

Language Proficiency: The ability to perform in a particular language or language variety, often focused on the four domains of language: speaking and writing (language production) and listening and reading (language reception).

Learning Disabilities: The Individuals with Disabilities Education Act (IDEA) defines a specific learning disability as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.”

Long-term English Learners (LTELs): Long-term English learners (LTELs) are defined by L.A. Unified as those English learner students who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting the criteria for reclassification. As of February 2018, 19 percent of all English learners in L.A. Unified are identified as LTELs.

Mainstream English: Mainstream, or standard English, can be defined as the language variety most often used in education, media, government, and business. Standard English is “the language that is used by teachers and students for the purpose of acquiring new knowledge and skills...imparting new information, describing abstract ideas, and developing students’ conceptual understanding (Chamot & O’Malley, 1994, p. 40).

Mainstream English Instructional Program: The goal of this program is to ensure that secondary English learner students that have transitioned from L²EAP (formerly SEI) or TBE (or have been opted into the mainstream program via a parental waiver) continue to progress linguistically and academically to meet grade and proficiency level English language development standards and grade level content standards.

Mainstream English Language Development (MELD): Mainstream English Language Development (MELD) is a responsive instructional intervention that develops listening, speaking, reading, and writing skills in mainstream and academic English.

Maintenance Bilingual Education (MBE): The goal of the Maintenance Bilingual Education (MBE) Program is the acquisition of language proficiency and academic achievement by English learners in two languages: English and the students' primary language. Instruction is delivered in the primary language and English.

Multilingualism: The ability to perform in more than one language by an individual speaker or community

Multi-Tiered System of Support (MTSS): A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students.

Native Language: The first language spoken by an individual, family, or community

Newcomer Student: Newcomer students are students who have arrived in the U.S. within the past two years, who exhibit a spectrum of instructional needs. This definition is being updated to include students who have arrived in the U.S. within the past three years to align with federal guidelines.

Potential Long-term English Learners (PLTEs): ELs with four to 5.9 years as an English learner in grades 3 to 12.

Proposition 58: *California Education for a Global Economy Initiative (California EdGE Initiative)* (enacted November 2016 and effective July 1, 2017) places a new or renewed emphasis on the importance of learning multiple languages, as exemplified by the statement, "A large body of research has demonstrated the cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy" (EC section 300(m)).

Reclassified Fluent English Proficient (RFEP) Students: English learners are reclassified to fluent English proficient based on multiple criteria that align with *California Education Code* and the [State Board of Education \(SBE\) recommendations](#).

School Leadership Framework (SLF): The L.A. Unified School Leadership Framework describes actions that leaders take to create or maintain systems, structures, and a school culture that collectively contribute to improved student learning and teacher effectiveness. It provides a tangible and concrete picture of effective leadership and can be used by current and future school leaders to assess their effectiveness and guide their growth and development.

School Site Councils (SSCs): The School Site Councils' (SSCs) function to ensure that all federal parental involvement mandates are met, specifically Title I Parent Involvement Policy, School-Parent Compact, and parental involvement budget.

Standard English Learner (SEL): Standard English learners (SELs) are students who speak English, but whose home language is different from the school variety of English, which is called mainstream English. Although they speak grammatical, rule-governed varieties, these students often find themselves at a disadvantage in school because of important morphological, syntactic, and discourse differences between their home language and mainstream English.

Structured English Immersion (SEI): California's Proposition 227 required that ELs be taught "overwhelmingly in English" through sheltered/structured English immersion. This term is now replaced in L.A. Unified by the term, Language and Literacy in English Acceleration Program (L²EAP).

Students with Limited or Interrupted Formal Education (SLIFE): Students with Limited or Interrupted Formal Education (SLIFE) are those who have had limited to no access to school in their home country or whose education was either limited or interrupted.

Teaching and Learning Framework (TLF): The L.A. Unified Teaching and Learning Framework (TLF) provides guidance around teaching strategies and practices for teachers across the district and highlights those that are proven to be effective in meeting the needs of L.A. Unified's diverse learners, including English learners and standard English learners.

Transitional Bilingual Education (TBE): Transitional Bilingual Education (TBE) programs' core goal was acquisition of English-language proficiency and grade-level academic achievement in core subjects; it did not aim for sustained bilingualism and biliteracy. In the 2012 English Learner Master Plan, TBE was a program option, but it will be phased out as an option going forward.

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Appendix D: Stakeholder Outreach Themes and Findings

Findings from the stakeholder outreach sessions can be grouped into seven general themes: (1) student voice and identity; (2) parent engagement and communication; (3) staffing; (4) professional development; (5) EL and SEL identification, placement, and progress; (6) effective instruction models for English learners (EL) and standard English learners (SEL); and (7) scheduling, funding, and pathways. Table 1 displays a list of the stakeholder findings, categorized by theme, along with a list of the groups that voiced each finding, and the 2018 Master Plan for ELs and SELs response, as applicable.

Table 1. Stakeholder Findings Categorized by Theme

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
Theme 1: Student Voice and Identity		
We need to value students' cultures and identities.	<ul style="list-style-type: none"> Students 	The Guiding Principles for Educating English Learners and Standard English Learners (Introduction) emphasize assets-oriented mindsets.
Students need schoolwide and systematic environments that promote inclusion, empathy, and support for all students.	<ul style="list-style-type: none"> Students Teachers 	The Introduction discusses the importance of schoolwide and systematic environments that promote inclusion, empathy, and support for all students.
Teachers need to engage students with more effective and inclusive strategies, incorporating cultural sensitivity.	<ul style="list-style-type: none"> Students 	Chapter 1 describes in detail the assets-based mindset that is the foundation of the Master Plan for ELs and SELs, and of all L.A. Unified strategies and instructional services for ELs and SELs.
We need to improve mindsets around ELs (because being classified as an EL carries a negative connotation).	<ul style="list-style-type: none"> Administrators Parents 	

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
Theme 2: Parent Engagement and Communication		
We need to improve parent communication: more frequent, less technical, related to assessment and reclassification, including parent education and workshops.	<ul style="list-style-type: none"> • Parents • Teachers • Administrators • SEL Coordinators • Charter Schools • CBOs 	Parent communication and engagement is addressed in detail in Chapter 3, which challenges misconceptions about parents and states, “The families of all of our students, and especially those of our EL and SEL students, are valuable resources that should be revered and considered partners in the education of students.” The chapter includes strategies for communicating with families, family engagement activities, and information about parent and community services. Implementation of the Master Plan for ELs and SELs will include the development of user-friendly language to introduce state-required notifications.
We need to increase EL/SEL/DLE parent involvement.	<ul style="list-style-type: none"> • Parents • SEL Coordinators • Administrators • Teachers • Charter Schools • CBOs • DLE Teachers • DLE Administrators 	
Theme 3: Staffing		
We need more dedicated Title III coaches (every school), dual language coordinators, SEL coordinators, and EL coordinators.	<ul style="list-style-type: none"> • Administrators • Parents • EL Designees 	Resource allocation for staffing is beyond the scope of the Master Plan for ELs and SELs, but this issue merits further attention within L.A. Unified. L.A. Unified staff

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
Additional support is needed to recruit qualified and effective teachers for ELs and SELs.	<ul style="list-style-type: none">• SEL Coordinators• DLE Administrators• Academic Counselors• Administrators• Parents• EL Designees	responsibilities for ELs and SELs are listed in Appendix F: Credentials, Certificates, Permits, and Supplementary Authorizations Issued by The California Commission on Teacher Credentialing that Authorize Instruction to English Learners. Chapter 6 also provides information about Pathways for Professional Growth that may support the recruitment of qualified and effective teachers for ELs and SELs.
Theme 4: Professional Development		
We need continuous, differentiated professional development for all teachers and administrators to support ELs and SELs.	<ul style="list-style-type: none">• EL Designees• Parents• Teachers• Administrators	Professional development for EL and SEL educators is discussed in Chapter 6; the <i>Master Plan for ELs and SELs</i> prescribes job-embedded learning that is sustained over time and provides practical strategies and approaches for effectively supporting ELs and SELs throughout the school day. The chapter states that DLE professional development should be differentiated based on participating teachers’ needs and prior knowledge.
We need professional development that is differentiated or targeted for DLE.	<ul style="list-style-type: none">• DLE Administrators• DLE Teachers	
Theme 5: EL and SEL Identification, Placement, and Progress		
We need an increased awareness of reclassification criteria, especially for students.	<ul style="list-style-type: none">• Parents• Teachers• EL Designees	Reclassification is discussed in Chapter 2. Increasing awareness of reclassification criteria will be part of implementation of the <i>Master Plan for ELs and SELs</i> .

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
Parents are not accurate or are too accurate on the Home Language Survey (e.g., not listing Spanish for a Spanish-speaking household, listing Spanish as a home language for a truly bilingual child), leading to misclassification.	<ul style="list-style-type: none"> • Administrators • Teachers 	The Home Language Survey is described in Chapter 2, which states, “The District commits to developing tools for parents and staff, including videos, to explain enrollment procedures and rationale.” Implementation of the <i>Master Plan for ELs and SELs</i> will include a communication plan to address school-level challenges with the Home Language Survey.
We need more training around the Home Language Survey process, for parents so that they understand its purpose and use, and for staff.	<ul style="list-style-type: none"> • Parents • Teachers 	
We need more flexibility for EL reclassification: multiple ways to reclassify, using data to reclassify, pathways for early reclassification.	<ul style="list-style-type: none"> • Administrators • Teachers • EL Designees • District Partners • DLE teachers 	Most issues related to reclassification are based on federal and state requirements and are therefore non-negotiable. Chapter 2 provides clarification about why the reclassification measures are used and how they should be used.
We need clearer criteria for identifying SELs and communicating about their progress.	<ul style="list-style-type: none"> • SEL Coordinators 	Chapter 2 describes screening for SELs. Chapter 5 addresses SEL identification, SEL monitoring, communicating with parents, and celebrating mastery of Academic Language proficiency.
We need clarification about reclassification criteria for students with special needs.	<ul style="list-style-type: none"> • Teachers • Parents • Administrators • EL Designees 	Chapter 2 includes a section about reclassifying EL students with disabilities participating in the general education curriculum and participating in alternate curriculum.

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
We need improvements in assessment: some tests are inadequate; test preparation is inadequate; tests are too difficult (especially multiple criteria for reclassification); tests are too time-consuming.	<ul style="list-style-type: none">• Administrators• EL Designees• Academic Counselors• Teachers/NBCTs• DLE Teachers	Most issues related to assessment are non-negotiable, but the Master Plan for ELs and SELs provides clarification about assessment. Chapter 2 explains the differences between initial and annual summative assessments, as well as assessment for ELs with disabilities. Chapter 4 includes a section about formative assessment.
We need to emphasize assessment for dual language education (DLE), including in the target language.	<ul style="list-style-type: none">• DLE Teachers• DLE Administrators	Chapter 4 describes assessment in dual language programs, prescribing use of multiple measures in both languages to assess students’ progress. In addition, Chapter 1 notes that assessment in the target language is part of L.A. Unified’s dual language programming.
We need intervention support or a policy to address students not succeeding in DLE.	<ul style="list-style-type: none">• DLE Teachers• DLE Administrators	These issues merit further attention, but are beyond the scope of the <i>Master Plan for ELs and SELs</i> . They will be addressed by the Dual Language Education/Bilingual programs office.
We need a systematic, teacher-friendly progress monitoring system, in the target language for DLE, that also addresses transient students.	<ul style="list-style-type: none">• EL Designees• CBOs• DLE Teachers• DLE Administrators• Students	
Theme 6: Effective Instructional Models for ELs and SELs		

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
We need heterogeneous classes and flexible grouping for ELs.	<ul style="list-style-type: none"> • Teachers • Administrators • EL Designees • DLE Administrators • CBOs • Charter Schools • Parents 	Chapter 4 discusses flexible grouping for ELs in detail, as well as scheduling information and examples. Of importance, it describes how instruction should be differentiated to meet ELs' needs.
We need additional resources to meet newcomer students' needs (e.g., foundational skills).	<ul style="list-style-type: none"> • Teachers • Administrators • Parents • EL Designees 	Chapter 1 discusses instructional guidelines for newcomers, especially for newcomers with limited or interrupted formal education. Additional Newcomer resources are included in the Master Plan Toolkit.
We need more instructional support for ELs: more support staff, more resources, curricula for ELs in the content areas, more reading opportunities.	<ul style="list-style-type: none"> • Students • Teachers • Administrators • CBOs • Charter Schools 	Resource allocation is beyond the scope of the <i>Master Plan for ELs and SELs</i> . However, the emphasis on assets-oriented mindsets encourages equitable resource allocation for ELs and SELs.
We need to provide more instructional supports and resources for SELs, especially at the secondary level.	<ul style="list-style-type: none"> • SEL Coordinators • Administrators 	Information about instructional services for SELs is provided in Chapter 5. However, resource allocation is beyond the scope of the <i>Master Plan for ELs and SELs</i> .
We need to provide differentiated instruction for ELs, RFEPs, Newcomers, SELs, and students in need of Academic Language Development, in both elementary and secondary, including for students withdrawn by parent request	<ul style="list-style-type: none"> • SEL coordinators • Academic Counselors 	Chapter 1 describes the typologies of ELs and SELs in L.A. Unified and provides information about options for students withdrawn by parent request. Chapters 4 and 5 provide details about instructional services for all ELs and SELs at the elementary and secondary levels.

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
Students in DLE have better academic and reclassification results.	<ul style="list-style-type: none"> • DLE Teachers • DLE Administrators • Parents 	Chapter 1 describes L.A. Unified's long-term vision for language education, which includes promoting bilingualism and biliteracy, and a plan for transitioning to more DLE programs.
We need more tutoring services on weekends, breaks, and after school.	<ul style="list-style-type: none"> • Parents • Teachers 	Resource allocation for tutoring programs is beyond the scope of the <i>Master Plan for ELs and SELs</i> . The Master Plan Toolkit includes additional ideas for supporting ELs, including student-to-student tutoring.
We need additional opportunities for ELs to meet a-g requirements	<ul style="list-style-type: none"> • Academic Counselors • Administrators 	Chapter 2 provides sample graduation pathways for ELs at various entry points and discusses a-g course requirements. Chapter 7 describes evaluation measures to track progress toward L.A. Unified's goal of "a 100 percent graduation rate and grade-level academic proficiency for all students."
Students need post-reclassification support.	<ul style="list-style-type: none"> • Administrators • Parents 	Chapters 2 and 7 describe the role of the Student Support and Progress Team (SSPT), which is responsible for monitoring and supporting RFEPs.
Theme 7: Scheduling, Funding, and Pathways		
We need flexibility in scheduling to allow for variation in student enrollment throughout the year.	<ul style="list-style-type: none"> • Academic Counselors • Administrators • DLE Administrators • DLE Teachers • CBOs • Charters 	Chapter 4 discusses scheduling for ELs. The Master Plan Toolkit provides exemplary scheduling models from local districts. The <i>Master Plan for ELs and SELs</i> provides for flexibility in scheduling ELs, but general scheduling flexibility is beyond the Plan's scope.

Finding	Stakeholder Groups	Master Plan for ELs and SELs Response
More funding is needed to support DLE programming at the school site, including stipends for DLE teachers.	<ul style="list-style-type: none"> • DLE Teachers • DLE Administrators • Teachers/NBCTs 	Resource allocation for DLE programs is beyond the scope of the <i>Master Plan for ELs and SELs</i> . However, the Plan describes L.A. Unified's long-term vision for expanding DLE throughout the District.
K-12 DLE pathways need to be developed and communicated to all stakeholders.	<ul style="list-style-type: none"> • District Partners • DLE Teachers • DLE Administrators • Administrators 	Chapter 4 describes the DLE program pathway into middle and high school as part of effective instruction for DLE. These pathways will be further developed as DLE expands in L.A. Unified.

Appendix E: Annual Evaluations

L.A. Unified will evaluate implementation of system inputs and instructional practices and will assess annual program outcomes and progress toward overall program goals on an annual basis. It is recommended that L.A. Unified also test the Implementation Map to empirically determine which program components most strongly contribute to the desired annual outcomes as well as the overall program goals.

Annual evaluations should measure system inputs, instructional practices, and outcomes for each group of students (ever-ELs, current and former standard English learner (SEL) designated students, and English learners (EL) or SELs participating in Dual Language Education [DLE]), guided by the *2018 Master Plan for English Learners and Standard English Learners* implementation map (Chapter 7). The following tables provide suggested evaluation strategies for each of these four components, with recommended evaluation questions that are aligned with the implementation map. The broad student groups to which each element applies are indicated and evaluation questions specify ELs, SELs, RFEPS, ever-ELs, or current and former SEL designated students; as noted in Chapter 7, it is critical to track services, progress, and outcomes for students who are currently receiving language support services as well as students who have ever received these services. To do so, it may be necessary for L.A. Unified to create additional databases or data categories.

Actual evaluation strategies may vary based on available resources and data. For example, if space allows, the School Experience survey could be used to collect data for several evaluation questions pertaining to parent communication and school climate. New data measures, such as observation tools, may be developed. In addition, changes to evaluation strategies may be necessary as L.A. Unified programs evolve. What is essential is that the District track changes to the implementation plan and use it as the basis for evaluation, in order to monitor progress toward program goals.

Suggested Evaluation Plan for 2018 Master Plan for ELs and SELs System Inputs

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs are identified and placed in parent-selected programs.	<ul style="list-style-type: none"> • ELs • DLE 	1A. Are all ELs identified and placed in parent-selected ELD services?	<ul style="list-style-type: none"> • MISIS ad hoc reports • Certified alerts • Master plan rosters • Observations of Home Language Survey administration and communications 	All ELs should be identified and receive designated or integrated ELD instruction.
SELs are identified using multiple data sources.	<ul style="list-style-type: none"> • Probable SELs 	1B. Are all SELs identified in order to receive targeted language support during Mainstream English Language Development (MELD)?	<ul style="list-style-type: none"> • Linguistic Screeners • LAS Links 	<p>All SELs should be identified and receive targeted language support (MELD).</p> <p>CLR instructional strategies should be used during content instruction.</p>
Identified SELs receive MELD.	<ul style="list-style-type: none"> • SELs • DLE 	1C. Are all SEL students identified and placed in MELD services?	<ul style="list-style-type: none"> • District dashboard • Potential SELs 	Potential SELs should receive further monitoring and testing to determine if language services are appropriate.
Ever-ELs and current and former SEL designated students are identified for Gifted and Talented Education (GATE), IB,	<ul style="list-style-type: none"> • ELs • DLE 	<p>1D.i. What proportion of ELs take part in advanced academic program opportunities, and how does this compare to the general population?</p> <p>1D.ii. What proportion of RFEPs take part in advanced academic program opportunities, and how does this compare to the general population?</p>	<ul style="list-style-type: none"> • EL Services Sections Attributes report • Enrollment in Honors, AP, and early college courses • Enrollment in GATE, AVID, and IB programs • Records of staff training in identifying ELs for advanced program opportunities 	ELs should participate in GATE, AVID, IB, and other advanced academic programs as appropriate (e.g., AP Spanish); RFEPs should participate at the same or greater rate as the general population. Educators should be knowledgeable about identifying ELs and RFEPs for advanced program opportunities.

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
and Advanced Placement (AP).	<ul style="list-style-type: none"> • SELs • DLE 	1E. What proportion of current and former SELs take part in advanced academic program opportunities, and how does this compare to the general population?	<ul style="list-style-type: none"> • Enrollment in Honors, AP, and early college courses • Enrollment in GATE, AVID, and IB programs • Records of staff training in identifying SELs for advanced program opportunities. 	Current and former SELs should participate in GATE, AVID, IB, and other advanced academic programs at the same or greater rate as the general population.
ELs and SELs with disabilities are accurately identified.	<ul style="list-style-type: none"> • ELs • DLE 	<p>1F.i. What proportion of ELs are referred to and placed in special education services, and how does this compare to the general population?</p> <p>1F.ii. In what grades are ELs being identified and placed into special education services, and how does this compare to the general population?</p> <p>1F.iii. How long have ELs with disabilities been at their current ELD proficiency level before referral?</p> <p>1F.iv. What proportion of LTELs are referred to special education, and how does this compare to the general population?</p> <p>1F.v. What is the decision process for referring ELs to special education services, and does it accurately distinguish disabilities from the normal language acquisition process?</p>	<ul style="list-style-type: none"> • Special education referral and participation rates • Documentation of the decision process (who is being referred and why; type(s) of language appraisal; steps and the outcomes for each EL) 	ELs' referrals to special education services should mirror the general population, and referrals should occur at the same grade levels as English-only (EOs) (except newcomers); referrals should occur before ELs with disabilities make repeated attempts at an ELD level. Long-term ELs (LTELs) should not be over-represented in special education. Staff may require additional training to accurately distinguish disabilities from the normal language acquisition process (especially for multilingual students).

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	<p>1G.i. What proportion of SELs are referred to and placed in special education services, and how does this compare to the general population?</p> <p>1G.ii. In what grades are SELs being identified and placed into special education services, and how does this compare to the general population?</p> <p>1G.iii. What is the decision process for referring SELs to special education services, and does it accurately distinguish disabilities from linguistic and cultural differences?</p>	<ul style="list-style-type: none"> • Special education referral and participation rates • Documentation of the decision process (who is being referred and why; type(s) of cognitive, linguistic and behavioral appraisals and who is doing the analysis; steps and the outcomes for each SEL) 	SELs' referrals to special education services should mirror the general population, and referrals should occur at the same grade levels as non-SEL students. Staff may require additional training to accurately distinguish disabilities from linguistic and cultural differences.
Ever-ELs and current and former SELs are invited to participate in electives and extracurricular programs, and their parents are informed.	<ul style="list-style-type: none"> • ELs • DLE 	<p>1H.i. What proportion of ELs take part in electives and extracurricular programs, and how does this compare to the general population?</p> <p>1H.ii. What proportion of reclassified fluent English proficient (RFEP) students take part in electives, and how does this compare to the general population?</p> <p>1Hiii. Are appropriate measures used to ensure that parents of ELs and RFEPs are knowledgeable about electives and extracurricular programs, and their children's participation in such programs?</p>	<ul style="list-style-type: none"> • Participation rates in electives and extracurricular programs (e.g., debate, academic decathlon, drama, music, world languages, journalism, sports) • District English Learner Advisory Committee (DELAC)/English Learner Advisory Committee (ELAC) notes 	ELs should participate in electives and extracurricular programs as appropriate; RFEPs should participate at the same or greater rate as EOs. These rates should be examined at both the elementary and secondary levels.

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	<p>1I.i. What proportion of current and former SELs take part in electives and extracurricular programs, and how does this compare to the general population?</p> <p>1I.ii. Are appropriate measures used to ensure that parents of current and former SELs are knowledgeable about electives and extracurricular programs, and their children's participation in such programs?</p>	<ul style="list-style-type: none"> • Participation rates in electives and extracurricular programs (e.g., debate, academic decathlon, drama, music, world languages, journalism, sports) 	Current and former SELs should participate in electives and extracurricular programs at the same or greater rate as non-SEL EOs. These rates should be examined at both the elementary and secondary levels.
Parent communication is clear, nontechnical, and in the home language.	<ul style="list-style-type: none"> • ELs • SELs • DLE 	1J. Are parent communications written in clear, nontechnical language?	<ul style="list-style-type: none"> • Analysis of parent communications • DELAC/ELAC notes 	State-mandated letters should include introductory language that is clear and concise.
	<ul style="list-style-type: none"> • ELs • DLE 	1K. Are parent communications offered in parents' home language(s)?		Note languages for which no translations are available.
		1L. Are appropriate measures used to ensure that parents of ELs are knowledgeable about program options, ELs' program placement, and their children's academic progress?	<ul style="list-style-type: none"> • DELAC/ELAC notes 	There may be a great deal of variation depending on local district and school context.
Parents receive orientation and training.	<ul style="list-style-type: none"> • ELs • SELs • DLE 	1M. Are orientation, training, professional learning, and opportunities to build leadership offered to parents consistent with parent requests at DELAC/ELAC meetings and other fora?	<ul style="list-style-type: none"> • DELAC/ELAC notes • Parent orientation and training agendas 	It will be necessary to track DELAC/ELAC requests and compare the requests to actual offerings.

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • ELs • DLE 	1N. Are orientation and training opportunities advertised to parents in clear, nontechnical language and in parents' home languages?	<ul style="list-style-type: none"> • Parent orientation and training announcements or advertisements 	Take note if all parents had access to interpretation (i.e., all languages represented).
		1O. Are interpreters available at all parent orientation and training sessions?	<ul style="list-style-type: none"> • Interpreter timecards and records 	
Administrators, teachers, and staff are qualified and trained to address ever-ELs' and current and former SEL designated students' instructional and social-emotional needs.	<ul style="list-style-type: none"> • ELs • DLE 	1P. Do teachers have the qualifications and training to address their ELs' and RFEPs' linguistic, cultural, social-emotional, and academic needs?	<ul style="list-style-type: none"> • Bilingual authorization credential roster • Teacher assignment database • Professional development records • Administrator assessments 	In DLE programs, meeting students' linguistic needs includes teachers and staff who are fluent and biliterate in the target language.
		1Q. Do administrators and staff have the qualifications and training to support teachers in addressing ELs' and RFEPs' instructional and social-emotional needs?	<ul style="list-style-type: none"> • Professional development records • Resumes • Presentations at professional conferences or meetings 	
	<ul style="list-style-type: none"> • SELs • DLE 	1R. Do teachers have the qualifications and training to address their SELs' and former SELs' linguistic, cultural, social-emotional, and academic needs?	<ul style="list-style-type: none"> • Teacher assignment database • Professional development records 	
		1S. Do administrators and staff have the qualifications and training to support teachers in addressing SELs' and former SELs' instructional and social-emotional needs?	<ul style="list-style-type: none"> • Professional development records • Resumes • Presentations at professional conferences or meetings 	

System Input	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
Schools have programs to address the needs of a variety of language learner typologies.	<ul style="list-style-type: none"> • ELs 	1T.i. What proportion of secondary schools have a within-school newcomer program, or access to an offsite newcomer center? 1T.ii. What proportion of secondary schools have an adult education program, or access to an offsite adult education program?	<ul style="list-style-type: none"> • Newcomer placement records 	If possible, it is recommended that L.A. Unified track Newcomer enrollment and placement.
Appropriate scheduling and pathways for ELs are in place.	<ul style="list-style-type: none"> • ELs • DLE 	1U. Do ELs' schedules provide them opportunities to take a-g courses? 1V. Do ELs' schedules provide them opportunities to take electives?	<ul style="list-style-type: none"> • School scheduling reports • Administrator, teacher, and student interviews • DELAC/ELAC notes 	If possible, it will be important to document supports and barriers to EL participation in non-ELD courses, including a-g and elective courses.
	<ul style="list-style-type: none"> • DLE 	1W. Are there opportunities for students to continue DLE in secondary school?		
Students are grouped appropriately to receive instruction.	<ul style="list-style-type: none"> • ELs • DLE 	1X.i. How often and for how long do ELs receive dedicated ELD instruction? 1X.ii. How often and for how long do ELs have scheduled opportunities to interact with more advanced ELs, RFEPs, IFEPs, or EOs?	<ul style="list-style-type: none"> • School scheduling reports • Classroom rosters (elementary) • Student schedules (secondary) • Administrator, teacher, and student interviews 	ELs should have ample opportunities to receive instruction in heterogenous environments with higher-level ELs, RFEPs, IFEPs, and EOs, and those environments should not consist of only low performing students.
	<ul style="list-style-type: none"> • SELs • DLE 	1Y. How often and for how long do SELs receive dedicated MELD instruction?		

Suggested Evaluation Plan for 2018 Master Plan for ELs and SELs Instructional Practices

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
High quality ELA/ELD or MELD instruction is provided.	<ul style="list-style-type: none"> • ELs • DLE 	2A. Is ELD or SLA instruction that is provided to ELs of high quality?	<ul style="list-style-type: none"> • 5x8 Observation Tool (iELD/dELD) • L.A. Unified Teaching and Learning Framework 	It is reasonable to incorporate administrator and independent researcher observation findings, but at least some separate observations should also be conducted. Instruction should be culturally and linguistically responsive. It will be necessary to further define “high quality.”
	<ul style="list-style-type: none"> • SELs • DLE 	2B. Is MELD instruction that is provided to SELs of high quality?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool • L.A. Unified Teaching and Learning Framework 	
High quality ELA or SLA/MELD curricula are used.	<ul style="list-style-type: none"> • ELs • DLE 	2C.i. Are ELD curricula consistently available? 2C.ii. Are all ELD curricula of high quality?	<ul style="list-style-type: none"> • Curricula review • Teacher surveys 	Note situations in which teachers are using multiple curricula or are developing their own. Curricula should emphasize productive language skills (e.g., speaking and writing), not just receptive skills (e.g., reading and listening). Curricula should also be culturally and linguistically responsive. It will be necessary to further define “high quality.”
	<ul style="list-style-type: none"> • SELs • DLE 	2D.i. Are MELD curricula consistently available? 2D. Are all MELD curricula of high quality?		
High quality instruction for	<ul style="list-style-type: none"> • ELs 	2E. Is instruction for EL students with disabilities of high quality?	To be determined	It will be necessary to define “high quality.”

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs and SELs with disabilities is provided.	• DLE	2F. Does instruction for EL students with disabilities appropriately address language learning?	To be determined	
	• SELs • DLE	2G. Is instruction for SELs with disabilities of high quality?	<ul style="list-style-type: none"> Classroom Walkthrough Tool Additional measures as available 	It will be necessary to define “high quality.”
		2H. Does instruction for SELs with disabilities incorporate AEMP principles?	<ul style="list-style-type: none"> Classroom Walkthrough Tool Additional measures as available 	
Students who fail to meet benchmarks receive appropriate interventions.	• ELs • SELs • DLE	2I. Are appropriate interventions matched to address the specific needs of the students (using MTSS as necessary) being offered to all students who fail to meet expected benchmarks of achievement?	<ul style="list-style-type: none"> EL, SEL, and former EL and SEL transcripts Grade retention Placement in strategic and intensive interventions with highly skilled teachers, especially at grades 2, 5, and 8 	Compare students with failing grades in core academic and “gatekeeper” courses, or students who have been retained a grade, with intervention availability and placement.
High quality integrated ELD content instruction is provided.	• ELs • DLE	2J.i. In English-language programs, are all ELs provided appropriately differentiated instruction (beyond integrated ELD) in academic content areas?	• L.A. Unified Teaching and Learning Framework	Note especially Standard 3, Component 3c (Structures to Engage Students in Learning) of the L.A. Unified Teaching and Learning Framework
		2J.ii. In bilingual program models, is core content instruction that is provided to ELs in the home language of high quality?		
		2K. Are additional supports provided to RFEPs to help them transition into content-area courses?	<ul style="list-style-type: none"> School scheduling reports Classroom observations 	Supports may include integration of ELs into differentiated content-area

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
				instruction prior to reclassification.
	<ul style="list-style-type: none"> • SELs • DLE 	2L. Are all SELs provided high quality academic content instruction following AEMP principles?	<ul style="list-style-type: none"> • Classroom Walkthrough Tool 	
Appropriate instructional materials designed for ELs and formative assessments are used.	<ul style="list-style-type: none"> • ELs • DLE 	<p>2M.i. In English-language programs, are content-area instructional materials scaffolded for ELs at different ELD levels?</p> <p>2M.ii. In bilingual program models, are content-area instructional materials of high quality and age-appropriate?</p>	<ul style="list-style-type: none"> • Materials review • Teacher surveys 	Instructional materials should be age-appropriate, no matter what the reading level. Scaffolding may be necessary for students at low proficiency levels to access grade-appropriate content.
	<ul style="list-style-type: none"> • ELs 	2N. Are instructional materials for newcomers age-appropriate?		
	<ul style="list-style-type: none"> • ELs • DLE 	2O. Do teachers use frequent and appropriately scaffolded formative assessments with ELs?	<ul style="list-style-type: none"> • 5x8 Observation Tool (iELD/dELD) • L.A. Unified Teaching and Learning Framework 	Teachers should use formative assessments to gauge both language and content understanding, using informal and formal observation such as the Student Progress Form (SPF), Oral Output Analysis Tool (OOAT), Written Output Analysis Tool (WOAT).
Schools exhibit positive climates.	<ul style="list-style-type: none"> • ELs • SELs • DLE 	2P. Do all schools exhibit a positive and welcoming school climate for ever-ELs	<ul style="list-style-type: none"> • L.A. Unified School Leadership Framework 	It will be necessary to establish benchmarks for given survey

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
		and current and former SEL designated students?	<ul style="list-style-type: none">School experience survey (students)	items prior to resolving this question.
Educators exhibit assets-based mindsets.	<ul style="list-style-type: none">ELsDLE	2Q. Do teachers exhibit assets-based mindsets about ELs and RFEPs?	<ul style="list-style-type: none">L.A. Unified School Leadership FrameworkProfessional development recordsAdministrator, teacher, and student interviews	It is suggested that administrators, teachers, and other staff receive professional development about mindsets.
		2R. Do administrators and staff exhibit assets-based mindsets about ELs and RFEPs?		
	<ul style="list-style-type: none">SELsDLE	2S. Do teachers exhibit assets-based mindsets about SELs and former SEL designated students?	<ul style="list-style-type: none">L.A. Unified School Leadership FrameworkProfessional development recordsAdministrator, teacher, and student interviews	
		2T. Do administrators and staff exhibit assets-based mindsets about SELs and former SEL designated students?		
Schools engage parents and communities.	<ul style="list-style-type: none">ELsSELsDLE	2U. Do parents feel welcome and engaged in their children’s schools?	<ul style="list-style-type: none">DELAC/ELAC notesSchool experience survey (parents)	It will be necessary to establish benchmarks for given survey items prior to resolving this question.
Ever-ELs and current and former SEL designated students participate in	<ul style="list-style-type: none">DLE	2V.i. Has the rate of ELs enrolled in a DLE program increased since the prior year? 2V.i. Has the rate of RFEPs enrolled in a DLE program increased since the prior year?	<ul style="list-style-type: none">DLE enrollment	

Instructional Practice	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
high quality DLE programs.		2W. Is the rate of current and former SEL designated students enrolled in a DLE program the same or greater as the rate of non-SEL EO enrollment?		SELs should participate in DLE at the same or greater rate as non-SEL EOs.
Ever-ELs and current and former SEL designated students participate in high quality multicultural learning.	<ul style="list-style-type: none"> • ELs • DLE 	2X.i. Do ELs have sufficient access to high quality multicultural programming? 2X.ii. Do RFEPs have sufficient access to high quality multicultural programming?	To be determined	High quality multicultural programming goes beyond “food and festivals,” and should be a component of culturally relevant pedagogy.
	<ul style="list-style-type: none"> • SELs • DLE 	2Y.i. Do SELs have sufficient access to high quality multicultural programming? 2Y.ii. Do former SEL designated students have sufficient access to high quality multicultural programming?	To be determined	

Suggested Plan for Measuring Annual Program Outcomes

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
ELs achieve English proficiency.	<ul style="list-style-type: none"> • ELs • DLE 	3A. Are at least 85% of ELs making progress towards English language proficiency?	• ELPAC scores	English proficiency goals are based on California goals for progress toward English language proficiency.
		3B. Did the number of ELs making progress towards English language proficiency increase by at least 1.5% compared to the prior year?	• ELPAC scores	

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
		3C. Did at least 22% of ELs reclassify in the prior year?	<ul style="list-style-type: none"> District reclassification rates 	
SELs achieve Academic English mastery.	<ul style="list-style-type: none"> SELs DLE 	3D. Did 25% of SELs increase by one proficiency band in at least one domain of ELA?	<ul style="list-style-type: none"> LAS Links scores Overall LAS Links Language A goal for SELs would be to move up one level in the four domains of ELA: listening, speaking, reading, and writing. 	<p>We want to monitor language proficiency regarding all four ELA domains: listening, speaking, reading, and writing.</p> <p>In addition to looking at their overall Proficiency Level in academic English, we are monitoring growth within each band.</p>
Ever-ELs and current and former SEL designated students achieve grade-level academic literacy.	<ul style="list-style-type: none"> ELs DLE 	3E. Are the number of RFEPs meeting or exceeding Smarter Balanced ELA standards at the same or higher rate as EOs?	<ul style="list-style-type: none"> Smarter Balanced ELA scores 	RFEPs should meet or exceed ELA standards at similar or better rates than non-SEL EOs.
	<ul style="list-style-type: none"> SELs DLE 	3F. Are the number of former SEL designated students meeting or exceeding Smarter Balanced ELA standards at the same or higher rate as non-SEL EOs?		Former SELs should meet or exceed ELA standards at similar or better rates than non-SELs.
Ever-ELs and current and former SEL designated students take and pass a-g courses.	<ul style="list-style-type: none"> ELs DLE 	<p>3G.i. Do secondary-level ELs enroll in and pass a-g courses at rates at or above 60% for ELA, at or above 45% for mathematics, at or above 55% for science, and at or above 60% for social studies?</p> <p>3G.ii. Do secondary-level RFEPs enroll in and pass a-g courses at the same or higher rate as EOs?</p>	<ul style="list-style-type: none"> EL transcripts RFEP transcripts 	Expectations for ELs are based on L.A. Unified ELs' grade trends in four subject areas from 2012–2016. These rates are expected to hold steady as new ELs enter the district. RFEPs should perform at similar or better rates than EOs.

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • SELs • DLE 	3H. Do secondary-level former SEL designated students enroll in and pass a-g courses at the same or higher rate as non-SEL EOs?	<ul style="list-style-type: none"> • SEL transcripts 	Former SEL designated students should enroll in and pass a-g courses at similar or better rates than students never identified as SELs.
Ever-ELs and current and former SELs participate and succeed in advanced academic programs.	<ul style="list-style-type: none"> • ELs • DLE 	3L.i. Do secondary-level ELs enroll in and pass advanced academic courses as appropriate? 3L.ii. Do secondary-level RFEPs enroll in and pass advanced academic courses at the same or higher rate as EOs?	<ul style="list-style-type: none"> • EL transcripts • RFEP transcripts 	ELs should be enrolled in advanced academic courses as appropriate (e.g., AP Spanish); RFEPs should enroll in and pass these courses at the same or higher rate as EOs.
	<ul style="list-style-type: none"> • SELs • DLE 	3J. Do secondary-level former SEL designated students enroll in and pass advanced academic courses at the same or higher rate as non-SEL EOs?	<ul style="list-style-type: none"> • SEL transcripts 	Former SEL designated students should enroll in and pass advanced academic courses at similar or higher rates than students never identified as SELs.
Ever-ELs and current and former SEL designated students have good social-emotional outcomes.	<ul style="list-style-type: none"> • ELs • DLE 	3K.i. Do ELs exhibit similar or lower rates of key risk indicators as EOs? 3K.ii. Do RFEPs exhibit similar or lower rates of key risk indicators as EOs?	<ul style="list-style-type: none"> • Attendance records • Suspension records • Grade retention • Dropout rates 	It is important to monitor risk indicators and ensure that ELs, RFEPs, SELs, and former SEL designated students do not exhibit these factors at higher rates than never-ELs and never-SELs.
	<ul style="list-style-type: none"> • SELs • DLE 	3L.i. Do SELs exhibit similar or lower rates of key risk indicators as non-SEL EOs? 3L.ii. Do former SEL designated students exhibit similar or lower rates of key risk indicators as non-SEL EOs?		

Annual Program Outcome	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
	<ul style="list-style-type: none"> • ELs • DLE 	<p>3M.i. Do ELs exhibit similar or better social-emotional outcomes as EOs, as indicated by the School Environment Survey?</p> <p>3M.ii. Do RFEPs exhibit similar or better social-emotional outcomes as EOs, as indicated by the School Environment Survey?</p>	<ul style="list-style-type: none"> • School Environment Survey 	<p>Use items about whether a student is an EL, SEL, or former EL or SEL to track responses related to social-emotional outcomes for these student populations.</p>
	<ul style="list-style-type: none"> • SELs • DLE 	<p>3N.i. Do SELs exhibit similar or better social-emotional outcomes as non-SEL EOs, as indicated by the School Environment Survey?</p> <p>3N.i. Do former SEL designated students exhibit similar or better social-emotional outcomes as non-SEL EOs, as indicated by the School Environment Survey?</p>		
Ever-ELs and current and former SEL designated students make progress toward district and state criteria for the Seal of Biliteracy.	<ul style="list-style-type: none"> • ELs • DLE 	<p>3O.i. Are all ELs with sufficient English proficiency enrolled in ELA with a passing grade?</p> <p>3O.ii. Are all RFEPs enrolled in ELA with a passing grade?</p>	<ul style="list-style-type: none"> • School Scheduling Reports • Student transcripts 	<p>There are multiple criteria for the Seal of Biliteracy, but the only criteria for which annual progress can be tracked are ELA and language coursework.</p>
	<ul style="list-style-type: none"> • SELs • DLE 	<p>3P.i. Are all current and former SEL designated students enrolled in ELA with a passing grade?</p> <p>3P.ii. Are all current and former SEL designated students enrolled in a foreign language course with a B or higher grade?</p>		

Suggested Plan for Measuring Annual Program Outcomes

Overall Program Goal	Student Group(s)	Evaluation Questions	Suggested Data or Measures	Notes
Ever-ELs and current and former SEL designated students meet or exceed graduation requirements.	<ul style="list-style-type: none"> • ELs • DLE 	4A.i. Has the ever-EL graduation rate increased since the prior year? 4Aii. Was the proportion of ever-ELs who graduated the same or higher than the proportion of EOs who graduated?	<ul style="list-style-type: none"> • Graduation rates • Dropout rates 	Track annual graduation rates, noting that some ELs (especially newcomers) may require extra time. Distinguish dropouts from transfers to other schools. It is important to track RFEPs and former SEL designated students as well as current ELs and SELs to monitor overall program success.
	<ul style="list-style-type: none"> • SELs • DLE 	4B.i. Has the current and former SEL graduation rate increased since the prior year? 4B.ii. Was the proportion of current and former SEL designated students who graduated the same or higher than the proportion of non-SELs who graduated?		
Ever-ELs and current and former SEL designated students achieve the Seal of Biliteracy.	<ul style="list-style-type: none"> • ELs • DLE 	4C. Was the proportion of graduating ever-ELs who achieved the Seal of Biliteracy the same or higher than the proportion of graduating ever-ELs enrolled in DLE?	<ul style="list-style-type: none"> • Seal of Biliteracy rates 	As the number of DLE schools in the district increases, so also should the rates of ever-ELs and current and former SEL designated students who achieve the SEAL of Biliteracy.
	<ul style="list-style-type: none"> • SELs • DLE 	4D. Was the proportion of graduating current and former SEL designated students who achieved the Seal of Biliteracy the same or higher than the proportion of graduating current and former SEL designated students enrolled in DLE?		

Assessing the Master Plan for ELs and SELs Implementation Map

It is recommended that L.A. Unified run annual regression models, starting during Phase 2 (Phase 1 should be used to prepare the system for capturing appropriate data). These statistical models will allow the District to identify which aspects of the 2018 Master Plan for ELs and SELs inputs and practices contribute most and which do not contribute to desired outcomes. Used in conjunction with tracking how well system inputs and instructional practices are implemented, the district can identify whether potential problems are related to either program design or implementation.⁴

Phase 1

Testing the Implementation Map should be conducted separately for each of the target groups (ever-ELs, current and former SEL designated students, and ELs or SELs in DLE). Data from the system inputs and instructional practices, annual program outcomes, and the overall outcomes for each of the three target groups (rates of ever-ELs, current and former SEL designated students, and DLE students meeting graduation requirements and the numbers of ever-ELs, current and former SEL designated students, and DLE programs who achieve the Seal of Biliteracy) should be compiled into a single data set. The data set should include variables that delineate the identification of each student as an ever-EL or a current and former SEL designated student, and as a separate variable, as a DLE or non-DLE student. Ideally, the unit of analysis will be at the level of the individual student, so school-based variables should be coded at the student level (e.g., an input variable coded as acceptable at a given school would be coded as acceptable for all students attending that school). Variables should be organized as described in Table 2.

Table 2. Variable Organization to Assess the Master Plan for ELs and SELs Implementation Map

Independent Variables	Proximal Dependent Variables	Distal Dependent Variables
<u>System Inputs</u> Binary variable: Whether or not each input has been implemented to an acceptable standard (as determined by L.A. Unified or independent evaluators)	<u>Annual Program Outcomes</u> L.A. Unified should decide in advance whether to categorize student outcomes as	<u>Program Outcomes</u> Binary variable: Graduation status (if applicable) Binary variable Seal of Biliteracy (if applicable)
<u>Instructional Practices</u> Binary variable: Whether or not each practice has been		

⁴ If the district does not see sufficient progress in desired outcomes, but all program elements have been implemented well, then there might be a problem with the program design; some other factor is important for improving EL and SEL college and career readiness. Alternatively, if all program elements have not been implemented well, the problem could rest with implementation or program design; the district can determine this by improving implementation.

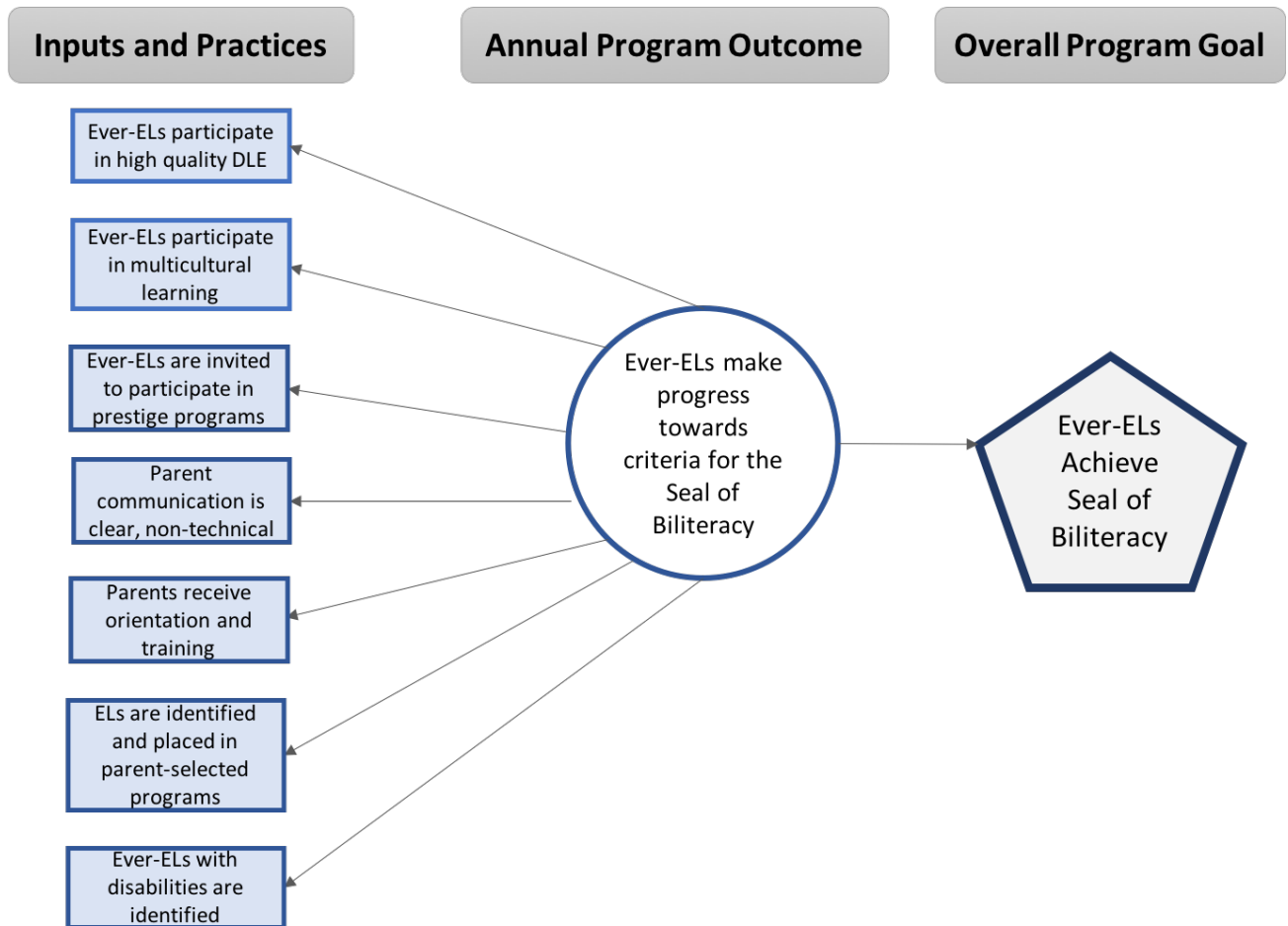
implemented to an acceptable standard (as determined by L.A. Unified or independent evaluators)	binary or categorical variables.	
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Phase 2 (Annual)

Each year, as possible, the District should estimate structural equation models for the dependent variables of *Meet Graduation Requirements* and *Achieve the Seal of Biliteracy* as dichotomous outcomes (Yes/No). Separate models can be generated for each overall program goal (Meet Graduation Requirements, Achieve the Seal of Biliteracy) by each group (ever-ELs, current and former SEL designated students, DLE), for a total of six models. The independent variables should include all of the relevant system inputs and instructional practices as well as the Annual Program Outcomes. Given that the Implementation Map conceptualizes the annual program outcomes as proximal outcomes of the system inputs and instructional practices, and the Overall Program Goals as the distal outcomes of the system inputs and instructional practices, estimating a structural equation model (SEM) can capture this two-step process toward achieving the Overall Program Goals. Figure 1 represents the SEM model for ever-ELs achieving the Seal of Biliteracy.

The overall model fit statistics from each SEM will allow for the assessment of how well the Implementation Map predicts the outcomes of Meet Graduation Rates and Achieve Seal of Biliteracy for each of the target groups. The individual path coefficients between the variables within the SEM provides information on how well each of the system inputs, instructional practices, or annual program outcomes contribute to the outcomes of interest and correlate with one another, providing information on whether any of the inputs, practices, or annual reporting outcomes may be redundant.

Figure 1. SEM model for ever-ELs achieving the Seal of Biliteracy; one of six models for two overall program goals and three student groups



Appendix F: Credentials, Certificates, Permits, and Supplementary Authorizations Issued by The California Commission on Teacher Credentialing that Authorize Instruction to English Learners

Elementary Master Plan Program Options for English Learners

EL Programs	ELP Level	English Language Development	Language of Instruction	Academic Content	Credential Authorizations*
Structured English Immersion (SEI) Grades K-5	1-3	60 minutes	English with primary language support	Differentiated instruction with primary language support	BA/BCLAD/BCC or EL Auth /CLAD/LDS/CCSD
Mainstream English Program Grades K-5	1-5	45-60 Minutes	English	English with SDAIE support	BA/BCLAD/BCC or EL Auth /CLAD/LDS/CCSD
Transitional Bilingual Education (TBE) Grades K-3	1-3	60 minutes	Primary language and English	Primary language instruction transitioning to English	BA/BCLAD/BCC
Maintenance Bilingual Education Grades K-5	1-5	45-60 Minutes	English and target language	Standards Based instruction in English and targeted language	BA/BCLAD/BCC
Dual Language Two-Way Immersion Grades K-5	1-5	30-45 Minutes	English and target language	Standards Based instruction in English and targeted language	BA/BCLAD/BCC

**BA – Bilingual Authorization*

BCLAD – Bilingual Crosscultural Language and Academic Development

BCC – Bilingual Certificate of Competence

EL Auth – English Learner Authorization

CLAD – Crosscultural, Language and Academic Development

LDS – Language Development Specialist

CCSD – Certificate of Completion of Staff Development (SB1969/SB395/AB2913)

- *The CCSD certificate authorizes teachers to teach ELD in self-contained classrooms only.*

Middle School Master Plan Courses for English Learners

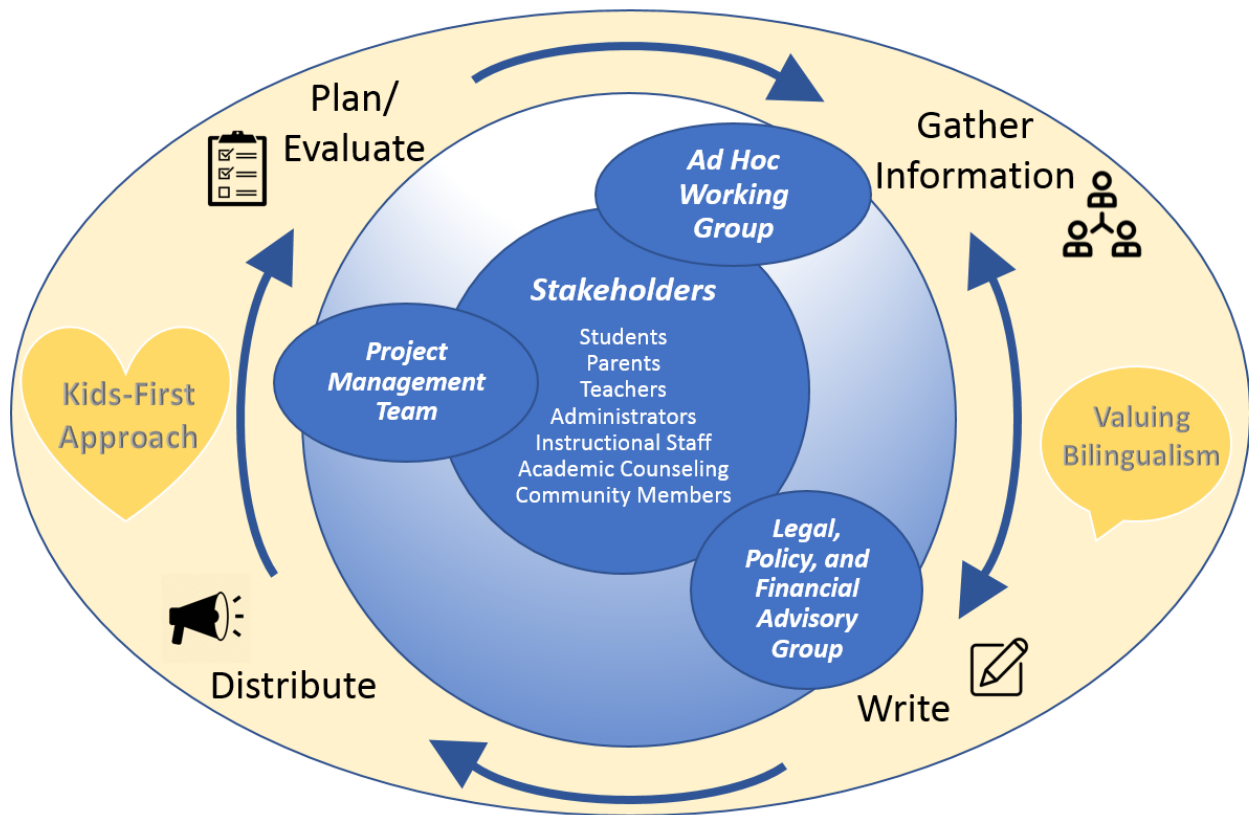
English Language Development (ELD) Courses (Grades 6-8)				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials
17-03-01/02 ELD 1A/B	<i>Inside the USA and Inside Fundamentals Inside, Level A</i> <i>Study Sync, Springboard, Collections Study Sync, Springboard, Collections</i>	N, SEI, DL	2 consecutive periods	Full English Learner (EL) Authorization*
17-03-03/04 ELD 2A/B		SEI, DL	2 consecutive periods	
17-03-05/06 ELD 3A/B		M, DL	1 period, concurrent with SH ELA	
17-03-07/08 ELD 4A/B		M, DL	1 period, concurrent with SH ELA	
Content-based Courses for Students in the Newcomer Program				
Courses	Suggested Curriculum	Program	Scheduling	Credentials
17-36-01 ESL Science A	<i>Longman Science</i>	Newcomer Only	1 period in place of grade-level content course for up to one year	Subject area credential appropriate to the course and full EL Authorization
17-36-02 ESL Science B	<i>Longman Science</i>			
17-37-03 ESL History A	<i>Longman Social Studies</i>			
17-37-04 ESL History B	<i>Longman Social Studies</i>			
Long-term English Learner Accelerated Courses				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials
170403/04 Lit & Lang for ELs A/B	<i>English 3D Course 1</i>	LTEL Only	1 period, concurrent with SH ELA	Multiple Subject (in core setting) or English with full EL Authorization
170405/06 Lit & Lang for ELs 2A/2B	<i>English 3D, Course 1</i>			
170505/06 Advanced ELD MS A/B	<i>Reader's Handbook</i>			
170509/10 Advanced ELD MS 2A/2B	<i>Write Source and Skills Book</i> <i>Reader's Handbook</i> <i>Write Source and Skills Book</i>			
All courses with ELs enrolled require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.) *The following authorizations are not considered full EL Authorizations: CCSD (including SB1969/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.				

High School Master Plan Courses for English Learners

English Language Development (ELD) Courses (Grades 6-8)				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials
7-03-01/02 ELD1A/B 17-03-03/04 ELD 2A/B 17-03-05/06 ELD 3A/B 17-03-07/08 ELD 4A/BB	<i>Inside USA and Edge Fundamentals</i> <i>Edge Level A</i> <i>Edge Level B</i> <i>Edge Level C</i>	N, SEI, DL SEI, DL M, DL M, DL	2 consecutive periods 2 consecutive periods 1 period, concurrent with grade - level SH ELA 1 period, concurrent with grade - level SH ELA	English, Foreign Language, or Multiple Subject Preferred
Content-based Courses for Students in the Newcomer Program				
Courses	Suggested Curriculum	Program	Scheduling	Credentials
17-36-01 ESL Science A 17-36-02 ESL Science B 17-37-03 ESL History A 17-37-04 ESL History B	<i>Longman Science</i> <i>Longman Science</i> <i>Longman Social Studies</i> <i>Longman Social Studies</i>	Newcomer Only	1 period in place of grade-level content course for up to one year	Subject area credential appropriate to the course
Long-term English Learner Accelerated Courses				
Required Standards-Based Courses	Curriculum	Program	Scheduling	Credentials
70407/08 Lit & Lang for ELs A/B 170409/10 Lit a & Lang for ELs 2A/2B 170507/08 Advanced ELD SH A/B 170511/12 Advanced ELD SH 2A/2B	<i>English 3D Course II</i> <i>English 3D, Course II</i> <i>Reader's Handbook Write Source and Skills Book</i> <i>Reader's Handbook Write Source and Skills Book</i>	LTEL Only	1 period, concurrent with SH ELA	English Only
*All courses with English Learners enrolled require the appropriate authorization to teach ELs (CLAD, BCLAD, BCC, LDS, etc.)				

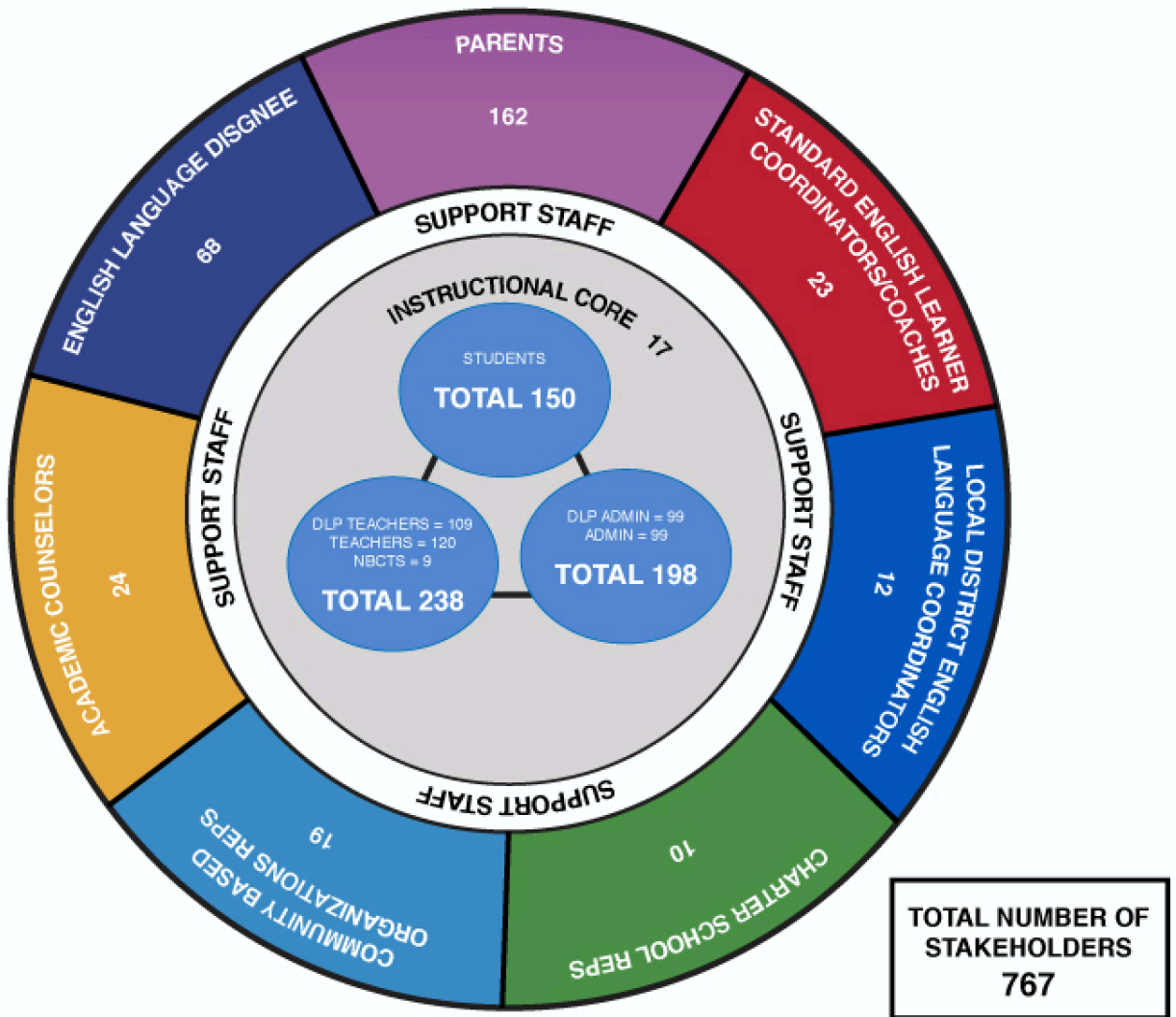
Appendix G: Master Plan Rewrite Process, Stakeholder Outreach, and the Feedback Sessions

Master Plan Rewrite Process



Stakeholder Outreach

Over a three-week period early in the development process, we conducted 43 in-person outreach sessions with 740 adult L.A. Unified stakeholders, and 150 surveys with L.A. Unified students (Grades 9–12) in all six Local Districts. Figure 49 shows the breakdown of stakeholder groups and numbers of participants.



Stakeholders participating in EL Master Plan rewrite outreach sessions and surveys.

We had three goals in our outreach with district stakeholders. First, we wanted to understand what challenges they are facing, either with the 2012 EL Master Plan, or with EL and SEL instruction and services in general. Second, we wanted to learn what they are doing or what they want to do to better serve ELs and SELs. Finally, we wanted to involve L.A. Unified stakeholders in the rewrite process from the beginning to give them ownership of the new plan.

At each outreach meeting, we first explained the rewrite process, then depending on group size and composition, broke into smaller groups, during which we asked stakeholders three questions:

1. What has worked, or is working well with the current Master Plan, or with services for ELs and SELs?
2. What challenges have you encountered?
3. What are your goals for the new Master Plan, or for EL/SEL services in general?

We did not limit stakeholders to discussing the prior Master Plan, even if their responses were beyond the scope of the Master Plan. By providing a forum where stakeholders could speak freely, we encouraged a wide range of communication for consideration both in developing the new Master Plan, but also in implementing it.

Master Plan Rewrite Input and Feedback Sessions

MMED and AEA held a total of 43 feedback sessions with stakeholders to gather their input and feedback on the iterations of the draft. We are very grateful to all feedback sessions participants for sharing their valuable thoughts with us on the draft. Please see Table 33 below for more details on the feedback sessions.

Master Plan Draft Input and Feedback Sessions

Stakeholder Groups	Number of Sessions	Dates
Associate Administrators of Los Angeles	1	March 5
Administrator of Instruction	3	April 4, 9, 23
Advanced Learning Options	1	April 20
Directors LDLT	2	February 15, April 19
Gifted and Talented Education	1	April 10
Human Resources	1	March 22
Innovation Division	1	April 20
Local District English Learner Coordinators	2	March 1, 15
MMED Staff	3	March 19, 20, April 23
Office of General Counsel	1	March 20
Parent Advisory Groups	4	March 23, April 16, 17, 24
Special Education Unit	2	March 14, April 17
Standard English Learner Coordinators/Coaches/Access Equity and Acceleration staff	4	January 24, January 26, March 21, April 19
Students	1	April 30
United Teacher of Los Angeles	3	March 6, March 22, May 9
Ad Hoc Working Group Associate Administrators of Los Angeles Directors English Learner Coordinators Parents/family members Standard English Learner Students Coordinators/Coaches Community Organizations	6	March 2, 9, 16, April 13, May 11, 18
Master Plan Focus Groups Teachers, EL Designees, Students, Parents, and Administrators	7	March through May
Total Number of Sessions	43	

