Los Angeles Unified School District

English Learner Master Plan

2012

Los Angeles Unified School District Vision Statement

Every student will receive an education in a safe, caring environment, and every student will graduate college-prepared and workforce-ready.

Message from Board President, Monica Garcia

As a bilingual native of East Los Angeles and a product of local schools, I have had a lifelong passion for fostering the academic success of English learners (ELs) and Standard English Learners (SELs). "Diplomas for All" is a focus for the Los Angeles Unified School District (LAUSD) Board and unless all students acquire Standard English with strong proficiency in the academic uses of language, the District will not reach its ambitious goal of 100% graduation. We believe that all students can master the language of school, the language of college and career readiness, and ultimately the language of power. We also encourage students to acquire proficiency in multiple languages as part of their preparation for college and careers. The District provides many programs that aim to develop bilingualism and biliteracy. These are critically important 21st Century skills that will give our students an advantage in today's globalized, multilingual and multicultural world.

For years, our community has been demanding that LAUSD provide students with a quality education. Thus, the LAUSD Board of Education fully endorses and supports this English Learner Master Plan; it is a step in the right direction. We believe it provides the guidance necessary to implement consistent, effective systems and instructional practices that will support learning for all our EL and SEL students. It is a timely and necessary plan to improve educational outcomes for our students. Our children can no longer wait. Executing the plan and reaching excellence in servicing the students of LAUSD requires the community's continual involvement and collaboration. The fight does not end with the Master Plan; it is only the beginning.

Message from Superintendent John Deasy

June 2012

As the largest English learner enrolling school district in the United States, whose students speak more than 90 different languages, the Los Angeles Unified School District has the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the twin tasks of learning rigorous academic subject matter while simultaneously mastering a new language. We know that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. In LAUSD we value and promote 21st-century College and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that bestow real advantages in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students.

This new *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English learner (EL) and Standard English Learner (SEL) in our district. All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the *English Learner Master Plan*. Next, families are critical partners in this work. An extensive group of parents and community members from all regions of Los Angeles gave graciously of their time to the development of

this plan. Their creativity and support have been essential to this work, and for that, we are grateful.

While the plan describes procedures and systems that are required by state and federal law, the heart of this plan describes what is to occur in the classroom. No plan, no matter how well written, can be successful unless best practices reach the classroom and improve educational opportunities for all students. The Los Angeles Unified School District (LAUSD) has a uniquely rich and diverse student and community population. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic groups that live in Los Angeles. Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices the District endorses and expects to see used in classrooms. This teacher handbook is a work in progress and will be updated regularly and made available to all teachers each year. Professional development efforts will be focused around these strategies.

A plan is only as successful as its implementation. For that reason, mutual accountability systems have been built into every chapter and every component. We cannot ask staff to perform without the capacity to do so. We have the obligation to provide them the training needed to develop that capacity. Once trained and supported, staffs have the obligation to put those behaviors and strategies into practice. Administrators at each site, Local Educational Service Centers, and the Central Office are held accountable for ensuring that these practices take place and that support is provided to staff that require it. For this plan to succeed, every school in every Local Educational Service Center must commit to implementing it with fidelity. Nothing less can ensure our students' educational success. It is with the full endorsement of the LAUSD Board of Education that we commit ourselves to this plan, and dedicate our efforts to the multilingual students, families, and community members of Los Angeles.

A Message from Deputy Superintendent of Instruction, Jaime Aquino

June 2012

All human beings are language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines, educators can no longer say, "I am a third grade teacher", or "I teach geometry". We are all language teachers and our teachers in LAUSD hold the keys that unlock the language of academic success, the language of college and careers, and the language of power for all our students.

This Master Plan was developed to ensure that all ELs in LAUSD attain optimal linguistic and academic success. The plan describes how ELs are identified, the different program options available to them, and how they become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring student progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is not the end of the journey. LAUSD continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve. If a student should decline in performance, we will support them to excel with appropriate linguistic and academic interventions.

While this document focuses primarily on systems, policies, and practices related to teaching English and academic content to speakers of other languages, it also addresses the linguistic needs of those students whose native language is English, but who have not yet mastered Standard English. In this document, these students are referred to as Standard English Learners (SELs). These students speak varieties of English that utilize unique linguistic features that differ from Standard English.

The mastery of standard, academic English is an issue of access, equity, and social justice. The LAUSD believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of those characteristics plays in making our students who they are, and in LAUSD, we see those

features as foundational strengths as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

In LAUSD, we have the advantage of offering parents a variety of instructional program options for their children. We offer instructional programs delivered in English with primary language support through various methods. We offer a Transitional Bilingual Education (TBE) program that utilizes the students' primary language to maximize learning of new content while the student is given accelerated English Language Development (ELD). We also offer several programs for parents who want their children to be fully bilingual, biliterate, and academically achieving in English and another language. These dual language programs are currently offered in Spanish, Mandarin and Korean, and they are now extending into secondary schools, with the hope that LAUSD students earn the California Seal of Biliteracy upon completion.

We offer programs for older students who arrive as newcomers with varying degrees of English language proficiency and prior education. We help acculturate these students and provide them accelerated instruction so they can participate in the mainstream program as quickly as possible. For students who cannot complete high school requirements in time, we have several matriculation options to assist them to complete high school through adult education and/or community college. All of the instructional options for students are based on sound research evidence, meet state and federal requirements, and allow families to make the best decisions for their children.

We cannot prepare students for a monolingual, monocultural world that no longer exists. Our students must be prepared to address the challenging social and economic issues facing our country. That can be done best when they have the opportunity to learn rigorous linguistic, academic, and sociocultural skills, and work with people who speak or learn differently than they do. These skills are essential to succeed in our complex, globalized, and interconnected world. At LAUSD, we acknowledge the trust that parents and families have placed in us, and we are committed to preparing all students with the skills and experiences they need to achieve their dreams.

Acknowledgements

We acknowledge the dedicated effort and collaboration of district teachers, site and district administrators, support staff, parents, and external experts. Without the guidance, support, and time they gave to provide input, this document would not have come to fruition.

We are indebted to the LAUSD Board: President Monica Garcia and Members Marguerite La Motte, Tamar Galatzan, Steve Zimmer, Bennett Kayser, Nury Martinez, and Richard Vladovic. It is due to their vision, support, and commitment to the ELs and SELs in Los Angeles that this document has been realized.

We thank all who dedicated their time and insight to the development of the *English Learner Master Plan* by participating on the Steering Committee and Ad Hoc Committee from January 2011-March 2012.

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We would also like to extend our gratitude to the EL research community. In addition to the scholars that worked directly with our Ad Hoc Committee, we are indebted to: Diane August, Susana Dutro, Jana Echevarria, Geneva Gay, Fred Genesse, Claude Goldenberg, Ann Katz, Kate Kinsella, Kathryn Lindholm-Leary, Noma LeMoine, Margueritte Ann Snow, Timothy Shanahan, and Deborah Short. Their work to identify best practices in the service of ELs and SELs provided us with an extensive research-evidence base to inform the programs and services described in this document.

We are also grateful to the California Department of Education for its 2010 publication of the volume, Improving *Education for English Learners: Research-Based Approaches*. Leadership at the state level is critical to improving the educational outcomes for the over 1.4 million ELs who are educated in our state. When we work in partnership at state and local levels, all students benefit.

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Introduction

INTRODUCTION

As the largest enrolling district of English Learners (ELs) in the United States, the Los Angeles Unified School District (LAUSD) is in a unique position to provide leadership and serve as an example for other districts to follow. The success of ELs and former ELs, students who have reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for the District. LAUSD is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. This document describes these services and offers guidance to parents, teachers, and administrators.

The LAUSD encompasses 710 square miles in Los Angeles County and includes over 1000 schools serving pre-school through adult students who enroll ELs in varying concentrations. This *English Learner Master Plan* outlines the systems that are in place in every school serving ELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs in LAUSD have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California.

LAUSD recognizes that ELs have a double curricular load-they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs are given excellent first teaching in the core content and are given services above core instruction to ensure that their linguistic and academic needs are met.

We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

> *"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education….We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."*

The George Washington University Center for Equity and Excellence in Education *Guiding Principles for Educating English Language Learners* (2000) serve as a strong statement of values for all of our work in serving ELs, and we have adapted and expanded on them for use in LAUSD.

GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS (ADAPTED AND EXPANDED BY LAUSD FROM GEORGE WASHINGTON UNIVERSITY)

PRINCIPLE 1

English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

PRINCIPLE 2

English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. LAUSD recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.

PRINCIPLE 3

English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. LAUSD further recognizes that students who participate in an alternative program are provided the same challenging content in all academic areas. The dual language instructional programs have the added expectation that students will develop bilingualism and biliteracy in English and the target language.

PRINCIPLE 4

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. LAUSD recognizes that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. LAUSD further recognizes the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.

PRINCIPLE 5

English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

PRINCIPLE 6

The academic success of English learners is a responsibility shared by all educators, the family, and the community. LAUSD, in partnership with the families and community, must take interest and responsibility for the education of EL students. The *English Learner Master Plan* strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

ENGLISH LEARNER MASTER PLAN DEVELOPMENT PROCESS

The District engaged in a transparent and inclusive process to completely redesign the *Master Plan for English Learners*. Over the course of 14 months, the District utilized a comprehensive approach that allowed multiple opportunities for all stakeholders – including parents and community members – to participate in the development and review of all elements of the plan.

An Ad Hoc *English Learner Master Plan* Committee was convened under the facilitation of the Multilingual and Multicultural Education Department (formerly known as the Language Acquisition Branch) and external support providers to work on reviewing and revising all components of the plan. The 80-member Ad Hoc Committee was comprised of parents, teachers, administrators, Central and Local Educational Service Center staff, as well as researchers and technical assistance experts in the education of English learners. At its initial meeting, the Ad Hoc Committee received guidance and orientation from LAUSD Board members and District senior leadership and reviewed current data on the District's EL demographics, services, and linguistic and academic achievement. In several subsequent meetings, Ad Hoc Committee members formed Chapter Committees organized by key topics to be addressed in the plan. A smaller Steering Committee was also formed, with representatives from each Chapter Committee and the others representing key stakeholder groups in LAUSD, including parents, teachers, principals, United Teachers Los Angeles (UTLA), Associated Administrators of Los Angeles (AALA) representatives, and external support providers. This Steering Committee met periodically to provide further input and guidance to the District over the course of the project.

Chapter Committees met several times to review and discuss current District practices; identify strengths and challenges of those practices; and review current research as well as state and

federal guidance related to their chapter topics. These dialogues led to initial drafts for each chapter. All drafts, research, and state and federal guidance documents were housed in a dedicated website to which all Steering Committee members had access.

Chapter drafts were combined and edited to create a first complete draft which was shared with the full Ad Hoc Committee. Members reviewed the plan at a dedicated meeting and submitted written feedback during and after the meeting. An electronic survey tool was also provided for Ad Hoc Committee members and those unable to attend the meeting to expand on these contributions and to offer additional suggestions. Feedback from the Ad Hoc Committee was reviewed and, where appropriate, incorporated into the draft.

District staff also organized 29 focus groups of key district constituents and three town hall meetings for the general public to gather input from stakeholders not directly involved in the Master Plan redesign. Town hall participants were given feedback forms to fill out and provide in-person after the event or via stamped envelope to the event facilitators at WestEd. Focus groups of LAUSD staff included randomly selected elementary and secondary teachers of ELs, site administrators, EL coordinators, classified staff, and instructional coaches from each Local District (reorganized as Local Educational Service Center). Sessions were grouped by job function and school level (elementary/secondary). Several parent focus groups were also conducted. The Parent Community Service Branch selected parents who were familiar with the District's EL programs (often English Learner Advisory Committee [ELAC]/District English Learner Advisory Committee [DELAC] members), but who had not directly participated in the Master Plan revision process. WestEd staff facilitated the focus groups and town hall meetings, documented and summarized the feedback, and shared it with the Steering Committee. Key insights and feedback from this process were incorporated as appropriate into a second draft of the Master Plan.

The second draft of the Master Plan was published on LAUSD's website, and the public was invited to provide feedback and suggestions on each chapter. Simultaneously, other branches within the District also reviewed and provided feedback and suggestions on this draft. In addition, the District received feedback from The Mexican American Legal Defense and Education Fund (MALDEF), the U.S. Department of Education's Office for Civil Rights (OCR), and a small external review committee of English learner advocates and university professors with expertise in the education of English learners. All of this input was carefully reviewed, and changes and clarifications were incorporated where appropriate into a final draft that was reviewed and approved by the Deputy Superintendent of Instruction. The final draft of the *English Learner Master Plan* was reviewed and approved by the LAUSD Board in June, 2012.

Chapter 1

CHAPTER 1: INITIAL IDENTIFICATION, PARENT NOTIFICATION OF INSTRUCTIONAL PROGRAM OPTIONS, ASSESSMENT AND PROGRAM PLACEMENT AND RECLASSIFICATION

CHAPTER OVERVIEW

LAUSD's process for initial identification, parent notification, assessment and program placement of ELs is standardized for consistency and equity throughout the District. This process is responsive to the educational needs of ELs and the preferences of parents and guardians. The process is described in this chapter and illustrated below in Figure 1.

The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

THE ENROLLMENT PROCESS

The enrollment process begins when a parent takes his/her child to the neighborhood school. The main office of each school is designed to be a warm and welcoming place for parents and children. Each school office should have a certificated staff member available to provide consistent information about the instructional program options offered to ELs. All information is to be provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

HOME LANGUAGE SURVEY

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the District's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status.

The survey is completed by the parent or guardian upon the student's initial enrollment in the District. The information provided on the initial HLS takes precedence over any information

provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's Master Plan Folder, located in the child's cumulative record.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

English Only (EO)
If the answers to the four questions on the HLS are "English", the child is classified as English Only.

Possible English Learner (EL)
If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (CELDT). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

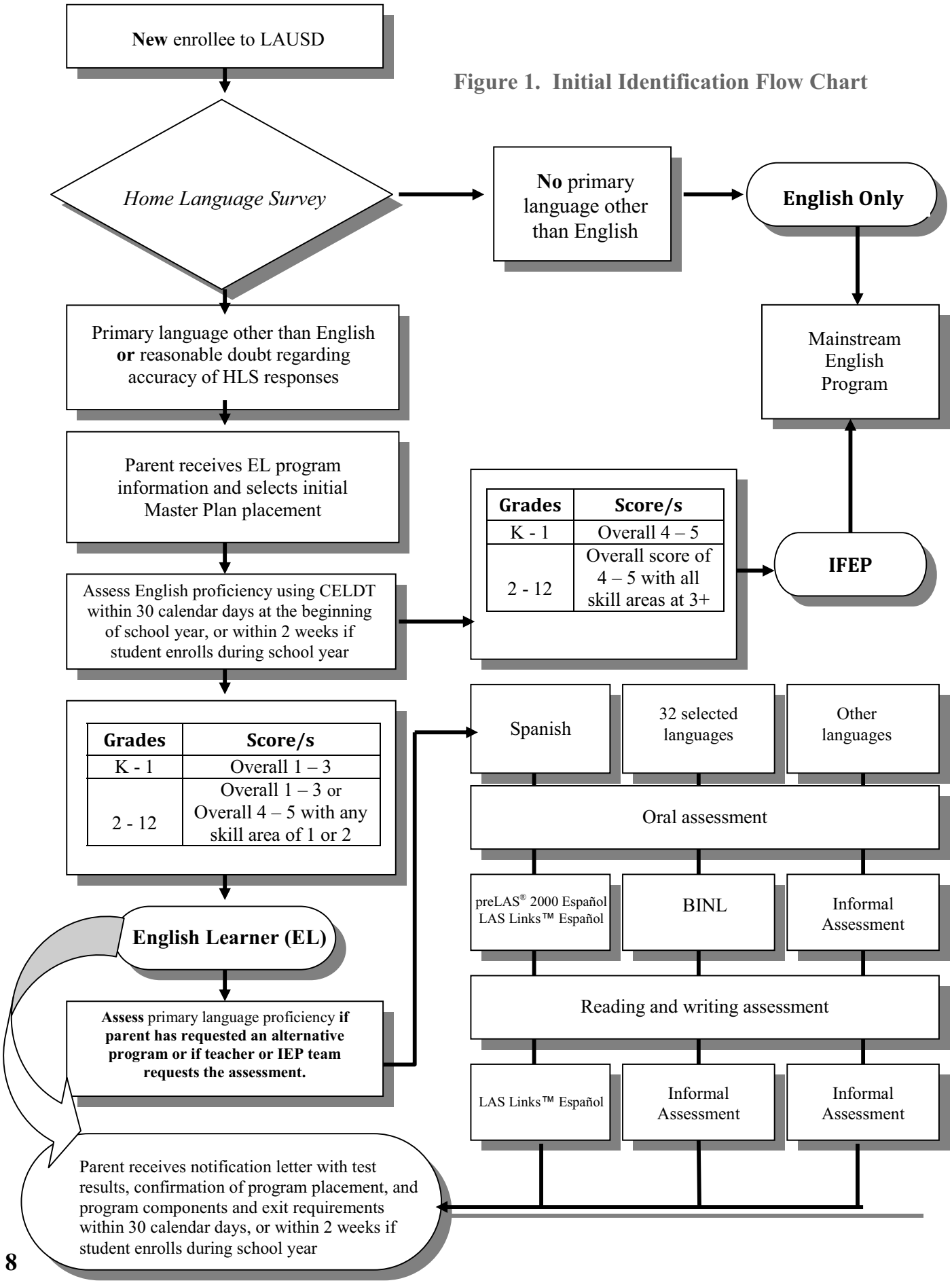
> **NOTE:** When reasonable doubt is established, the school must annotate the HLS to document the reasons for CELDT administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in SIS.

At the time of publication of this document, California uses the CELDT. With the implementation of the Common Core State Standards (CCSS) and the development of new corresponding English Language Development (ELD) standards, the English language proficiency assessment will be changed to address these new standards. When this assessment is adopted by the California State Board of Education (SBE), this document will be updated to reflect the change in the state's English language proficiency assessment requirements.

Figure 1. Initial Identification Flow Chart



PARENT NOTIFICATION OF INSTRUCTIONAL PROGRAM OPTIONS

After completing the HLS, parents must be informed of the instructional program options available to students, as well as of their right to apply for a Parental Exception Waiver. Program options information is to be provided orally and in writing, using language and materials designed to be readily understandable to the parent.

> **NOTE**: If a parent makes no selection at the time of enrollment, the child will be placed in the Structured English Immersion (SEI) program.

To inform parents of the instructional program options, schools must provide a copy of the *Initial Notification of Enrollment in Instructional Programs for English Learners Parent Brochure* as well as an opportunity to view the *Instructional Programs for English Learners* video/DVD. Both of these are organized by elementary or secondary programs. The video is available to view at each school site upon request. The content of the notification, video, and brochure includes an explanation of available program options, along with details regarding the goals and key elements of each program. These materials are also posted on the LAUSD website.

After receiving program option information, parents must also be informed of their right to apply for a Parental Exception Waiver. A parent who wishes to place his/her child in an alternative program, one that utilizes instruction in English and another language, must request such a program by means of a *Parental Exception Waiver*. A full description of the various alternative program options is found in Chapter 2.

PARENTAL EXCEPTION WAIVERS

Parental Exception Waivers are required when a parent selects an alternative program in which the language of instruction is English, paired with another language. Parental Exception Waiver forms are available at every school site upon parent request, and at orientation meetings for kindergarteners and newly enrolled students. To request a waiver, parents must personally visit the school *each year* to apply for and complete the waiver.

If parents of 20 or more students at a given school and grade level have been granted waivers, the school must offer an alternative program.[1] If parents of fewer than 20 students at a given school and grade level have been granted waivers, the home school must provide the parent with a list of schools in the surrounding area that provides the selected program. The parent has the right to transfer their child to another school to participate in that program. The parent must be informed that transportation to another school will not be provided by the District.

[1] *California Education Code Sec. 310-313*

Schools must grant Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as from formal assessments, that the alternative program requested by the parent would not be in the best interest of the overall educational development of the student. If a waiver is denied, the reasons for doing so must be well documented and provided to the parent in writing. Parents may appeal the school's decision following the process defined in Appendix A.

All schools are required to keep a record of the number and the grade level of students whose parents request waivers. This record of waiver requests is kept at each site on the Waiver Request Log. The purpose of this log is to maintain a list of parents who have requested an alternative program, to record the number of waivers requested, and to provide these parents with information regarding the status of their request. The Waiver Request Log is to be maintained at every school site and must be made available for review upon request.

KINDERGARTEN ORIENTATION AND ENROLLMENT

Prior to the beginning of the school year, elementary schools are to hold a minimum of three orientation meetings for parents of newly enrolling Kindergarten students. The purpose of these orientation meetings is to provide parents with information that will assist them in making meaningful decisions about instructional program placement for their children, with translation/interpretation services provided as needed. The orientation meetings are to be held at different times of the day in order to accommodate parents' various work schedules. These meetings are to provide families an opportunity to receive parent-friendly brochures and view information that describes instructional program options, the minimum progress expectations benchmarks, and the curricular materials used in each program. Schools with few ELs can combine their orientation meetings for families.

Because this information is essential for parents to make informed choices for their children, each Local Educational Service Center will also offer a minimum of one orientation meeting to allow parents another opportunity to receive the information. School sites will ensure that parents of kindergarten transfer students and newcomers who were not able to attend the kindergarten orientation receive comparable information.

LANGUAGE PROFICIENCY ASSESSMENTS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

> **NOTE:** In accordance with *Education Code (EC)*, initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment.

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English. In California, at the time of this publication, the CELDT is the state-adopted language proficiency assessment.

Based on a student's overall performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

Prior to CELDT administration, all test examiners (classroom teachers) must obtain annual certification by completing the District's online CELDT administration professional development. Classroom teachers are responsible for administering the CELDT as follows:

> <u>Elementary Schools:</u>
> Students are to be tested in their assigned classrooms by their teachers.
>
> <u>Secondary Schools:</u>
> Students are to be tested in their ESL or grade-level English classrooms.

Schools may provide support to teachers during testing for the individually administered Speaking (K-12) and Listening (K-1) components of the CELDT that require one-to-one administration. Refer to the District's CELDT Administration Instructions and the *Program and Budget Handbook* for guidance regarding support during CELDT testing.

Initial CELDT assessments must be hand-scored at the school site so that an *interim* language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as ELs. The overall proficiency level

must be communicated to the parent using the *Initial Parent Notification of Language Test Results and Confirmation of Program Placement* letter within 30 calendar days of initial enrollment.

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official CELDT results. The CELDT results are to be accurately and permanently recorded in the District's SIS.

> **NOTE**: If there is a discrepancy between the unofficial hand-scored results and the official score provided by the test vendor, the official score overrides the unofficial hand-scored results. Refer to District policy for further information.

ELs with disabilities must be assessed with the initial or annual CELDT. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the CELDT annually after they have been identified as ELs.

ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*. LAUSD ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the *Annual Parent Notification of Language Test Results and Confirmation of Program Placement*. The official CELDT assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT results is available in various languages. Parents may request a meeting to discuss the assessment results.

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT. Based on the performance level, a student may be classified as follows:

English Learner (EL)
The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)
The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

ANNUAL LANGUAGE CLASSIFICATION/STATUS

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

PRIMARY LANGUAGE ASSESSMENT

Students designated as ELs on the basis of initial CELDT results are not automatically assessed in their primary language. ELs enrolling in one of the alternative instructional program models are to be assessed in their primary language. On a case by case basis, all other EL students *may* be given a primary language assessment at any time (i.e., at enrollment or thereafter). The decision to administer the primary language assessment is made at the recommendation of the EL coordinator, counselor, administrator, teacher, IEP team or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students in alternative programs. A high primary language proficiency level (particularly in reading and writing) may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted formal schooling prior to entering the U.S., or it could simply be the result of a child who is shy with the text examiner. School staff should take great care when interpreting the results of these assessments, especially when administered to very young children.

Site administrators will report primary language assessment results to parents who have requested placement in an alternative program within 30 days of administration. The child's teacher(s) will receive the results via the EL Master Plan roster within the first four weeks of the school year (or of student entry if during the school year) to inform instruction.

Whenever possible, a primary language assessment is conducted by a trained person who is fluent in the student's primary language. The district-adopted primary language assessment instruments are the preLAS©2000, Español for Kindergarten students, the LAS Links Español for students in Grades 1-12, and an informal language assessment protocol for non-Spanish speakers. Refer to District policy for additional information.

Results of the primary language assessment are placed in the student's Master Plan Folder and permanently recorded in the SIS. This information may be used as one indicator of the student's level of literacy development in the primary language.

PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of students (ELs and IFEPs) who are administered the **initial** CELDT must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the District's *Initial Parent Notification of Language Test Results and Confirmation of Program Placement* letter, *Instructional Programs for English Learners Parent Brochure,* and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the student's home school if they should need additional information.

PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of EL students who are administered the **annual** CELDT must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs students are informed of the above information via the District's *Annual Parent Notification of Language Test Results and Confirmation of Program Placement* letter, *Instructional Programs for English Learners Parent Brochure,* and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the student's home school if they should need additional information.

PARENT CONFIRMATION OF PROGRAM PLACEMENT

After parents have been informed of the initial CELDT results and selected an instructional program for their child, the *Initial Parent Notification of Language Test Results* and *Confirmation of Program Placement* letter is to be returned to the home school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and

program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. The signed letter is to be filed in the student's Master Plan Folder located in the cumulative record.

California *Education Code Sect. 310* requires that all ELs receive instruction that is "overwhelmingly in English" for the first 30 calendar days following a student's initial enrollment in a California public school. LAUSD places students whose parents have requested an alternative program in a designated bilingual classroom and the instruction for the first 30 days is delivered overwhelmingly in English. After the initial 30 days of instruction, the instructional program is to be implemented as designed. Alternative program options are fully described in Chapter 2.

> **NOTE:** Students will not be required to change classrooms or teachers after the first 30 calendar days of instruction in order to participate in an alternative program.

At all times, parents retain the right to have their child continue in an alternative program or may choose to have their child placed in a SEI program.

Information regarding instructional program options is found in Chapter 2.

TRANSFER STUDENTS

TRANSFERS BETWEEN LAUSD SCHOOLS

Intra-district transfers are initiated at the school site by the parent. The school generates the Pupil Accounting Report (PAR), or transfer document, with student information needed for the receiving school. The PAR is given to the parent to be submitted to the receiving school upon enrollment.

The receiving school must request the student's cumulative record from the previous school. Upon receipt, the site principal at the receiving school is responsible for reviewing the accuracy of the student's records, including information in the Student Information System (SIS), and ensuring that the student is properly placed in the appropriate instructional program as specified in the student's current records, before approving the intra-district transfer request.

TRANSFERS FROM OTHER CALIFORNIA PUBLIC SCHOOL DISTRICTS

Students transferring into the District from another public school district within California must present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the District does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff must contact the previous district to request the student's information. All student information from a previous district should be sent to the LAUSD School Information Branch for entry into the SIS.

> **NOTE**: Due to student confidentiality requirements, student records can only be transmitted via fax or U.S. mail. *Student records cannot be sent via email*.

TRANSFERS FROM OUT-OF-STATE OR FROM ANOTHER COUNTRY

The initial identification and assessment process is to be used for students entering the District from another state or country.

Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

> District Enrollment Date
> The student's first day of attendance is the official enrollment date with the District.
>
> U.S. Enrollment Date
> The student's first day of attendance in a U.S. school is the official U.S. enrollment date.
>
> For example, a student from Argentina enrolled in a Pennsylvania public school on February 9, 2010 and moved to California in 2011. On September 20, 2011, the student enrolled in a LAUSD school. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010.

The LAUSD initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school or (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

TRANSFERS FROM PRIVATE SCHOOLS

The initial identification and assessment process is to be used for students entering the District from a private school. The student's district enrollment date is entered into the Student Information System (SIS) as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

TRANSFERS INTO DEPARTMENTALIZED PROGRAMS

If the student arrives with transcripts from his/her prior school, staff will analyze the transcript to make appropriate class placement recommendations. Bilingual/biliterate staff will analyze non-English-language transcripts from outside the U.S. If students arrive without transcripts, a mathematics placement assessment will be given in the students' primary language in addition to the primary language assessment and the CELDT. If no mathematics assessment is available in the student's primary language, an algorithm based assessment will be administered. If the results of the transcript analysis or the placement assessment are ambiguous, a meeting will be scheduled with the student and the parents to discuss and best determine class placement. All students new to the U.S. in grades 9-12 will have a meeting that includes parents or guardians, the student and a counselor, to discuss course requirements and graduation plans. For older students not likely to complete graduation requirements before age 19, matriculation options to adult school or community college will be discussed within the first three weeks of the student's enrollment.

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

The District provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively

- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: District and site administrators, teaching staff, counselors, community liaisons, Parent Center Coordinators, staff members who work with ELs' student records, office staff members responsible for registration, EL specialists, special education teachers, paraprofessionals and specialists, and other support staff as necessary. Staff responsible for student enrollment, including all site administrators, are mandated to complete this training every year.

The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child. Training for site staff must take place at least annually, prior to or within 10 days of the opening of the schools for the year, or when new staff members have been employed.

ENGLISH LEARNER ONLINE ACCOUNTABILITY SYSTEM

Schools are responsible for submitting information to the *English Learner Online Accountability System* each year. The system is one way to ensure that there is a consistent and effective procedure in place throughout the District for enrolling, assessing, identifying and placing ELs, as well as notifying parents of ELs regarding their rights and options. The accountabilities include, but are not limited to: *CELDT Training for All Test Examiners, Master Plan Instructional Program Options Informational Meeting #1 and #2, Initial Notification Requirements for Parents of English Learners, Requests for* Alternative *Programs (Waivers),* and *Classroom Organization (Elementary and Secondary)*. Refer to District policy for more information regarding the English Learner Online Accountability System.

RECLASSIFICATION

LAUSD reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the CELDT, California Standards Test (CST) or California Modified Assessment (CMA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain

grade level academic proficiency. A full description of the reclassification process is detailed below.

As in the vast majority of California districts, LAUSD's ELs at grades K-1 are not usually considered for reclassification. Parents or teachers may request an individual review of a K-1 student if they believe the student meets reclassification criteria and no longer requires specialized language instructional support. CELDT proficiency level, in addition to common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers. Approval for the exception to the reclassification policy for K-1 students must be made to the Multilingual and Multicultural Department Director.

CRITERIA USED FOR RECLASSIFICATION

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California *Education Code* and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

*In the event that a student meets the CELDT and CST/CMA criteria but **not** the grade/ progress report mark requirements, the school's Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures *may* be considered:

- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (grades 9-12)
- Report card grades/progress report marks in equivalent ELA courses (secondary)
- Prior CST/CMA scores
- Authentic student work samples, especially writing samples
- California High School Exit Examination (CAHSEE) scores

RECLASSIFICATION PROCESS

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The administrator/designee must generate rosters from the SIS database of EL students who have met the CST/CMA and CELDT criteria. This process begins when the official results of the CST/CMA and CELDT are released, as well as at the end of each reporting period (elementary) or semester (secondary):

1. Administrators or EL Coordinators review the rosters for accuracy and missing data (e.g. missing CELDT scores for a specific language domain).
2. Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
3. Parents must review and sign the *Notification of Reclassification*.

NOTE: When students have met all reclassification criteria *except* the CST/CMA, a special meeting will be held in spring (prior to the administration of the CST/CMA) for parents of ELs. They will be informed of the significance of reclassification and advised that their child need only meet the CST/CMA criterion on the next test administration to be eligible for reclassification. If the CST/CMA criterion is met, the School Information Branch will reclassify the student prior to the beginning of the next academic year. Schools must ensure that newly reclassified students are scheduled in the appropriate classes. Parents will be notified of the student's reclassification and given the opportunity to communicate with a counselor or EL Coordinator if they have questions.

Refer to the District's policy for additional information on reclassifying students.

MONITORING PROGRESS OF RECLASSIFIED STUDENTS

At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, Title III Access to Core Coach, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of CST/CMA scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. For secondary students not meeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not

limited to, data on CST/ CMA scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period (elementary) or semester (secondary) for a minimum of two years following reclassification. Additionally, at the high school level, graduation criteria checks are monitored twice a year by the student's counselor.
If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support class
- After-school academic support
- Intervention/Intersession classes
- Extended day and year opportunities

Refer to the District's policy for additional information on monitoring the progress of reclassified students. Also, refer to the District's LAT Handbook for additional information.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, a CMA-ELA score of Basic or higher may substitute for CST-ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Chapter 2

CHAPTER 2: INSTRUCTIONAL PROGRAM OPTIONS

CHAPTER OVERVIEW

The District provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. On June 14, 2005, the Board of Education of the City of Los Angeles passed the *Resolution to Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements.* This resolution stated that beginning in 2012 every student entering the ninth grade must complete the A-G course sequence in order to graduate from the Los Angeles Unified School District.

Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency level.

The following pages briefly describe the components of each instructional program option, and summarize the following in table format: Related goals; Program models (if applicable); Students served; Key program components; Staff credential requirements; and Relevant parent information. Additional tables delineate the expectations for a student's linguistic and academic progress for each instructional model by time in the District.

Figure 2. Elementary Instructional Program Options

Elementary Instructional Program Option (Grades K-5/6)	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	EL (1-3)	EL (4-5)	RFEP	IFEP	EO		ELD	SDAIE	L1 Support	L1 Instruction
Structured English Immersion (SEI) Grades K-5	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Mainstream English Program[2] Grades K-5		X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X	X		
Transitional Bilingual Education (TBE)[3] Grades K-3	X					Acquire English language proficiency and grade-level academic content through a combination of core content instruction via primary language, ELD and differentiated instruction in English	X	X	X	X
Maintenance Bilingual Education Program Grades K-5[4]	X	X	X	X		Acquire language proficiency and academic achievement in two languages: English and the students' primary language	X	X	X	X
Dual Language Two-Way Immersion Grades K-5	X	X	X	X	X	Acquire language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students	X Target Language Dev. for EOs	X	X	X

[2] Requires parental withdrawal of services if student is "less than reasonably fluent" in English (CELDT levels 1-3). Parent must make the request in writing.
[3] Previously referred to in LAUSD as "Waiver to Basic" Bilingual program.
[4] Model currently not offered; to be offered if funds are available and parent requests meet the minimum number required.

STRUCTURED ENGLISH IMMERSION K-5 (ELEMENTARY)

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. In addition to ELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffolded in English, with primary language support for *clarification* throughout the day. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. ELs that are "less than reasonably fluent" are placed in the SEI program, unless another instructional program option is requested by the parent/guardian.

STRUCTURED ENGLISH IMMERSION PROGRAM, GRADES K-5 (ELEMENTARY)

Figure 3. Structured English Immersion Program, Grades K-5 (Elementary)

Program Goals: Acquisition of English language skills and access to core content so that ELs, including those with disabilities, can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. High-quality ELD instruction and scaffolded content instruction is provided with primary language support for clarification SEI is the designated default placement for ELs who are "less than reasonably fluent" (ELs at ELD 1-3).			
Program Models: N/A			
Students Served	**Program Components**	**Staffing & Credentialing**	**Parent Information**
ELs with "less then reasonable fluency" in English (ELD 1-3)	1. 60 minutes minimum of ELD instruction at the students' assessed level of English language Proficiency 2. Teaming for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency 3. Standards-based instruction in all curricular areas. 4. Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-adopted, district-approved, standards-based	See Appendix B for state-approved credentials, certificates, permits, and supplementary EL authorizations. Preference is a BCLAD teacher who is bilingual/ biliterate to provide primary language support	• Upon student's enrollment, parents must be informed of instructional program options for ELs • SEI is the designated placement for ELs who are less than reasonably fluent

	materials and supplemental materials. 5. Primary language support to motivate, clarify, direct, and explain, is provided according to student need and availability of staff and materials.		

Figure 4. Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)

Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., revised ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

The goal of this program is to ensure that ELs that have transitioned from a SEI or Transitional Bilingual Education (TBE) program (or have been opted into the mainstream program via a parental withdrawal from services) continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADES K-5 (ELEMENTARY)

Figure 5. Mainstream English Instructional Program, Grades K-5 (Elementary)

Program Goals: Ensure EL students that have transitioned from SEI or TBE (or have been opted into mainstream via parental withdrawal from services) continue to progress toward meeting ELD and content standards, via ELD and scaffolded content instruction. Ensure RFEP students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs "reasonably fluent in English" (i.e., ELD levels 4 and 5).

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs who are "reasonably fluent in English" (ELD 4-5) • ELs with "less than reasonable fluency in English" (ELD 1-3) whose parents/ guardians have requested a withdrawal of participation in the SEI Program and have chosen the Mainstream English program. • RFEPs, IFEPS, EOs	ELs meeting "reasonable fluency:" 45-60 minutes of ELD focused on academic language development. 1. Access to instruction in all curricular areas aligned to content standards 2. Differentiated instruction in reading, writing, math, science and social science delivered through SDAIE methodology, utilizing state-adopted, district-approved, standards-based materials and supplemental materials. 3. Instruction in English with primary language support (i.e., clarification via cognates, bilingual glossaries) provided according to student need and as staffing allows ELs with "less than reasonable fluency in English" (ELD 1-3): 1. Are clustered in Mainstream	See Appendix B for state-approved credentials, certificates, permits, and supplementary authorizations to instruct ELs. Preference is for a BCLAD/BCC teacher who is bilingual/biliterate to provide primary language support in cases where ELs at ELD levels 1-3 are present.	Parents of less than reasonably fluent ELs (ELD 1-3) are informed of all program options for their child. Counseling provided for parents of ELs at ELD levels 1-3 to ensure they understand that this program is designed for native and reasonably fluent English speakers.(ELs at ELD levels 4 and 5) Parents of ELs at levels 1-3 must submit a written request and. in consultation with the school, complete the

	English classrooms with ELD support. 2. All other program components listed above apply		*Change of Program Request* form and the *Mainstream Program Conference Checklist*

Figure 6. Minimum Progress Expectations for English Learners in the Mainstream English Program (Elementary)

Minimum Progress Expectations for English Learners in the Mainstream English Program (Elementary)					
	For ELs enrolled via Parental Request			**For ELs transitioned from SEI or TBE**	
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g.,ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

TRANSITIONAL BILINGUAL EDUCATION, GRADES K-3 (ELEMENTARY)

The goal of the Transitional Bilingual Education (TBE) program is to promote acquisition of English language proficiency and grade-level academic achievement in core subjects. This program option does *not* aim for sustained bilingualism and biliteracy. Rather, TBE provides ELs immediate access to grade-level academic content and early literacy development in the primary language with a gradual transition to English instruction by third grade. High-quality ELD instruction is provided, as well as academic content instruction in the primary language in conjunction with specially designed academic instruction in English (SDAIE). Students who enter at kindergarten are expected to transition to the Mainstream English program. Students who enter the TBE program after first grade may transition to an SEI instructional program if they are "less than reasonably fluent" (i.e., have not developed Early Advanced proficiency in English) by the end of third grade when the TBE program ends.

TRANSITIONAL BILINGUAL EDUCATION PROGRAM, GRADES K-3 (ELEMENTARY)

Figure7. Transitional Bilingual Education Program, Grades K-3 (Elementary)

Program Goals: Acquisition of English and grade-level academic achievement in core subjects in the primary language. Access to grade-level academic content and early literacy development is delivered in the primary language as well as in English until the student has reached the Early Advanced level of English proficiency. At that time, the student transitions to a Mainstream English program. This transition must be carefully planned and intended to occur within four years of instruction. The expectation is that all students who enter this program in K or 1st grade will transition to the Mainstream English program. For EL newcomers entering in second or third grade, the transition may be to a SEI program if they have not reached Early Advanced level of English proficiency by the end of third grade.

Program Model:

- 70/30—70% of the instructional day occurs in the primary language, with 30% in English during the first year in program, annually increasing percentage of instructional minutes in English and transitioning to Mainstream English program within three to four years. (See instructional-minutes-by-language chart below.)
- This model requires a period of time (at least 10%) each day when ELs are integrated for instruction with their English Proficient peers and/or, where possible, with peers of different ethnic backgrounds.
- This program requires a *Parental Exception Waiver*.

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs at grades K-3 • Students enter at grades K/1 • Late-entry students (grades 2/3) will be considered on a case by case	1. Daily ELD instruction for 60 minutes with specific attention to transferable/non-transferable skills 2. Standards-based, grade level instruction provided to all students, beginning in Kindergarten, with initial literacy and academic content area instruction in the primary language. 3. Instruction in art, music, and physical education in English.	• See Appendix B for state-approved credentials, certificates, permits, and supplementary authorizations to instruct ELs. • Teachers must have native-like	• Upon student's enrollment, parents are informed of EL instructional program options • If TBE is selected, parents must

basis	4. As proficiency in English increases, the proportion of instruction in English also increases, typically starting with science or math, followed by reading, writing, and social science.. 5. Differentiated instruction in reading, writing, math, science, and social science, delivered in the primary language or through SDAIE, utilizing state-adopted, district-approved, standard-based materials. **Late Entry Students** 1. The language of instruction and the amount of time devoted to each subject is described below: ▪ Students may exit the program and transition to Mainstream English when they reach ELD level 4 or 5 regardless of their grade level. ▪ Students who enter the program after 1st grade will transition to the SEI program if they have not reached ELD level 4 or 5 by the end of 3rd grade. 2. All other program components listed in the description above apply.	fluency in English and the target language.	request and complete a *Parental Exception Waiver* annually.

INSTRUCTIONAL MINUTES BY LANGUAGE: TRANSITIONAL BILINGUAL EDUCATION

The following table provides a sample of the core instructional minutes for the TBE model for each grade by language. It is expected that students will be able to transition to all-English instruction within four years. Minutes represent teaching in core areas.

Figure 8. Subjects Taught in the Primary Language and in English

Subject Taught in the Primary Language				Subjects Taught in English			
Grade	**Primary Language Arts Reading/ Writing**	**Math**	**Science/ Social Science**	**English Language Development (ELD)**	**English-Language Arts Reading/ Writing**	**Math**	**Science/ Social Science**
Kinder	130	60	40	60	0	0	0
1st	100	45	40	60	30	15	0
2nd	90	20	10	60	60	30	20
3rd	60	0	0	60	90	50	30
4th Mainstream	0	0	0	45	150	50	45

When students are grouped by primary language for instruction, mixing with non-TBE students is mandatory. During this integrated period, all students are instructed in English in the curricular areas of art, music, and physical education. LAUSD adheres to the state required minutes for physical education.

Figure 9. Minimum Progress Expectations for Transitional Bilingual Education to Mainstream English, Grades K-3 ONLY (Elementary)

Minimum Progress Expectations for Transitional Bilingual Education[1] to Mainstream English, Grades K-3 ONLY (Elementary)				
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year
		1st Year →	2nd Year	3rd Year
L1 Language Arts and Math (California Standards Test in Spanish [CA STS], other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced OR N/A[2]
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[4] (low to mid[3])	Basic (mid[3] to high)
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid[3])	Basic (mid[3] to high)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced.

[1]Formerly "Waiver to Basic Bilingual" Program

[2]If transition is at end of 4th year

[3]Mid-Basic: 325 on CST/CMA-ELA

[4]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

BILINGUAL EDUCATION PROGRAM, GRADES K-5[5] (ELEMENTARY)

The goal of the Maintenance Bilingual Education (MBE) program is the acquisition of language proficiency and academic achievement in two languages: English and the students' primary language. Instruction is delivered in the primary language and English. There are two different program models that vary by proportion of each language used. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students enter this program in Kindergarten or first grade and continue through grade 5/6. Students may elect to continue through grade 12 in the Secondary Dual Language Two-Way Immersion program with the goal of attaining the California Seal of Biliteracy.

MAINTENANCE BILINGUAL EDUCATION PROGRAM, GRADES K-5 (ELEMENTARY)

Figure 10. Maintenance Bilingual Education Program, Grades K-5 (Elementary)

Program Goals: Acquisition of language proficiency and academic achievement in two languages: English and the students' primary language. Instruction is delivered in the primary language and English using one of two different program models. Ideally students enter the program in K and continue through grade 5/6. Students are encouraged to continue in the Secondary Dual Language Two-Way Immersion program through grade 12 with the goal of attaining the California Seal of Biliteracy.

Program Models:

- There are two MBE models available:
  - A. 70/30—70% instruction in the primary language, 30% instruction in English starting in kindergarten. Each year more English is added until reaching 50% primary language / 50% English by 3rd grade.
  - B. 50/50—50% instruction in the primary language, 50% instruction in English starting in kindergarten. English and the primary language are used equally for instruction.
- Both models require a period of time (at least 10%) each day when ELs are integrated with their English proficient peers and/or, where possible, with peers of different ethnic backgrounds.
- This program requires a *Parental Exception Waiver*.

Students Served	Program Components	Staffing & Credentialing	Parent Information
• Priority is given to ELs whose primary language is the language of the program. • On an individual basis, K-5/6 students who are identified IFEP and/or RFEP	1. Standards-based instruction provided to all students in both languages 2. Purposeful and strategic separation of languages during instructional day 3. At least 50% of the day instruction occurs in the primary language	• See Appendix B for state-approved credentials, certificates, permits, and supplementary EL authorizations to instruct ELs. • Teachers must	• *Parent Exception Waiver* required annually for ELs • Parent Participation Consent for

[5] Model currently not offered; to be offered if funds are available and parent requests are sufficient.

prior to program enrollment may participate based on parental choice, prior participation, language proficiency, and space availability • K-1 EO students may participate with a parent request if: ▪ Two-Way Dual Language model is not available ▪ Space is available **At a minimum, 80% of K-1 enrollment in this model must be current ELs whose primary language is the target language of the program.**	4. Literacy Instruction: ▪ 70/30 and 50/50: Children learn to read and write in the target language and in English ▪ Literacy instruction in each language occurs at different times during each day 5. ELD for 45-60 minutes daily with specific attention to transferable and non-transferable skills. 6. Differentiated instruction in reading, writing, math, science, and social science, delivered in the primary language or through SDAIE, utilizing state-adopted, district-approved, standard-based materials.	have native-like fluency in English and the target language.	EOs/IFEPs/ RFEPs required annually • Articulate program model upon student entry to program • Counseling provided for parents of RFEP, IFEP, and EO students who select MBE, to ensure they understand that the MBE is designed for ELs who speak the target language of the program

Figure 11. Minimum Progress Expectations for Maintenance Bilingual Education (Elementary)

Minimum Progress Expectations for Maintenance Bilingual Education (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
L1 Language Arts (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
L1 Math (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA.

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

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 ELs and English-proficient students. Instruction is delivered in the target language and English, with three different program models that vary by proportion of each language used. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students typically continue in this program option after attaining proficiency in their second language. Students enter this program option in kindergarten or 1st grade and continue through Grade 5/6. They have the option to continue through grade 12 (see below) with the goal of attaining the California Seal of Biliteracy.

DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM, GRADES K-5 (ELEMENTARY)

Figure 12.

Dual Language Two-way Immersion Program, Grades K-5 (Elementary)

Program Goals: Bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both English and the target language. Students enter program in K or 1st and continue through Grade 5/6. They may continue in the secondary program to grade 12 with the goal of attaining the CA Seal of Biliteracy.

Program Models:

- There are three Dual Language Two-Way Immersion models available:
  - A. 90/10—90% instruction in the target language, 10% instruction in English in kindergarten. Each year more English is added until they reach 50% target language 50% English by 4th grade.
  - B. 70/30—70% instruction in the target language, 30% instruction in English in kindergarten. Each year more English is added until they reach 50% target language 50% English by 4th grade.
  - C. 50/50—50% instruction in the target language, 50% instruction in English. English and the target language are used equally for instruction beginning in kindergarten.
- This program requires a *Parental Exception Waiver*.

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs K-5 who speak the target language • EOs, IFEPs, RFEPs from diverse backgrounds may enter the program at any time in Kindergarten and 1st	1. Standards-based instruction provided to all students in both languages 2. One teacher and two-teacher models 3. Purposeful and strategic separation of languages during the instructional	• Multiple subject Teaching Credential ▪ For teachers instructing in target language: BCLAD or equivalent ▪ For teachers	• *Parent Exception Waiver* for ELs is required annually • Parent Participation Consent for EOs/FEPs is

grade and continue in the program • Students entering the program after grade 1 must demonstrate literacy in the target language comparable to students in the program • Target student composition is 50% EL and 50% EO/FEP; no more than 2/3 of either language classification • On an individual basis, parents may request entry for K-1 EL who speaks a language other than the target language, given sufficient English proficiency as determined by the school.	day 4. At least 50% of the day in target language 5. Literacy Instruction: ▪ 90/10: Children learn to read and write in target language first ▪ 70/30 and 50/50: Children learn to read and write in target language and in English 6. Daily second language development for all students: ELs in ELD, EOs/FEPs in target language 7. Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted, District-approved core and supplemental materials	instructing in English only: CLAD or equivalent • In a two teacher model, minimum CLAD required for the teacher providing instruction in English, preferably BCLAD in grades K-2 • Preference given to authorized teachers with specialized professional development on Dual Language Programs • Teachers must demonstrate native-like fluency in English and the target language	required annually • Articulate program design upon student entry to program • Parents of ELs whose primary language is not the target language are given individual counseling to ensure that they understand and approve of their child's learning in two new languages. These children may require additional support at home.

Figure 13. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (ELs in Elementary)

Minimum Progress Expectations for Dual Language Two-Way Immersion Program Target Group: English Learners (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
ELA (CST/CMA, DIBELS (K-3), Common Benchmark Assessments, Periodic Assessments, Core K-12)	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math (CST/CMA, Core K-12, Common Benchmark Assessments, Periodic Assessments)	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Target- Language Arts[2]	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Target- Language Math[2]	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA.

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

[2] Students are expected to perform at grade level when they are instructed and assessed in their primary language.

Figure 14. Minimum Progress Expectations for Dual Language Two-Way Immersion Program (EOs and IFEPs/RFEPs in Elementary)

Minimum Progress Expectations for Dual Language Two-Way Immersion Program Target Groups: English Only and Fluent English Proficient (IFEP/RFEP) (Elementary)						
Timeline (Starting Point Based on Initial Level at 1st Year)		**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
			1st Year →	2nd Year	3rd Year	4th Year
				1st Year →	2nd Year	3rd Year
					1st Year →	2nd Year
Target Language Development (TLD) Measures		TLD 1	TLD 2	TLD 3	TLD 4	TLD 5
Language Arts[2] (CST/CMA, DIBELS (K-3), Common Benchmark Assessments, Periodic Assessments, Core K-12; STS for IFEPs, RFEPs)		Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Math[2] (CST/CMA, Common Benchmark Assessments, Periodic Assessments, Core K-12; STS for IFEPs, RFEPs)		Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
Target-Language Arts	EOs only	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Target-Language Math	EOs only	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST/CMA-ELA

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

[2] Students are expected to perform at grade level when they are instructed and assessed in their primary language, and in the case of RFEPs, the language in which they have attained proficiency.

Figure 15. Secondary Instructional Program Options

Secondary Instructional Program Option (Grades 6-12)	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	EL (1-3)	EL (4-5)	RFEP	IFEP	EO		ELD	SDAIE	L1 Support	L1 Instruction
Structured English Immersion (SEI) Grades 6-12	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Mainstream English Program[6] Grades 6-12	X	X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Dual Language Two-Way Immersion Grades 6-12	X	X	X	X	X	Maintain language proficiency and academic achievement in two languages: English and the target language as well as positive cross-cultural competencies for ELs and English-proficient students	X Target Lang. Dev. for EOs	X	X	X
Secondary EL Newcomer Grades 6-12	X					Rapid acquisition of academic English and acculturation to school in the U.S.	X	X	X	X
Accelerated Learning Program for Long-Term ELs Grades 6-12	X	X				Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.	X	X		

STRUCTURED ENGLISH IMMERSION, GRADES 6-12 (SECONDARY)

The goal of SEI is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. Students are provided grade-level core content that is appropriately differentiated and scaffolded in English, with primary language support for *clarification* throughout the day. Because mastery of grade-level content delivered to students who are not yet proficient in English is challenging, interventions

[6] Requires parental withdrawal of services if student is "less than reasonably fluent" in English (CELDT levels 1-3). Parent must make the request in writing.

that provide additional support are provided to ELs in this program. The focus is on accelerated instruction to minimize any academic deficits that may occur as students are not yet proficient in the language of instruction.

The SEI program is designed for ELs who are "less than reasonably fluent" (i.e., below the early advanced level on CELDT). Because research evidence suggests that children learning new content taught in a second language often experience delays in mastering such content, interventions supporting core subject instruction will be provided to students not making expected progress towards English and content mastery.

STRUCTURED ENGLISH IMMERSION PROGRAM, GRADES 6-12 (SECONDARY)

Figure 16. Structured English Immersion Program, Grades 6-12 (Secondary)

Program Goals: Acquisition of English language skills so that ELs, including those with disabilities, can succeed in a Mainstream English classroom. SEI is designed to ensure that ELs receive appropriate supports to meet ELD proficiency and grade-level standards. High-quality ELD and scaffolded content instruction are provided with primary language support for clarification. SEI is designed for ELs who are "less than reasonably fluent" (ELD levels 1-3).

Program Models: N/A

Students Served	Program Components	Staffing & Credentialing	Parent Information
ELs with "less than reasonable fluency" in English (ELD 1-3)	1. 1-2 periods of ELD instruction at the students' assessed level of English language Proficiency. 2. Standards-based instruction in all curricular areas. 3. Differentiated instruction and SDAIE strategies are used in all content courses. 4. State adopted, district-approved, standards-based materials and supplemental materials are used. 5. Sheltered core content classes are provided.	See Appendix B for state-approved credentials, certificates, permits, and supplementary ELauthorizations. Preference is for BCLAD teacher who is bilingual/ biliterate to provide primary language support	• Upon student's enrollment, parents must be informed of English instructional program options • SEI is designed for ELs who are "less than reasonably fluent."

Figure 17. Minimum Progress Expectations for Structured English Immersion to Mainstream English (Secondary)

Minimum Progress Expectations for Structured English Immersion to Mainstream English (Secondary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
ELA/Math: CAHSEE (10th grade)				Pass (350)	Proficient (380)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADES 6-12 (SECONDARY)

The goal of this program is to ensure that secondary ELs that have transitioned from SEI or TBE (or have been opted into the Mainstream English program via a parental withdrawal of services) continue to progress linguistically and academically to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college-prepared and career ready. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.

Figure 18. Mainstream English Instructional Program, Grades 6-12 (Secondary)

Program Goals: Ensure ELs that have transitioned from SEI or TBE (or have been opted into Mainstream English via parental withdrawal from services) continue to progress towards meeting ELD proficiency and grade-level content standards. Ensure RFEP students' linguistic and academic skills are comparable to the performance of their native–English speaking peers. Appropriate for ELs "reasonably fluent in English" (ELD levels 4 and 5).

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs who are "reasonably fluent in English" (ELD 4-5) • ELs with "less than reasonable fluency in English" (ELD 1-3) whose parents/ guardians have requested a withdrawal of services from the SEI program	ELs meeting "reasonable fluency:" 1. One ELD period focused on academic language development. (See Chapter 3 for a description of ELD courses at secondary.) 2. Mainstream Language Arts course with EO/RFEP/IFEP students 3. Access to instruction in all curricular areas aligned to content standards using SDAIE methodology in SDAIE designated courses. 4. Differentiated instruction and SDAIE strategies used in content classes 5. State-adopted, district-approved, standards-based materials and supplemental materials are used. 6. Instruction overwhelmingly in English with primary language support per student need. For ELs with "less than reasonable fluency in English" (ELD 1-3) and for schools with small numbers of ELs at levels 1-3: • Cluster ELs in Mainstream English/ELA classrooms with ELD support. • Cluster ELs in all content area classes to allow for differentiation/scaffolding of instruction using SDAIE methodology for access to grade-level content standards.	See Appendix B for state-approved credentials, certificates, permits, and supplementary EL authorizations. Preference is for a BCLAD teacher who is bilingual/biliterate to provide primary language support	• Parents of ELs at ELD 1-3 are informed of all program options. • Counseling provided for parents of ELs to ensure they understand that the Mainstream English Program is designed for ELs at ELD levels 4 and 5

Figure 19. Minimum Progress Expectations for English Learners in Mainstream English (Secondary)

Minimum Progress Expectations for English Learners in Mainstream English (Secondary)					
	For ELs at ELD Levels 1-3 enrolled via Parental Withdrawal of Services			**For ELs transitioned from SEI**	
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
ELA/Math: CAHSEE (10th grade)				Pass (350)	Proficient (380)

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)

[1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

The goal of this program is to sustain the bilingualism, biliteracy, and academic achievement in two languages as well as positive cross-cultural competencies that students have attained by completing the elementary Dual Language Two-Way Immersion program. Students enter this program option from an elementary two-way immersion program or the elementary MBE program and proceed through grade 12 with the goal of attaining the California Seal of Biliteracy.

DUAL LANGUAGE TWO-WAY IMMERSION PROGRAM, GRADES 6-12 (SECONDARY)

Figure 20. Dual Language Two-way Immersion Program, Grades 6-12 (Secondary)

Program Goals: Bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both of the program languages, English and the target language. Students should have participated in the two-way immersion or the maintenance bilingual program in the elementary grades prior to participation in the secondary dual language two-way immersion program. This program continues through grade 12 with the goal of attaining the California Seal of Biliteracy.

Program Models: Between 30%-50% of the courses are delivered in the target language. The other courses are taught in English. All courses meet college preparation requirements and may include Honors and Advanced Placement (AP) offerings in either language. This program requires a *Parental Exception Waiver*.

Students Served	Program Components	Staffing & Credentialing	Parent Information
Preference given to students continuing from elementary Two-Way Immersion or Maintenance Bilingual programs in LAUSD or another district. • Long-Term ELs considered on a case-by-case basis Newly-entering students: • Newcomer ELs with L1 grade-level literacy skills may be considered on a case by case basis. • Newcomer ELs with limited prior formal schooling considered on a case-by-case	1. For ELs, 1- 2 periods of ESL, as required per ELD level. 2. For content classes taught in English, ELs placed by ELD level to ensure appropriate instructional differentiation 3. A-G coursework in target language and English: 3 of 6 periods (minimum 2 periods) taught in target language or 4 of 8 periods (minimum 3 periods) taught in target language. Courses taught in the target language can be a combination of the following: ▪ Academic content area courses (math, social science, science)	• See Appendix B for state-approved credentials, certificates, permits, and supplementary EL authorizations • Native - like fluency in English and the target language is required.	• *Parental Exception Waiver* is required for ELs annually • Parent Participation Consent is required for EO/FEPs annually • Articulate program design upon student entry including the requirements for the California Seal of Biliteracy.

basis. • EOs, IFEPs, and RFEPs from diverse backgrounds with target language proficiency approximating that of continuing two-way participants as measured by target language proficiency assessments.	▪ Elective classes ▪ World languages electives/coursework based on language proficiency level including AP classes in the target language 4. Sheltered instructional strategies used in English and in target language as needed. 5. Articulation within dual language strand to ensure K-12 pathway for students		

NOTE: Continuing secondary level Dual Language Two-Way Immersion program students are expected to meet grade level expectations in academic subjects in both languages. No progress expectation table is shown for this program.

ACCELERATED LEARNING PROGRAM FOR LONG TERM ENGLISH LEARNERS, GRADES 6-12 (SECONDARY)

The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the US for more than five full years (i.e., beginning their sixth year and beyond), but still have not met the criteria to be reclassified. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native-English speaking peers, have access to and meet A-G graduation requirements to be college-prepared and career-ready.

ACCELERATED LEARNING PROGRAM FOR LONG TERM ENGLISH LEARNERS, GRADES 6-12 (SECONDARY)

Figure 21. Accelerated Learning Program for Long Term English Learners, Grades 6-12 (Secondary)

Program Goals: Accelerate the academic ELD and academic achievement of Long-Term EL students* so they are reclassified and able to meet college- and career-ready standards comparable to native-English speaking peers in Mainstream English classrooms.
*ELs in grades 6-12 who have not reclassified *after* five full years or more in U.S. schools.

Students Served	Program Components	Staffing & Credentialing	Parent Information
ELs in grades 6-12 who have completed five full years or	1. Advanced, content-based ELD emphasizing oral and written academic language development	See Appendix B for state-approved credentials, certificates, permits, and	Parent and child meet at least twice yearly with a designated

more in U.S. schools but have not yet met LAUSD reclassification criteria.	with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes. (See Chapter 3 for full description of ELD for long term ELs [LTELs].) 2. Support classes that teach academic language through science or social science content. 3. Access to instruction aligned to content standards. Students clustered in heterogeneous Mainstream English content classes. Explicit language and literacy development across curriculum using SDAIE strategies. 4. Focus on study skills and critical thinking in all content areas. 5. All LTELs are assigned to a counselor, teacher specialist or faculty member to monitor their language proficiency level, test results, goals for meeting grade level standards, and progress toward reclassification. 6. School and district data systems are configured to identify and monitor progress of LTELs for teachers and administrators.	supplementary EL authorizations. Preference is for a CLAD or BCLAD teacher with specialized professional development to meet language and academic needs of LTELs	faculty member to review L_2 progress, program placement, test results, and goals for meeting reclassification criteria and accelerated academic progress targets

Figure 22. Minimum Progress Expectations for Accelerated Learning Program for Long-Term ELs

Minimum Progress Expectations for Accelerated Learning Program for Long-Term ELs			
Timeline (Based on Annual CELDT level **at entry to ALP- LTEL Program**)	**1st Year →**	2nd Year	3rd Year
		1st Year →	2nd Year
			1st Year →
CELDT	Intermediate or below[1]	Early Adv / Adv - Not English Proficient	English Proficient

ELD Standards-based measures (e.g., revised ELD progress profile)	ELD 3 or below[1]	ELD 4	ELD 5
English Lang. Arts: CST/CMA, Core K-12	FBB / BB	BB / Low Basic	Basic to proficient (low to mid*)
Math: CST/CMA, Core K-12	FBB / BB	BB / Low Basic	Basic to proficient (mid* to high)
FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.) [1] Minimum expected growth of one CELDT level per year, attaining English proficient level in maximum of three years.			

ENGLISH LEARNER NEWCOMER PROGRAM, GRADES 6-12 (SECONDARY)

The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This program ensures that newcomers are better prepared to participate, with support, in sheltered and Mainstream English language classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster literacy and academic skills in English of middle-and high school-age recent immigrants who sometimes arrive with limited primary language literacy and formal schooling. Primary Language may be used for some core academic subject instruction when resources are available in the student's native language. A newcomer in LAUSD is defined as a student enrolled in a U.S. school for fewer than two years and who is at beginning levels of English proficiency. This program model is an intensive, specialized, one- to three-semester strand within a school where students may also participate in Mainstream English non-core subjects such as art, music and physical education.

ENGLISH LEARNER NEWCOMER PROGRAM, GRADES 6-12 (SECONDARY)

Figure 23. English Learner Newcomer Program, Grades 6-12 (Secondary)

Program Goals: Rapid acquisition of English and acculturation to U.S. school life. This program prepares students to move into an SEI program with 1-2 periods of ELD and sheltered content classes.			
Students Served	**Program Components**	**Staffing & Credentialing**	**Parent Information**
ELs in grades 6-12 who have: • Been enrolled in U.S. schools for fewer than 2 years.	• At least 3 periods daily of specialized ELD that focus on both the language of school and the core content • Acculturation to life in the U.S. and Los Angeles • Access to Mainstream English	• See Appendix B for state-approved credentials, certificates, permits, and supplementary EL authorizations. • Preference is for a CLAD or BCLAD teacher with	Parent and child meet at least twice yearly with a designated faculty member to review academic progress. For students who

• CELDT levels 1-2	electives and P.E. • Access to sheltered content classes when the student reaches high Early Intermediate or Intermediate level of English proficiency. • Primary language instruction in the content areas when resources are available.	specialized professional development to meet language and academic needs of secondary newcomers	will not be able to complete graduation requirements before the age of 19, a transition plan will be developed for the student to matriculate to Adult School or Community College to complete those requirements.

Figure 24. Minimum Progress Expectations for Secondary EL Newcomer Program

<table>
<tr><th colspan="5">Minimum Progress Expectations for Secondary EL Newcomer Program</th></tr>
<tr><td rowspan="3">Timeline
(Starting Point Based on Initial Level at Entry)</td><td>1st Semester →</td><td>2nd Semester</td><td>3rd Semester</td><td rowspan="6">Students to transition from this program to SEI or Mainstream English after a maximum of three semesters.

(See SEI or Mainstream English progress expectations chart for subsequent benchmarks based on level at transition.)</td></tr>
<tr><td></td><td>1st Semester →</td><td>2nd Semester</td></tr>
<tr><td></td><td></td><td>1st Semester →</td></tr>
<tr><td>CELDT</td><td>Beginning</td><td>Early Intermediate</td><td>Intermediate</td></tr>
<tr><td>ELD Standards-based measures (e.g., ELD progress profile)</td><td>ELD 1</td><td>ELD 2</td><td>ELD 3</td></tr>
<tr><td>English Lang. Arts[1]: CST/CMA, Core K-12</td><td>FBB</td><td>BB</td><td>Basic
(low to mid*)</td></tr>
<tr><td>Math[1]: CST/CMA, Core K-12</td><td>FBB</td><td>BB</td><td>Basic
(low to mid*)</td></tr>
<tr><td colspan="5">FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)
[1] CST/CMA given annually, Core K-12 quarterly; performance levels used to indicate expected progress by semester</td></tr>
</table>

INTERVENTION FOR STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as the intervention(s) that are being provided.

The progress benchmarks described in this Master Plan are annual benchmarks, but students must be monitored much more frequently to ensure that academic deficits do not develop. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of an intervention. The process for monitoring student progress and the required components of interventions are discussed in the following chapter.

Chapter 3

CHAPTER 3: INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELS AND SELS

LAUSD commits to implementing the following three guiding principles in all of its instructional services for ELs and SELs:

- ELs and SELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of both language and content.

CHAPTER OVERVIEW

This chapter addresses the language development needs of English learners and articulates the District's guiding principles of instruction for ELs. Chapter 4 will discuss how Standard English is taught to monolingual speakers of different varieties of English. LAUSD offers several instructional program options that parents of ELs may select from for their children. (These program options are described in the preceding chapter.) All instructional options are designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status. These instructional program options contain the following required components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs
- Well-articulated, standards-based, differentiated instruction using SDAIE to ensure full access to the core curriculum
- Primary language instruction (for all dual-language, transitional-bilingual and maintenance bilingual instructional program models) to ensure content learning and promote bilingualism and biliteracy
- Primary language support, as needed, to improve EL students' comprehension of and meaningful participation in core instruction in English language instructional programs

INTRODUCTION

LAUSD recognizes its obligation to ensure that ELs become proficient in English as rapidly and effectively as possible. LAUSD considers these obligations to be among the highest priorities of the District. This section describes the ways that ELD is delivered in LAUSD.

WHAT IS ENGLISH LANGUAGE DEVELOPMENT?

ELD is a component of all program options for ELs. ELD is separate from but complementary to English-language arts instruction. English-language arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction *in addition* to a standards-based program in reading and language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

As described in *Improving Education for English Learners: Research-Based Approaches* (CDE, 2010), the purpose of ELD instruction is "to advance English learners' knowledge and use of English in increasingly sophisticated ways." The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. ELD instruction focuses on all components of the English language is not likely to be acquired adequately or efficiently in other instructional or social settings such as sheltered content classrooms, mainstream English instruction settings, and in daily school, family and community interactions.

ELD instruction is research and standards-based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELs learn English within a reasonable amount of time. It is planned and

delivered targeting specific language objectives. ELD instruction in LAUSD explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms. LAUSD endorses the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

- A separate block of time is devoted to daily ELD instruction.
- ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
- ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
- ELD instruction is planned and delivered with specific language objectives for each lesson.
- ELD instruction integrates meaning and communication to support explicit teaching of language.
- ELD instruction includes carefully planned interactive activities among students.
- ELD instruction provides students with corrective feedback on form.
- ELD teachers attend to communication and language-learning strategies during instruction.
- ELD instruction emphasizes academic language as well as conversational language.
- ELD instruction continues until students meet reclassification criteria.
- ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day. (In LAUSD, appropriate student grouping is described in the section titled ELD Instructional Grouping for Elementary Schools and ELD Instructional Grouping and Course Progression for Middle and High Schools).

THE IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT IN ELD

ELD addresses all domains of language – listening, speaking, reading and writing – but the emphasis is on speaking and listening. There is well-established research evidence that supports the importance of oral language proficiency. The development of oral language is positively related to the development of literacy (August & Shanahan, 2006). Moreover, recent research suggests that increased time spent on oral language instruction leads to stronger oral language outcomes without compromising literacy outcomes (Saunders & O'Brien, 2006). In fact, teachers who spent more time creating and implementing well-designed oral language activities

saw greater growth in their EL students' literacy skills. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every ELD class. As students progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in all academic content areas.

A MODEL FOR INSTRUCTED ENGLISH LANGUAGE DEVELOPMENT

The District has adopted a model for instructed ELD articulated by Dutro and Kinsella (in CDE, 2010). The goal of this model is to ensure that all ELs develop full English proficiency. Each lesson is designed to build fluent and accurate use of English for a range of academic and other real-life purposes. These lessons address three critical areas of language development:

- Purposeful uses of language as described in the Common Core State Standards (e.g., academic language functions)
- Language tools needed to accomplish these goals
- Robust and contextualized instruction that includes many opportunities to engage in meaningful language practice

EL STUDENT DIVERSITY AND GROUPING FOR ENGLISH LANGUAGE DEVELOPMENT

Although often referred to as a monolithic group, ELs in LAUSD are diverse in their strengths and needs. For example, many ELs enter the District in kindergarten or first grade, while others arrive at later grades. New arriving ELs vary in their primary language literacy, level of English proficiency, and degree of prior formal schooling. There are also ELs who enter the District at low levels of English proficiency and make the expected rate of progress in both language and content skills. While many ELs are making expected progress toward language and academic goals, the District must also address the needs of those who have not made adequate progress toward language and academic goals and who are Long-Term ELs. Just as the District's instructional program options are tailored to EL student characteristics, ELD instruction is differentiated to meet the specific needs of students in each of these groups. Under the direction of the Deputy Superintendent of Instruction, LAUSD will ensure that ELD is delivered to all ELs according to the guidelines outlined in this document.

ELD instruction is differentiated by the student's level of English language proficiency. The number of years a student has attended U.S. schools is also taken into consideration when students are placed in ELD classes. This is done because the time students have been attending U.S. schools impacts the student's language development. This is especially important at the secondary level where there are both newly arrived students and Long-Term ELs who may have

the same CELDT score. For example, a student who scores at the Intermediate level who has been in the U.S. for two years has very different linguistic needs than a student who scores at that level and has been in U.S. schools for six or more years. As numbers allow, these two groups would not be placed in the same ELD class. When EL students who are progressing according to norms must be placed with long-term ELs (for example, in schools with extremely small populations of EL students), the teacher must differentiate instruction to address both groups' disparate needs. With the guidance of the Multilingual and Multicultural Department, each Local Educational Service Center will ensure that their schools comply with the ELD placement and instructional guidance provided in this document.

MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

ELD instruction occurs daily for all ELs until they are RFEP. The following chart shows the minimum daily ELD instructional time recommended by the California Department of Education, and these reflect the requirements for LAUSD.

Figure 25. Mandatory Time for English Language Development Instruction

Grade and English Language Proficiency Levels	Required Daily Minutes of Instruction
Elementary ELD Levels 1-3	1 hour minimum per day *in addition to* grade-level *core* reading/language arts
Elementary ELD Levels 4-5	45 minutes minimum per day *in addition to* grade-level core grade-level core English-language arts
Secondary	1-3 periods minimum per day, depending on the instructional program. • For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD 1A or 1B, ELD *replaces* grade-level core English-language arts. • For all others, ELD is *in addition to* grade-level core English-language arts.

Secondary students might need as much as 3 hours of ELD daily and ELD may replace grade-level English-language arts during a student's first two years of instruction in the U.S., depending upon their English language proficiency and prior education.

At each site, the principal is responsible for ensuring all ELs are appropriately scheduled into ELD classes and monitor that ELD instruction follows the guidelines described in this plan. Principals are required to collect daily schedules at the elementary sites and conduct placement audits at the secondary level. At all grade levels, site administrators are to conduct periodic

walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

ELD INSTRUCTIONAL GROUPING FOR ELEMENTARY SCHOOLS

The goal of instructional grouping is to have one English proficiency level per group. However, at some school sites, the population of ELs may be too small to allow for the optimal grouping of one level per class. In those cases, students should be grouped with the fewest ELD levels together as possible. Students at adjacent grade levels but with the same English proficiency level may be grouped together for ELD instruction as long as the grades are within the ELD standards grade span. For example, ELD standards are grouped by grades K-2, 3-5, 6-8 and 9-12. Students at the same proficiency level in 2nd and 3rd grade would not be grouped together because their ELD standards fall in different clusters and because their language and academic needs are different assuming 3rd grade students have mastered reading. K-2 students are expected to be learning to read while students in grades 3 and above are reading to learn. Students at the same ELD level in 3rd and 4th grade could be grouped together because their language and content learning objectives and standards fall within the same band.

The ELD groups are identified by the classroom teachers at the site utilizing student performance on the CELDT, years in U.S. schools, ELD progress assessments, the ELD Progress Profile and curriculum-embedded assessments. At sites where classrooms are created heterogeneously or with students of many different English proficiency levels grouped together, teachers will regroup students with other teachers at the same or adjacent grade levels to create ELD sections that contain the fewest ELD levels together per group so that ELD can be delivered within the classroom.

ELD INSTRUCTION FOR ELEMENTARY NEWCOMERS (GRADES 4-5)

Elementary students who enter as newcomers after grade 3 may require specialized ELD instruction to accelerate their English proficiency to meaningfully participate in core instruction. These students may or may not have had grade level or consistent schooling or formal, instruction in English prior to their arrival in the District. Their prior education has great impact on their acquisition of English. Students who have had adequate prior schooling when they enroll have unique assets that will support them in acquiring English and accessing core content. Prior instruction in language arts in the native language will also facilitate the acquisition of English.

When students enroll, they are assessed in English and mathematics and any transcript information is translated into English and provided to the EL Coordinator and the classroom teacher.

The ELD component of this program includes at least three hours, with an instructional focus on students' development of literacy skills, oral English fluency and high levels of comprehension. The goal is to develop the students' academic language related to the core content areas as rapidly as possible. In addition, this program familiarizes the students with U.S. culture and schools and facilitates their adaptation to their new environment. Students with interrupted prior schooling may require specialized content instruction to develop basic skills needed for success in an SEI classroom in addition to ELD. This instruction is provided by a certificated teacher utilizing the students' native language as support and utilizing carefully scaffolded English language instruction.

When funding permits and there are sufficient numbers of students meeting the criteria, students at grades 4-5 may be placed into a specialized newcomer classroom. In this classroom they receive intensive ELD instruction while they learn about their new school environment, culture, and country. These students can be served within a multi-grade, self-contained classroom or as part of the intervention structure of the elementary site if there are not sufficient numbers of newcomers to warrant creating a self-contained class.

PROGRESS MONITORING FOR ELD AT ELEMENTARY SCHOOLS

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, elementary school site administrators must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. If by the third year of instruction an EL student is not meeting the minimum benchmarks of progress for his/her particular instructional program, an in-depth diagnostic assessment (e.g., Gates-MacGinitie, running records) must be administered to identify specific student needs and the site administrator must ensure that appropriate interventions are provided to accelerate the student's progress.

Regular assessments that measure English language proficiency above and beyond curriculum-embedded assessments, and those assessments included with District adopted curriculum – are administered regularly to all elementary level ELs. LAUSD monitors EL student development of English using:

- CELDT Scores
- ELD Progress Profile
- Common Benchmark Assessments
- ELD Assessments (currently being developed by Multilingual and Multicultural Department staff)
- Curriculum Embedded Assessments

- Diagnostic assessment (e.g., Gates-MacGinitie) will be administered to identify areas of need for EL students identified as not making adequate progress and/or incurring academic deficits in both language and literacy.

The teacher and the Principal/EL coordinator will collaborate to create the ELD Progress Profile at each grading period to share with support staff, parents, students and administrators for accurate and current information on the English language proficiency progress of their students. The results of these assessments are compared to the Minimum Progress Expectations by instructional program (see Chapter 2) and when students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, extended day with ELD tutoring, summer ELD Academy, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Elementary school teachers will be provided current EL Progress Monitoring reports and At-Risk reports at the midpoint of each reporting period for all of their EL students. These reports will be prepared by EL Coordinators, or Site Administrators. These reports will include at a minimum:

- Progress toward Minimum Progress Expectations by instructional program
- Overall CELDT results for current and previous years
- Number of years in the EL program
- CST/CMA scores in ELA and in Mathematics for current and previous years
- Current Benchmark Scores for ELA
- Current ELD grades for all domains
- Progress reports the student may have received
- Additional risk factors such as attendance, suspensions, below grade-level report card marks

These regular reports serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data do not change over the school year, it is imperative that teachers review and monitor these progress reports closely in order to intervene in a timely manner if adequate progress is not being made. Periodic walkthroughs by elementary site administrators utilizing the ELD observation protocol and/or supervision of instruction in the School Leadership Framework (under development) must be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document.

At least once yearly, the Language Appraisal Team (LAT) meets to review the progress of each EL who is not making adequate progress, according to the expectations outlined in Chapter 2. The LAT includes the principal or designee, EL coordinator, the student's classroom teacher(s),

including specialist teachers, intervention teachers, or other personnel. Input from parents of these students will be solicited prior to the LAT meeting. (Refer to the LAT handbook for more information.)

ELD INSTRUCTIONAL GROUPING AND COURSE PROGRESSION FOR MIDDLE AND HIGH SCHOOLS

MIDDLE SCHOOL ELD PROGRAMS FOR DIFFERENT COHORTS OF ENGLISH LEARNERS

ELs' language development needs vary according to several factors such as prior schooling, time in the U.S. and progress toward meeting benchmarks. The following sections describe the ELD instruction offered to normatively developing ("on track") ELs meeting progress expectations, Newcomers with and without prior former schooling, and Long-Term ELs at the middle and high school levels.

ELD INSTRUCTION FOR MIDDLE SCHOOL STUDENTS (GRADES 6-8)

LAUSD offers a systematic program of ELD designed to meet the language needs of ELs at all proficiency levels. At the middle school level, ELD is provided in courses that are standards-based and progress along a developmentally appropriate path. The ELD path consists of a sequence of eight single-semester ELD courses, entitled ELD 1A and 1B through 4A and 4B, for students who have not yet completed five years in U.S. schools (see Figure 27). The courses progress corresponding to the English proficiency levels described in the ELD Standards performance level. Each course has clear expectations of which standards, forms and features of the English language are taught at each level. In this way, the sequence of course objectives for each class remains the same regardless of the curricular materials used. Offering ELD by semester allows multiple entry points to the program and opportunities for regrouping at a semester interval if a student demonstrates mastery of the learning objectives of the current course or the next course in the sequence.

English proficiency level and the number of years a student has attended U.S. schools are both taken into consideration when students are placed in ELD classes. This is done because the time students have been attending U.S. schools impacts the student's language development needs. For example, a student who scores at the Intermediate level on the CELDT and has been in the U.S. for two years has very different linguistic needs than a student who scores at the same level and has been in U.S. schools for five years or more. These students would not be placed in the same ELD class.

ELD 1A and 1B are two-period classes *designed for newcomers* and are part of a comprehensive secondary newcomer program. The goals of ELD 1A and 1B are for students to develop English

fluency and high levels of comprehension as rapidly as possible, develop academic language related to core content areas, and support progress toward mastery of core academic standards. In addition, these courses familiarize students with U.S. culture and schools and facilitate their adaptation to their new environment. *Students will not be placed in the Newcomer Program if they have been in U.S. schools for two or more years and may not participate for more than four semesters.*

PROGRESSION THROUGH THE ELD COURSE SEQUENCE IN MIDDLE SCHOOLS (Grades 6-8)

Sixth grade students and students new to LAUSD are placed in ELD courses initially through consideration of multiple measures including their current ELD proficiency level and the number of years they have attended U.S. schools as described previously. The expectation is that students will progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a common final assessment used throughout the District for each ELD course. With the exception of the Newcomer Program, ELD courses do not replace core English classes. Therefore, EL students are to be concurrently enrolled in sheltered/SDAIE or mainstream English classes and ELD classes. Students receive elective credit for ELD courses at middle school. In addition, students will not be required to repeat any ELD course if they score proficient on the common final assessment for that course, even if the students have not received a passing grade. However, students may choose to repeat an ELD course if they wish to improve a failing grade. Students may challenge their ELD placement by taking the common final assessment for that course. If the student scores proficient on this assessment, he or she is allowed to move to the next course in the sequence or into an advanced ELD course if such a course is appropriate.

MIDDLE SCHOOL NEWCOMER STUDENTS WITH ADEQUATE FORMER SCHOOLING

These students may or may not have had formal instruction in the English language prior to their arrival at LAUSD, but they may have had appropriate grade-level content instruction. If so, this prior knowledge is an asset that will support them in accessing core content. Their prior instruction in language arts in their native language will also facilitate their acquisition of English.

At the middle school these students are assessed and placed in the appropriate ELD course as previously described. Teachers are provided with all the assessment information as well as any transcript information the student has from prior schooling. Prior school information is translated into English for the instructional staff and for the students' cumulative record.

Middle school newcomers with some formal instruction in English may not require placement in the ELD 1A-1B course sequence, or they may pass into the ELD 2 course sequence at the semester by demonstrating proficiency on the common final assessment. Placement of these

students requires careful analysis of their common final assessment results and transcripts, and should be made in consultation with the EL Coordinator, the counselor and the parents. For example, newcomer students with adequate former schooling in their home country may take either SDAIE courses in other content areas or the corresponding content-based ELD course (Newcomer Math, Newcomer Science, Newcomer Social Studies), as deemed appropriate through a review of transcripts and other available data.

MIDDLE SCHOOL NEWCOMER STUDENTS WITH LIMITED PRIOR EDUCATION

Middle school newcomers with gaps in their prior education should be assigned to the Newcomer program. The ELD component of this program constitutes at least three hours or three periods of the students' day, including content-based ELD. The instructional focus is to develop English fluency and strengthen comprehension as rapidly as possible. The goal is to develop the students' academic language related to the core content areas. Also, these courses familiarize students with U.S. culture and schools and facilitate their adaptation to their new environment. In addition to the ELD class, these students require intensive basic skills instruction to ensure their success. This instruction must be delivered by a certificated teacher utilizing carefully scaffolded English language instruction and, as necessary, the students' primary language. Newcomers with limited prior former education should also be placed in content-based ELD for one or more periods per day (Newcomer Math, Newcomer Science, and/or Newcomer Social Studies), as appropriate to compensate for gaps in prior education. .

The chart below illustrates sample schedules of two newcomer students with different profiles and instructional needs.

Figure 26. Sample Schedule for Newcomer Students by Profile and Instructional Needs

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Newcomer A: 8th grader with adequate prior schooling and some prior English language instruction	ELD 1B	ELD 1B	8th Grade SDAIE Math	Newcomer Science	Newcomer Social Studies	Physical Education
Newcomer B: 6th grader with limited prior education	ELD 1A	ELD 1A	Newcomer Math	Newcomer Science	Newcomer Social Studies	Physical Education

LONG-TERM ENGLISH LEARNERS AT MIDDLE SCHOOL (GRADES 6-8)

At the middle school, ELs who have successfully completed the sequence of ELD courses or have completed five full years in U.S. schools, but do not meet the reclassification criteria, are placed in Advanced ELD as an elective. The focus of this course is accelerated language development at the upper levels of the ELD standards with an emphasis on oral language development, academic vocabulary and expository writing. Advanced ELD places greater focus on language development and opportunities to practice meaningful discourse about topics related to the core content. While Academic Literacy for English Learners has a greater focus on developmental literacy skills, it also addresses the four language domains (listening, speaking, reading and writing). The Advanced ELD teacher maintains contact with all the students' core content teachers and regularly monitors their progress in those classes.

Middle school ELs who are not yet proficient in English and also read at the 3rd grade level or lower will be placed in Academic Literacy for English Learners, a literacy intervention course with an additional language development component. The difference between this course and Advanced ELD (below) is the amount of focus and time spent on language development, especially oral language development. Academic Literacy for English Learners is delivered at a pace that respects the greater maturity of middle school students and does not offer tasks unrelated to the core curriculum or teach discrete grammar skills out of context (e.g., memorizing syllable types or diagramming sentences). This course makes use of discipline-specific materials that support core classes at an accessible reading level for students so that language and literacy development directly support the students' skill development in content area classes. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. The Academic Literacy teacher maintains contact with all the students' core content teachers and regularly monitors their progress in those classes.

At middle schools lacking sufficient numbers of long term English learners (LTELs) to offer both courses, the school will offer the course that best meets the needs of the students. Where only one course is offered, the LAT team will carefully consider the needs of any LTEL student who does not meet the placement criteria for the course offered and identify a setting in which that student should receive ELD instruction that meets his or her language needs, and the additional interventions or supports needed.

Middle school students who have completed Advanced ELD but have not yet met the District reclassification criteria will be carefully considered on an individualized basis, and provided additional assessment as necessary, to identify the specific remaining barriers to reclassification. Such students will receive ELD in a setting individually determined by the LAT. This ELD may be provided in an English language arts class, using strategies or approaches specified by the LAT, and/or through other designated interventions or approaches. The LAT will also provide guidance to the ELA teacher or other teacher who is designated to provide ELD to the student,

regarding the content and standards that should be emphasized in order to address the student's language needs.

All middle school LTELs are designated a specific counselor, teacher specialist or faculty member to monitor their language status, test results, goals for meeting grade-level standards and reclassification. All LTELs and their parents meet at least twice yearly with the designated faculty members to review current language status, program placement, test results and goals for meeting the reclassification criteria and accelerated academic progress targets.

ELD INSTRUCTION IN HIGH SCHOOL STUDENTS (GRADES 9-12)

LAUSD offers a systematic program of ELD designed to meet the language educational needs of all high school ELs at all proficiency levels. Like the middle school course sequence, ELD is characterized by courses that are based on ELD standards and specific language objectives that progress along a developmentally appropriate path. High schools (grades 9-12) offer an eight semester (maximum four-year) course sequence entitled ELD 1A and 1B through 4A and 4B. The courses align to the CELDT first four English performance level descriptors (Beginning through Early Advanced). Each course has clear expectations of which standards, forms and features of the English language are taught at each level. The sequence of course objectives for each class remains the same regardless of the curricular materials used. Offering ELD by semester allows multiple entry points to the program and opportunities for regrouping at a semester interval if a student demonstrates mastery of the objectives for the current course or the next course in the sequence.

NEWCOMER HIGH SCHOOL STUDENTS

As with middle school students, the number of years a high school student has attended U.S. schools is also taken into consideration when students are placed in ELD classes. This is done because the time students have been attending U.S. schools impacts the student's language development requirements.

ELD 1A and 1B are two-period classes *designed for newcomers* and are part of a comprehensive secondary newcomer program. The goal of ELD 1A and 1B is for students to develop English fluency and high levels of comprehension as rapidly as possible, develop academic language related to core content areas, and master core academic standards. In addition, these courses familiarize students with U.S. culture and schools and facilitate their adaptation to their new environment. High school newcomers' prior schooling and assessment results will be carefully considered, as explained with respect to middle school students, to determine the appropriate placement for each student. *Students will not be placed in the high school Newcomer Program*

if they have been in U.S. schools for two or more years and may not participate for more than two years.

The goal of newcomer student programming in high school should be to maximize opportunities to earn A-G course credits in an optimal learning environment where language and content development are both supported. Carefully crafted master schedules will consider the school size, schedule (i.e., block, 4x4, 1-6 periods) and small learning communities within comprehensive high schools. Newcomer student programming may therefore require a system for "passporting" students across schools or small learning communities.

PROGRESSING THROUGH THE ELD COURSE SEQUENCE IN HIGH SCHOOL

Placement of high school ELs follows the process previously described. The expectation is that students will progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a common final assessment used throughout the District for each ELD course. *With the exception of the Newcomer Program, ELD courses do not replace core English classes. Therefore, high school EL students are to be concurrently enrolled in sheltered/SDAIE or Mainstream English classes and ELD classes; they receive elective credit for ELD courses. In addition, students will not be required to repeat any ELD course if they score proficient on the common final assessment for that course, even if the students have not received a passing grade. However,* students may choose to repeat an ELD course if they wish to improve a failing grade. Also, students may challenge their ELD placement by taking the common final assessment for that course. If the student scores proficient on the assessment, he or she is allowed to move to the next course in the sequence or move into an advanced ELD course if such course is appropriate.

The chart below summarizes the ELD course sequence for secondary EL students.

Figure 27. ELD Course Sequence, Grades 6-12 (Secondary)

<table>
<tr><td>ELD 1A and 1B-Newcomers

• CELDT Level 1-2
• 2-3 periods daily*
• No more than 1.5 years in U.S. schools
• Substitutes for English course
• *Designated Newcomer program extends to 3 or more periods, includes ELD Math, Science and/or social studies (see below)</td><td>ELD 2A and 2B

• CELDT Level 2-low 3
• 1-2 periods daily
• No more than 3 years in U.S. schools
• Concurrent with Sheltered/SDAIE English course</td></tr>
<tr><td>ELD 3A and 3B

• CELDT Level 3
• 1 period daily
• No more than 3.5 years in U.S. schools
• Concurrent with Sheltered/SDAIE English course</td><td>ELD 4A and 4B

• CELDT Level 3-4
• 1 period daily
• No more than 4.5 years in U.S. schools
• Concurrent with English course</td></tr>
<tr><td>Middle School Advanced ELD

• CELDT Level 3-5
• 1 period daily
• More than 5 years in U.S. schools
• Reading level above 3rd grade
• Course is designed especially for LTELs
• Concurrent with English course</td><td>Middle School Academic Literacy

• CELDT Level 3-5
• 1 period daily
• More than 5 years in U.S. schools
• Reading level at or below 3rd grade
• Course is designed especially for LTELs
• Concurrent with English course</td></tr>
<tr><td>High School Advanced ELD

• CELDT Level 3-5
• 1 period daily
• More than 5 years in U.S. schools
• Reading level 5th grade or above
• Study and organizational skills addressed
• Course is designed especially for LTELs
• Concurrent with English course</td><td>High School Academic Literacy

• CELDT Level 3-5
• 1 period daily
• More than 5 years in U.S. schools
• Reading level below 5th grade
• Course is designed especially for LTELs
• Concurrent with English course</td></tr>
<tr><td colspan="2">Newcomer Math, Newcomer Science and Newcomer Social Studies-Content Based ELD

• CELDT Level 1-2
• 1 period daily per content area, Concurrent with ELD 1A or 1B
• No more than 1.5 years in U.S. schools
• Math/Science/Social Studies content with emphasis on content language development
• In Middle and High School, replaces grade-level content course</td></tr>
</table>

LONG-TERM ENGLISH LEARNERS, GRADES 9-12

All ELs in LAUSD receive ELD instruction until they meet reclassification criteria. This includes high school students who are LTELs – defined in LAUSD as those EL students who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification. Because the number and percent of LTELs is increasing in LAUSD and the nation as a whole, these students are of particular concern to the District and addressing their linguistic and academic needs is a clear priority.

Underlying LAUSD's new instructional program option for LTELs is the recognition that language development is more than literacy development and simply placing LTELs in a literacy intervention is insufficient. The needs of LTELs are different from those of newcomers and normatively developing ("on-track") ELs, and are also different from those of academically struggling native English speakers. LTELs in grades 9-12 need courses and interventions that are designed specifically for them. Additionally, there is a diversity of need within the LTEL population. Some students need more accelerated literacy instruction while others would benefit from more oral and academic language development. Multiple assessments are therefore essential to accurately diagnose the specific language supports to provide LTELs maximum benefit.

In determining the type of ELD course a high school LTEL requires, it is important to consider the student's educational history, the amount and quality of ELD the student has received, and the number of years in U.S. schools, all in order to determine the extent to which the student's performance is related to his/her level of ELD and/or literacy development. The CELDT and LAUSD ELD Assessment will give basic information on the student's language proficiency. From there, teachers, counselors and EL Coordinators work together to determine the language courses that best meet the students' needs.

All LTELs in grades 9-12 are designated a counselor, teacher specialist or faculty member to monitor their language status, test results, goals for meeting grade level standards and reclassification. All LTEL students and their parents meet at least twice yearly with this designated faculty member to review current language status, program placement, test results and goals for attaining reclassification criteria and accelerated academic progress targets.

ELD COURSES FOR LONG-TERM ENGLISH LEARNERS, GRADES 9-12

To address the unique needs of its many high school LTELs, LAUSD has developed two courses with different objectives and expected outcomes. One feature of any course of this type is rigorous, accelerated instruction – these are not remedial courses. The curriculum is challenging and relevant and none of these courses utilizes materials that are used for any of the traditional

ELD course sequence. Also, materials used for these courses at the high school level must be different from any ELD materials used for any course at the elementary or middle school levels. High school ELs take these courses *in addition to* the grade-level appropriate mainstream English-language arts class. LTELs may take ELD and grade-level English language arts with the same teacher, who holds an English subject matter endorsement in addition to an EL authorization. Each of the classes described below is a *one period, year-long* class. Students may be enrolled in only one of these courses per year, but they may take each of them if needed to develop their academic language and literacy.

The language development courses for LTELs in grades 9-12 are similar to those offered at middle school, with a few unique features for high school students. Whether one or both of these courses are offered at each high school is contingent on the number of students who can benefit from such support. Schools may implement one or both of these courses depending on student need. Each of these courses is an elective. Where only one course is offered, a LAT team will carefully consider the needs of any LTEL student who does not meet the placement criteria for that course and identify a setting in which that student should receive ELD instruction that meets his or her language needs, and the additional interventions or supports needed.

For high school LTELs whose literacy skills are below 5th grade level, Academic Literacy for English Learners is designed to incorporate language development with intensive, accelerated literacy skills. While similar in design and purpose to Academic Literacy for English Learners at the middle school level, this course utilizes different materials and is delivered at a pace that respects the greater maturity of high school students. The course makes use of discipline-specific materials that support core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development in other content area classes. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. The Academic Literacy teacher maintains contact with all the students' core content teachers and regularly monitors their progress in those classes. When students struggle, this teacher works with the student's other teachers to develop an intervention plan.

For high school LTEL students who can read above the fourth grade level, LAUSD has developed a course entitled Advanced ELD. Advanced ELD is designed with a focus on language development and success in content classes, following the model of the Advancement Via Individual Determination (AVID) program. At schools that have an AVID program, Advanced ELD is scheduled to occur immediately before or after AVID sections on the master schedule to make use of the tutors that are a mandatory part of the AVID program. If the school does not offer an AVID program, the tutorial feature of Advanced ELD is omitted. One key feature of Advanced ELD is that the teacher serves as a monitor and advocate for the students

with regard to their other courses and teachers. The Advanced ELD teacher maintains contact with all the students' core content teachers and regularly monitors their progress in those classes.

Advanced ELD has a foundational curriculum focused on complex expository texts and academic language development. In addition to that curriculum, students are taught basic organizational techniques such as keeping a binder, recording homework assignments and time management. They are also taught to monitor their own progress in their other courses by keeping records of grades and points for their assignments, homework, quizzes and tests. One day each week in Advanced ELD is devoted to one-on-one binder review with the teacher to ensure that students do not fall irreparably behind in any class. When students struggle, the Advanced ELD teacher intervenes with the student's other teachers to develop an intervention plan.

THE ROLE OF ASSESSMENT IN APPROPRIATE LTEL COURSE PLACEMENT, GRADES 9-12

Proper identification of linguistic and academic needs is critical to appropriate course placement of high school LTELs. At LAUSD, educators will examine 3 years of CELDT and CST/CMA data to make initial recommendations for placement into either Advanced ELD or Academic Literacy. From there, an appropriate reading diagnostic assessment (e.g., Gates-MacGinitie Reading Assessment, Running Record) is administered to identify the students' reading level. In addition to the reading assessment an oral language assessment or the end of course assessment for ELD should be considered. These data are considered together to determine whether the student would be better served in an Academic Literacy for English Learners or an Advanced ELD course. *Students will not be enrolled in more than one of these courses each year.*

High school students who have completed Advanced ELD but have not yet met District reclassification criteria will be carefully considered on an individualized basis, and provided additional assessment as necessary, to identify the specific remaining barriers to reclassification. Such students will receive ELD in a setting individually determined by LAT. This ELD may be provided in an English language arts class, using strategies or approaches specified by the LAT, and/or through other designated interventions or approaches. The LAT will also provide guidance to the ELA teacher or other teachers who are designated to provide ELD to the student regarding the content and standards that should be emphasized in order to address the student's language needs.

ELD FOR STUDENTS AT CONTINUATION HIGH SCHOOLS

English learners may be referred to and enroll in continuation schools when they have completed ELD level 2 and meet enrollment criteria including age and need for credit recovery. Continuation high schools will provide Academic Literacy and/or Advanced ELD course content

to students who meet the criteria. Academic Literacy and Advanced ELD course content will be adapted to the continuation school setting with assistance from the Multilingual and Multicultural Department and/or the Local Educational Service Center and will be delivered through differentiated instruction consistent with the continuation school's instructional delivery model. Services for ELs at continuation schools will be supported by administrator or designee.

PROGRESS MONITORING FOR ELD AT THE MIDDLE AND HIGH SCHOOL LEVELS

During each reporting period throughout the year, site administrators at the middle and high schools must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. If by the third year of instruction an EL student is not meeting the minimum benchmarks of progress for his/her particular instructional program, an in-depth diagnostic assessment (e.g., Gates-MacGinitie) must be administered to identify specific student needs and provide appropriate interventions to accelerate the student's progress.

Monitoring progress of the acquisition of English is essential. Regular assessments that measure English language proficiency – over and above curriculum-embedded assessments, and those assessments included with District adopted curriculum – are administered regularly to all ELs in grades 6-12. LAUSD monitors EL student development of English using:

- CELDT Scores
- ELD Progress Profile
- Common Benchmark Assessments
- ELD Assessments (currently being developed by Multilingual and Multicultural Department staff)
- Curriculum Embedded Assessments

The ELD teacher and the EL coordinator collaborate to create the ELD Progress Profile at each grading period to share with other content teachers, parents, students and administrators for accurate and current information on the English language proficiency progress of their students. The results of these assessments are compared to the Minimum Progress Expectations by instructional program (see Chapter 2) and when students fail to make adequate progress, interventions are applied. Students not making adequate progress will be provided intervention services. These interventions can include additional ELD instruction, extended day with ELD tutoring, summer ELD Academy, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Middle and high school teachers will be provided current EL Progress Monitoring reports and At-Risk reports at the midpoint of each reporting period for all of their students. These reports

will be prepared by EL Coordinators, Counselors or Site Administrators and include at minimum:

- Progress toward Minimum Progress Expectations by instructional program
- Overall CELDT results for current and previous years
- Number of years in the EL program
- CST/CMA scores in ELA and in Mathematics for current and previous years
- Current Benchmark Scores
- Current ELD grades for all four domains (listening, speaking, reading, writing)
- Overall GPA for secondary students
- Current progress reports the student may have received
- Additional risk factors such as attendance, suspensions, below grade level reporting marks

These regular reports serve to remind middle and high school teachers of their ELs' status and progress toward the expected benchmarks of achievement. While some of these data do not change over the school year, it is imperative that teachers review and monitor these progress reports closely in order to intervene in a timely manner if adequate progress is not being made. Periodic walkthroughs by site administrators utilizing the ELD observation protocol and/or supervision of instruction in the School Leadership Framework (under development) must be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document.

At least once a year, the LAT meets to review performance of each current middle and high school EL who is not making expected progress, based on the expectations outlined in Chapter 2. (See Language Appraisal Team Handbook located on the Multilingual and Multicultural Department website). The LAT includes the principal or designee, site EL coordinator, the student's classroom teacher(s), and other personnel as appropriate, including counselors, specialist teachers, intervention teachers, or other personnel.

ELD FOR ENGLISH LEARNERS WITH DISABILITIES

As with all English learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content using SDAIE, and, as appropriate, primary language instruction and/or primary language support.

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described in this chapter apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs and determine if they will participate in ELD with general education level-alike peers or in their special education classroom setting based on individual student needs. At the IEP meeting, the team will discuss the instructional components in this chapter identified to meet the student's individual needs, determine the educational setting in which the student will receive ELD, and monitor the student's progress in ELD.

In order to determine whether a student placed in mainstream ELD is making adequate progress in ELD, the IEP team will use the ELD Progress Profile. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use the ELD Progress Profile and the student's progress toward meeting their IEP language development goals.

INTERVENTIONS TAILORED TO STUDENT NEED AT ALL GRADE LEVELS

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. LAUSD has many different programs and support structures in place to meet the academic and linguistic needs of ELs who struggle. This supplemental instruction is **in addition** to the time allowed for core instruction.

In all interventions the curriculum addresses the student's specific learning needs and progress is carefully monitored and reported. All LAUSD interventions have the following in common:

- Initial meeting with LAT to discuss teacher concerns about the student's progress. The site will invite the parent/guardian to meet with the LAT.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Entry and exit criteria for participation in the intervention. No intervention should continue more than 8 weeks if the student does not show significant progress. If a student is not benefitting from the intervention in that period of time, the intervention is considered ineffective and alternative instructional strategies should be identified and provided.
- Frequent (weekly) progress monitoring to ensure the effectiveness of the intervention.
- Systematic and explicit instruction with modeling, multiple examples and feedback
- Option of receiving different curriculum from the core program with increased time and intensity of instruction.

If a student is temporarily removed from core instruction, the student should be returned to core instruction as quickly and efficiently as possible.

Each school in the District will describe its intervention plan in the Single Plan for Student Achievement, including (1) the types of interventions that will be provided at the school, (2) the process the school will use to identify EL students who need interventions and the process it will use to determine the type of instruction needed, and (3) how the school will evaluate the effectiveness of the interventions. The plan for interventions will be reviewed and approved by the Local Educational Service Center Instructional Director.

> **NOTE:** Retention at grade level is the intervention of <u>last</u> resort. Because research evidence indicates that the educational outcomes for ELs, who are retained, including those retained at grades K and 1, are generally very poor in the long term, this decision should be taken only in special circumstances and with the consultation of the Language Appraisal Team. (See Language Appraisal Team Handbook located in the Multilingual and Multicultural Department website.) Before a student is considered for retention, the students' progress must be compared to his true peers and must be given multiple intervention opportunities to accelerate learning.

PROFESSIONAL DEVELOPMENT FOR ELD

LAUSD is committed to providing regular, ongoing professional development for all teachers on serving EL students, including the terms and implementation of this Master Plan. This professional development is differentiated by grade level, content and assignment, and includes special education and Gifted and Talented Education (GATE) teachers. These courses are taught by LAUSD staff, including teacher leaders, as well as by outside experts in ELD instruction. The District will also provide professional development online via its *Learning Zone* web portal.

CERTIFICATED PROFESSIONAL DEVELOPMENT OPTIONS

All instructional staff must receive ongoing professional development regarding the requirements of the Master Plan and their role in implementing it, including best practices in communicating EL student progress and areas of need to parents. (See professional development described below) The following specifies additional professional development options for certificated staff by role.

New Teachers

LAUSD offers a 2-day pre-service ELD workshop for teachers new to the profession or new to LAUSD. This workshop is more comprehensive and intensive than workshops designed for experienced teachers already working in LAUSD. Teachers are grouped by instructional level. It is available to all teachers, but required for first-year teachers and those new to LAUSD, including ELD teachers. This workshop is offered during the summer months. Teachers working at year-round sites are provided release time to be able to attend. The goals are:

- To train teachers on the requirements of the LAUSD *English Learner Master Plan*
- To instruct teachers on the elements of quality ELD instruction with an emphasis on theory and research
- To give teachers an orientation to and training on the LAUSD adopted instructional materials for ELD
- To provide opportunities for teachers to learn and practice effective ELD teaching strategies, especially incorporating rigorous academic oral discourse activities into daily ELD instruction

Experienced Teachers

LAUSD offers regular refresher workshops for experienced teachers to learn and practice ELD strategies. These are offered in the summer and occasionally during the school year and on weekends. The goals are:

- To present new teaching strategies for ELD
- To provide background and theory on the importance of oral language development
- To learn strategies and activities that incorporate oral language in daily ELD instruction
- To learn how to monitor progress and to implement a process for effectively managing and using multiple sources of data to design instruction

ELD Teachers at all Grade Levels

ELD teachers are given the opportunity to attend summer trainings offered by LAUSD each year. These trainings address current research and best practices. They also showcase the work of outstanding ELD teachers from LAUSD who share lessons and strategies with their peers.

ELD Instructional Coaches and EL Coordinators

LAUSD understands that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. To be an effective coach requires skills beyond those of an effective classroom teacher. To support the investment the District makes in instructional coaches, LAUSD provides an initial intensive institute for all ELD coaches. This workshop promotes understanding of how to implement instructional coaching. Coaches are divided into grade span to learn strategies specific to the grade level where they are assigned. EL Coordinators are also required to attend this training so they are able to provide coaching support to teachers, especially at sites without an ELD Coach.

Coaches meet monthly for ongoing professional development and collaboration. These sessions address effective classroom practices and current research on teaching, learning and instructional coaching. These meetings are also used for coaches to collaborate and support each other in their work with teachers.

Special Education and GATE Teachers

Special education and GATE teachers responsible for ELD instruction of ELs are required to attend intensive training for new teachers. In addition to this training, LAUSD offers a two day workshop in the summer that focuses on the *English Learner Master Plan*, legal requirements for serving ELs, and the specific needs of ELs who learn differently. In addition to being an opportunity to gain new practices and strategies, this workshop allows Special Ed and GATE teachers to work collaboratively with other teacher experts to address the linguistic academic needs of their students.

Site Administrators and Counselors

LAUSD requires all site administrators and counselors to attend a workshop on Programs and Services for ELs, a large component of which is ELD. In this workshop, all are trained on the components of the Master Plan and observations of ELD classes using the LAUSD ELD observation protocol. Administrators are trained in ways to support teachers who are struggling with ELD instruction and are made aware of the resources available to support teachers who are experiencing difficulty. Secondary counselors and administrators are trained in the course sequencing and appropriate placement criteria for ELD instruction at grades 6-12. Elementary administrators are taught grouping requirements for ELD. All administrators are trained in the minimum progress expectations by instructional program to allow them to monitor the effectiveness of programs at their sites.

ENSURING ACCESS TO CORE ACADEMIC CONTENT

As previously stated in the Guiding Principles for Instructional Services to ELs and SELs all teachers are teachers of language and content. In Structured English Immersion and Mainstream English settings, core instruction occurs in English, with the use of SDAIE strategies and some primary language support as needed and feasible. A companion Teacher Handbook at the end of this document (see Appendix C.) further describes differentiation strategies and LAUSD's approach to SDAIE. In bilingual and dual language immersion alternative programs, access to the core curriculum is provided through direct instruction in students' native language as well as in English (making use of SDAIE approaches.) The use of primary language in the instruction of ELs is addressed later in this chapter.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

SDAIE is a methodology (a set of specific strategies) centered around four elements-content, connections, comprehensibility, and interaction—and designed to make instruction comprehensible and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3 the teacher must incorporate the use of additional research based strategies, techniques and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote

language development, particularly what is called academic language, or the language of the discipline. This is the essence of SDAIE instruction: Where use of the primary language is not possible, instruction is "sheltered" (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

While all teachers are responsible for making core content instruction accessible to ELs, students at the secondary level with intermediate and lower levels of English proficiency receive core content instruction through designated sheltered courses. SDAIE sections of 6th-7th grade Math, 6th -12th grade English, 6th-8th grade Social Studies, 6th-8th grade Science, Algebra, Geometry, Health, Physical Science, Biology, American History, World History, and Government/ Economics are offered at every middle and high school with sufficient students at ELD levels 1-3 who are not Long-Term English learners. (These courses are not appropriate for secondary level EL students who have completed four or more years in U.S. schools.) SDAIE core classes must address all the essential subject matter standards taught in their non-SDAIE equivalents. SDAIE classes are not watered-down versions of mainstream classes. They are classes that focus on essential standards, and represent the guaranteed minimum curriculum each student must have to master the content of each course. They are equal in rigor but with the objectives broken down into manageable parts so that students who are not yet proficient in English can participate in meaningful and consequential ways. The only difference between SDAIE and mainstream core classes are the pacing of the course, the increased level of scaffolding, and the availability of some supplemental materials not normally used in the mainstream course.

Where courses required for high school graduation or college readiness are not offered in a sheltered format, LAT which includes the student's counselor will identify the courses that will enable each student at ELD levels 1-3 to meet these requirements. English learners at ELD levels 1-3 will be offered extended day and year opportunities to ensure an equitable opportunity to take all courses needed to meet graduation requirements within 4 or 5 years.

The key features of LAUSD's K-12 sheltered content instruction are:

- Grade level appropriate content standards equivalent to the non-sheltered instruction for each content area
- Emphasis on the key or essential standards
- Alternate assessments that allow students to demonstrate content mastery with minimal construct-irrelevant language interference; i.e. the language of the assessment minimizes interference with the student's ability to demonstrate knowledge of the subject
- Significant scaffolding of content
- Emphasis on language objectives in addition to content objectives

- Alternate materials that may present the content with a more accessible reading level and/or more visual supports
- Extensive student engagement strategies that allow students to practice using the language of the discipline in meaningful ways

In order to ensure access to core instruction is being implemented effectively at all grade levels, periodic walkthroughs by site administrators utilizing the Access to Core Instructional Tool and/or supervision of instruction in the School Leadership Framework (under development) must be done to ensure that SDAIE instruction is occurring in each designated classroom where ELs are placed in the manner described in this document.

USE OF THE PRIMARY LANGUAGE IN INSTRUCTION

The use of the primary language has a consistent, positive effect on the scholastic performance of English learners in English and the home language and the effects, while modest in nature, are educationally significant. (Dolson & Burnham, 2011, p. 46)

PRIMARY LANGUAGE SUPPORT

Primary language support for ELs is defined as the use of students' home language(s) to facilitate and enhance learning. It is provided by a teacher who is bilingual or a trained bilingual paraprofessional, and is a further means of increasing access to core curriculum taught in English. The purpose of primary language support with ELs is to provide comprehensible input for ELs to facilitate the understanding of core content that is taught in English. Primary language support provides an *additive* approach to acquiring a second language. Even within the apparent constraints of California's Proposition 227, use of the first language to support understanding, and to preview or review curriculum is legal and appropriate with students who can benefit from such strategies delivered in their primary language.[7]

The following sections describe ways to implement the use of the primary language to support and instruct ELs in the various programs offered. The first section identifies strategies that bilingual and non-bilingual teachers can apply to support instruction in Structured English Immersion or Mainstream English classrooms. This section illustrates ten mechanisms to support the incorporation of students' background knowledge and to assist them in understanding the similarities and differences between their native language and English. The second section describes primary language instruction and highlights the difference between primary language instruction and support.

[7] Proposition 227, passed by California's voters in 1998, seeks to have ELs taught "overwhelmingly in English." However, there is no provision within the law that bans the use of the students' primary languages for instruction or support, as it allows for an alternative program (California Education Code: 305-311).

PRIMARY LANGUAGE SUPPORT IN AN ENGLISH LANGUAGE INSTRUCTIONAL PROGRAM

The bilingual teacher is uniquely qualified to provide access to the core curriculum through primary language support. The following strategies illustrate ways that teachers can facilitate comprehension and meaningful participation utilizing the students' primary language, while maintaining English as the overall medium of instruction.

1. Teachers of ELs in English language instructional programs can build on and draw students' attention to transferable and non-transferable literacy skills. These are the linguistic features that are similar to or very different from English and the students' primary language. Examples of these include grammatical structures, cognates, and prefixes and suffixes that follow predictable patterns such as "tion-ción" in English and Spanish, or the use of prepositions in English. This knowledge is critical for all teachers of ELs to help students build connections between what they know and what they are learning. Teachers may use the students' primary language to point out those features to teach transferable skills, as well as to identify those skills that are non-transferrable to help students avoid interference/errors.
2. Teachers may use primary language resources such as bilingual dictionaries for vocabulary development, bilingual or primary language trade books across a variety of genres (expository prose and fiction), and content area textbooks in the students' primary language. Teachers must take into consideration the age and level of primary language literacy of the student to determine if these resources are useful.

OTHER STRATEGIES FOR PROVIDING PRIMARY LANGUAGE SUPPORT

Below are some additional strategies and resources utilizing the students' primary language as support that teachers may use to facilitate students' understanding of content delivered in an English language instructional setting:

1. Where available and appropriate, bilingual paraprofessionals may be used to support the students' understanding of subject matter content. *When paraprofessionals are used, great care must be taken to ensure that the instruction comes from the certificated teacher, not the paraprofessional*. Teachers who work with bilingual paraprofessionals must plan instruction carefully with the paraprofessional prior to class time to ensure that the paraprofessional clearly understands the concepts that will be taught and his or her role in supporting that instruction. Again, bilingual paraprofessionals support instruction; they may not provide direct instruction of the lesson.
   It is also critical that *a paraprofessional working in an English language instructional setting is fully bilingual and biliterate in English and the target language* to be able to provide quality support to the students. These skills should be assessed through the use

of a test that includes reading, writing, listening and speaking components in both languages.

2. Families are encouraged to continue to support primary language development at home using all domains of language. For example, parents should be encouraged to teach traditional songs and games in the home language so that those traditions can connect with similar concepts in English. See Parent and Community Services Branch Section in Chapter 5.
3. For students with literacy skills in their native language, the teacher can have resource materials available in the students' primary languages, including bilingual dictionaries, textbooks and other support materials.
4. Students are allowed to use their native language conversationally with peers and staff to support instructionally "on task" conversations, and promote higher-level, critical thinking skills.
5. Teachers can utilize parent volunteers in the classroom for both language and literacy support, as well as for cultural validation.
6. Cross-age tutors can be used when appropriate and directed by teachers.
7. Monolingual teachers can collaborate with bilingual teachers for resources, ideas and support.
8. Bilingual community volunteers can be utilized (retired persons, business leaders, etc.).

SPECIAL NOTE ON SIMULTANEOUS TRANSLATION AS INSTRUCTIONAL SUPPORT

The practices of simultaneous translation and of removing ELs from the classroom for a separate "translation" of the instructional lesson during direct instruction are not supported by research evidence and serve to marginalize ELs. These practices are *not permitted* in LAUSD.

PRIMARY/TARGET LANGUAGE INSTRUCTION IN BILINGUAL INSTRUCTIONAL PROGRAMS

DEFINITION

Primary language instruction is used in alternative programs as another way to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English proficiency, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are developing proficiency in English. For students in dual language programs, an additional goal of primary language or target language instruction is to develop bilingualism and biliteracy.

PURPOSE

In the TBE program, formerly called "Waiver to Basic" program, the primary language is used to ensure immediate access to grade level content instruction on a temporary basis, until such time as English is sufficiently developed to become the medium of instruction. Bilingual instruction in dual language settings (e.g., maintenance bilingual education, dual language two-way immersion) optimally results in students' development of academic language and content proficiency in English and another language. LAUSD offers several different bilingual programs including multiple dual language program options, described in Chapter 2. For all bilingual instructional program models, bilingual teachers must have native-like fluency in English and the target language and have the appropriate teaching authorizations.

GUIDELINES

Based on the program model, instruction in bilingual settings should maximize the following:

1. Grade-level content standards in English and the target language
2. Instruction in all four domains of language in English and in the target language
3. Utilization of all research evidence-based classroom strategies and practices that maximize student engagement and student learning for ELs

The District is obligated to ensure that any student with disabilities who is also an EL becomes proficient in English and have meaningful access to core content. All of the strategies and practices described in this chapter, as well as in the Teacher Handbook, are applicable for ELs with disabilities.

PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, *ENGLISH LEARNER MASTER PLAN*, AND EDUCATOR GROWTH AND DEVELOPMENT

As the District is in the process of restructuring the Local Educational Service Center structure, the Deputy Superintendent of Instruction will design a summer leadership institute for all Local Educational Service Center Instructional Superintendents, Instructional Directors, and Content Area Coordinators. The content of the institute will focus on three themes:

1. Common Core State Standards
2. *English Learner Master Plan*
3. Educator Growth and Development Program

Participants at the summer institute will leave with training modules for each of the above three areas. Each Instructional Director will be required to conduct an initial training with their principals on the *English Learner Master Plan* prior to the opening of the school year. Principals will be required to present the modules to their staff during their professional development time. Throughout the year, the Deputy Superintendent and the Multilingual and Multicultural Department staff will provide additional professional development to the Local Educational Service Center Instructional Superintendents and Instructional Directors and provide them with additional training modules. They will be expected to implement the modules with their principals and teachers. The District will also provide ongoing professional development online via its *Learning Zone* web portal.

Chapter 4

CHAPTER 4: INSTRUCTIONAL PROGRAM FOR STANDARD ENGLISH LEARNERS

Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. LAUSD is committed to serving the needs of students not yet proficient in Standard or academic English. To that end, this chapter addresses the rationale, philosophy and practices to be employed in the instruction of SELs. The chapter has been divided into eleven areas that encompass identification, instructional components, professional development, parent and community participation and program evaluation, which are essential areas for the effective education of SELs.

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES TO ELS AND SELS

LAUSD commits to implementing the following three guiding principles in all of its instructional services for ELs and SELs:

- ELs and SELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers are teachers of both language and content.

INSTRUCTIONAL GOALS

The goal of the District is that every student, pre-school through adult, will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. Central to this goal is the acquisition of Standard American English and academic English. Additionally, all students are provided equitable and meaningful access to the core curriculum. Meaningful access is more than providing all students with the same instructional strategies and the same materials. If students are not able to comprehend those materials and learn through those strategies, they are effectively denied an equal opportunity to learn.

Key to effective education of SELs is first, properly identifying which students would benefit most directly from Mainstream English Language Development (MELD). MELD is a responsive instructional intervention that develops listening, speaking, reading, and writing skills in Standard and academic English. The purpose of MELD is to assure that SELs will have

meaningful access to the core curriculum, post-secondary educational opportunities, and career options.

The MELD approach is linguistically responsive, in that it seeks to add Standard and academic English to the students' existing language repertoire. MELD accomplishes this additive approach by engaging in dual grammar study of the student's home language variety and target language (Standard English). This dual grammar study is referred to as contrastive analysis and has been shown by research to be effective in teaching Standard English.

To emphasize, instruction for SELs is *additive, not subtractive*. That is, learning standard and academic English without a focus on eliminating children's home language. It is critical to note that once we understand that the child has a rule-governed language system, then we realize that our objective is not to correct, but to facilitate the acquisition of this new language form. We move from language correction to second language acquisition, from language eradication to language addition.

Socio-cultural perspectives and attitudes need to be taken into consideration in educating SELs, particularly in middle school. Some SEL students approaching adolescence exhibit resistance to and/or skepticism about the value of learning Standard English. Some students may need support to learn that it is possible to acquire mastery of Standard English without rejecting the language used by their parents in the home. The students in these upper grades will need help in understanding that what is appropriate in one setting is not appropriate in another, so that they can shift easily and competently between varieties in different social contexts.

DEFINING THE SEL POPULATION

The category and term SEL includes students that speak a nonstandard language variety as their primary language. This is why it is said that Standard English is not native to SELs.

SELs include students from the following groups:

- **African American students** who speak African American language variety or what is often referred to as African American Vernacular English (AAVE), a highly rule-governed and widely studied linguistic system. African American students comprise about 10% of the student population in LAUSD.
- **Mexican American or Chicano students** who speak Mexican American language variety or what is often referred to as Chicano English, a highly rule-governed and studied linguistic system. 73% of the students in LAUSD identify themselves as Latino. 80% of the Latino population in L.A. County is of Mexican descent.

- **Hawaiian American students** who speak Hawaiian American language variety or what is referred to as Hawaiian Pidgin English, a highly rule-governed and widely studied linguistic system. These students represent less than 0.5% of the students in LAUSD.
- **American Indian students** who speak American Indian Language or what is often referred to as American Indian English, a language variety which has unique linguistic features that have evolved over centuries of interaction between American Indians and European and other immigrants to the U.S. American Indian and Alaskan Native students comprise less than 0.5% of the students in LAUSD.

IDENTIFICATION OF SELS

Identification of SELs does not take place in the same manner as the identification of ELs. The identification of SELs is done for the purposes of intervention and not for the purposes of program placement. The great majority of SELs participate in Mainstream program. Some SELs also participate in bilingual programs by parent choice, such as the Dual Language Program.

SCREENING

To identify a probable SEL, educators must engage in two different types of screening. The first screening is linguistic and the second is academic.

LINGUISTIC SCREENING

LAUSD has currently developed a Diagnostic Screener that identifies the use of the features of African American Vernacular English, Mexican American Language variety, and Hawaiian American Language variety. The Diagnostic Screener is designed to have students read sentences written in standard American English. The teacher then listens for evidence that the student is using home language to retell the sentences. The student's retelling is often recorded to assist with comparing and contrasting the language of the original text. A menu of probable home language responses are listed on the Screener and teachers mark which particular home language features are being used.

Implicit in the use of this tool is specialized training for teachers to recognize and understand the unique linguistic features of African American Vernacular English, Mexican American Language variety, and Hawaiian American Language variety (A Teachers Guide to Supporting American Indian Standard English Learners is under development). Teachers are encouraged to use this screener to identify students who could benefit from MELD. Schools are encouraged to seek professional development opportunities to build MELD support for SELs.

ACADEMIC SCREENING

Teachers who identify students' use of non-standard English home language features and below-proficient performance on standardized tests may identify students as probable SELs. SELs may perform at various levels on standardized achievement tests in reading, English-language arts, and mathematics. Limited proficiency in standard and academic English may contribute to lower academic performance on assessments given in standard English, however educator's lack of understanding about the linguistic differences that SELs exhibit and possible negative attitudes towards these differences can often be an antecedent to academic failure. To prevent adverse academic deficits from occurring, it is imperative that teachers understand linguistic differences as differences – and potential metalinguistic assets – not deficits. It is also important for teachers to engage in frequent progress monitoring and multi-tiered instructional support for SELs. Culturally and linguistically responsive interventions should be part of an effective pedagogical approach for SELs. The use of universal screening tools, periodic assessments, and formative and summative data are essential to developing an effective monitoring plan.

THE INSTRUCTION OF SELS

ACADEMIC ENGLISH MASTERY PROGRAM (AEMP)

The LAUSD's *Academic English Mastery Program (AEMP)* is a comprehensive, research-based program designed to address the language, literacy, and learning needs of SELs which include African American, Mexican American, Hawaiian American, and Native American students who are not proficient in Standard English.

AEMP incorporates a set of instructional approaches appropriate to the specific language and learning needs of SELs. A major component of this program is professional development on topics that address the rationale (why), content (what) and the process (how) of culturally and linguistically responsive teaching. The primary goal of the Academic English Mastery Program is to build academic language and provide scaffolded learning for SELs in order to increase their access to the District's core standards-based curricula and to increase academic achievement.

AEMP has identified six research-based instructional approaches proven to develop academic language, literacy, and learning skills in SELs. They are as follows:

1. Building knowledge and understanding of the linguistic research as regards SELs and the impact of their language difference on learning.
2. Integrating linguistic knowledge about non-standard varieties into instructional practice.

3. Building on the observed learning styles or practices of SELs to design learning environments that support the acquisition of school language and literacy.
4. Utilizing a balanced approach to literacy instruction that is constructivist (a theory of learning that states that learners construct knowledge out of their experiences) and provides access to culturally relevant literature to support meaning construction.
5. Utilizing second language acquisition methodologies to support mastery of school language and literacy.
6. Infusing the history and culture of SELs into the curriculum through the use of culturally and linguistically responsive teaching and learning.

To implement these objectives, LAUSD has established demonstration schools as models of quality implementation for culturally and linguistically responsive pedagogy. The outcomes of such implementation will allow these model schools to serve as a District resource for the effective instruction of SELs and all other students through culturally and linguistically responsive pedagogy.

CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

Culturally and linguistically responsive education is the core pedagogy of AEMP. It is the umbrella under which all the program elements reside. Culturally and linguistically responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to impart knowledge and skills, and to change attitudes.

DEFINITION AND PURPOSE

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride.

Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. Students that come from a cultural background that is different from the mainstream Anglo-centered culture encounter difficulties when the curriculum does not represent their history, culture, or background in any way, shape, or form.

There are four fundamental principles to keep in mind when considering the infusion of students' history and culture into the curriculum:

- Language is an integral part of one's identity and culture.
- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved.
- The unique history, culture, and language of each student must be recognized and respected.
- Teaching methodology must accommodate the culture and language of the student.

The teacher must possess more than a cursory knowledge of the cultures (and their respective histories) represented in the classroom. Only then can real infusion take place, as opposed to the separate and supplemental "curriculum" that has characterized much of the attempts, at multicultural education.

MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT

One important instructional component of the AEMP program is 45-60 minutes of daily MELD. This is similar to ELD for ELs, but distinct in that MELD is based on SDAIE methodology. SDAIE methodology is utilized for EL students at Intermediate through Advanced levels of English proficiency to gain mastery of academic content and language at the same time. SDAIE lessons incorporate both language and academic content objectives with the explicit goal of providing greater access to the core. MELD instruction acknowledges this and utilizes SDAIE to access academic content and teach standard and academic English skills to SELs in a manner that is culturally and linguistically responsive.

GROUPING FOR MELD

Students should be grouped for MELD with other SELs. These students will carry the language identification of EO, IFEP. The recommendation is for 45-60 minutes or one period of daily MELD instruction. At elementary, this would optimally take place concurrently with ELs receiving ELD instruction. Each teacher, grade level, or school site must designate a "language development" time during which students are regrouped, either within a classroom if numbers permit, or across classrooms following a "Walk To" model of student grouping.

An individual teacher should instruct SELs separately during language development time. Under no circumstances should SELs receive language development together with ELs. The linguistic needs of SELs and ELs are too disparate for either group to fully benefit from instruction when grouped together. Both groups can work together during reading/language arts instruction where opportunities for structured academic talk are part of that curriculum.

At the secondary level, teachers are encouraged to embed MELD and SDAIE strategies into their core content teaching. The language and content objective teaching in these core content disciplines is designed to provide SELs and other students with greater access to the core and to facilitate mastery of both oral and written communication in standard and academic English.

CURRICULUM FOR MELD

The Academic English Mastery Program has developed a MELD Instructional Guide for the elementary and secondary level. The MELD Instructional Guides are designed with the specific purpose of supporting and structuring MELD intervention for SELs. Each Instructional Guide is divided into two sections. Section one is comprised of four MELD units which contain lessons based upon the Into, Through, and Beyond planning model. The unit structure provides the necessary sequence that MELD instruction requires, along with suggested lessons and activities that allow for teacher creativity and professional knowledge to enhance the learning. Section two is comprised of a series of hands-on mini-lessons, games, and center activities that address the language, literacy, and learning needs of SELs.

Each MELD Instructional Guide includes 4 units:

- Unit 1: Linguistic and Cultural Diversity
- Unit 2: Language Variation and Characteristic Linguistic Features of Home Language
- Unit 3: Language Use for Effective Communication
- Unit 4: Use of Academic English in Oral and Written Language

Staff in SEL Programs/AEMP are adapting materials from the *Treasures* elementary RLA adopted materials for use with SELs. In addition, teachers may use culturally relevant literature or materials from the content areas to design lessons that develop standard and academic English. The AEMP professional development series utilizes a Lesson Study Model to teach teachers to incorporate the pedagogical components into daily instruction. This model can be used for MELD so that lesson objectives reflect both content and language objectives.

CONTRASTIVE ANALYSIS

A major component of MELD instruction is the use of contrastive analysis or code-switching/translation. Contrastive analysis is the comparing and contrasting of two distinct grammars as a means of identifying their differences and similarities. Contrastive analysis is best understood as a dual rule study. Contrastive analysis facilitates the acquisition of standard and academic English by making students aware of the language differences between their

primary language and the language of school. Research has shown contrastive analysis to have three primary benefits:

1. It increases students' ability to recognize the differences between Standard English and the linguistic varieties used by SELs.
2. Students become more proficient at editing grammar, vocabulary, and syntax in their work.
3. Students gain greater facility in the use of Standard English in both oral and written expression.

AEMP identifies four specific ways in which the technique of contrastive analysis can be implemented: 1) Linguistic 2) Contextual 3) Elicited and 4) Situational

1) Linguistic Contrastive Analysis: Students identify characteristic features of home language written in songs, plays, story scripts, books, or their own written works. Students lift sentences to analyze which linguistic features must be changed to revise sentences/paragraphs to reflect Standard English structure. Students can also engage in "reverse" contrastive analysis and study which linguistic features in Standard English must be changed to revise sentences/paragraphs to reflect home language structure.
2) Contextual Contrastive Analysis: The student reads or is a read a story that is heavily embedded with Standard English and is then required to retell the story. The student's story retelling is taped and compared and contrasted with the language of the text.
3) Elicited Contrastive Analysis: The teacher elicits spontaneous verbalizations/responses from students about material read or presented and creates a teachable moment for contrastive analysis.
4) Situational Contrastive Analysis: Students contrast and analyze the standard and non-standard versions of targeted language forms with an emphasis on situational appropriateness, i.e., communication, environment, audience, purpose and function.

Additionally, research consistently supports the importance of developing oral language skills as there is a direct correlation between oral language skills and literacy skills. Teachers must be knowledgeable in methodologies that facilitate mastery of both oral and written communication in standard and academic English for SELs.

ENSURING ACCESS TO CORE ACADEMIC CONTENT

Student mastery of content area subject matter is a primary objective of educators charged with facilitating the mastery of Standard English. Sheltered instruction, SDAIE, and Contrastive Analysis are strategies that facilitate meaningful access to the core. These strategies are described in the Teacher Handbook section of this document.

Additionally, the AEMP program and the Multilingual and Multicultural Education Department promote a set of 4-6 common research-based strategies to provide access to core content for second language learners. The Six Access Strategies for AEMP are:

- **Making Cultural Connections-** Connecting instruction to students' lives to increase motivation, engagement, and learning
- **Contrastive Analysis-**The systematic study of a pair of languages with a view to identifying their structural differences and similarities
- **Communal and Cooperative Learning**-Supportive learning environments that motivate students to engage more with learning through interdependent meaningful interactions and positive learning experiences. When students work collaboratively in small groups, they learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning
- **Instructional Conversations-**Discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. Instructional conversations provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking
- **Academic Language Development**-The teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse
- **Advanced Graphic Organizers-**Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.

PROFESSIONAL DEVELOPMENT

The AEMP program employs a series of comprehensive professional development modules for teachers, administrators and parents. This training aims to build knowledge on how to establish Culturally and Linguistically Responsive classroom learning environments for SELs. These professional development modules promote a belief among educators that validates and affirms the histories, cultures, home languages, and preferred learning styles and strengths of SELs. Teachers learn how to build on these cultural assets to scaffold mastery of Standard English in oral and written forms and bridge students' access to rigorous core instruction.

The eight training modules cover all the elements of the Academic English Mastery Program and can be delivered in after school workshops or during a summer institute format. All of the training materials and a significant body of teacher resources can be found on the LAUSD website →Multilingual and Multicultural Education Department→ AEMP.

The Academic English Mastery Program has developed and put into place an extensive professional development program that serves over 2000 teachers. AEMP hosts two one-day *Summer Instructional Institutes* and monthly professional development meetings that present unique opportunities for teachers and administrators to come together and learn about successful strategies for effectively educating SELs and other underachieving students as follows:

- **Summer Instructional Institutes:** 2 one-day Instructional Institutes for teachers and Teacher-Facilitators are conducted annually for teachers at AEMP schools. Teachers participate in seminars and workshops on Embedding Culturally Responsive Instruction into core content (Math, Science, English-Language Arts, and History/Social Science) instruction and increase their knowledge of culturally responsive teaching and MELD instructional strategies that increase academic achievement for all students.
- **Ongoing Monthly Professional Development for a Cadre of 120 Teacher Leaders in AEMP schools:** In an effort to build capacity for implementing culturally and linguistically responsive instruction across core content, AEMP provides monthly professional development opportunities for a cadre of 120 Teacher Leaders on providing tactical support for effectively educating SELs through Culturally and Linguistically Responsive Pedagogy and MELD at AEMP schools. The teachers serve as exemplary models of culturally responsive grade level instruction and conduct demonstration lessons for teacher colleagues that provide guidance and support for other teachers at their grade level span or content area.
- **AEMP Principal Training:** Annually, 5 operational meetings/professional developments are offered to AEMP Principals to build knowledge and understanding of culturally and linguistically responsive teaching and specific classroom teacher practices that support SELs' access to core instruction. These meetings also involve budget issues and operational matters for supporting full implementation of the Academic English Mastery Program at school sites.

PARENT AND COMMUNITY PARTICIPATION

THE PARENT INFORMATION/INVOLVEMENT CENTER (PIIC)

Each AEMP demonstration school has a Parent Information/Involvement Center. There is at least one Parent Community Representative for the AEMP program at the PIIC. This parent representative has the following responsibilities with regard to AEMP:

RESPONSIBILITIES

The Parent-Community Representative in an Academic English Mastery Program school is committed to becoming knowledgeable of the Academic English Mastery Program goals and objectives for improving student achievement and the role of parents in supporting the acquisition of language, literacy, and learning. This includes:

Actively Participating In:

1. At least one Academic English Mastery Educational Seminar
2. All Academic English Mastery Parent Support Trainings
3. The Academic English Mastery Weekend Professional Development Conference
4. The design and implementation of Parent Education/Engagement Workshops
5. The AEMP Parents-As-Partners Summer Leadership Institute

Overseeing the operation and function of the Academic English Mastery Program's Parent Information/Involvement Center (PIIC) including:

1. Conducting quarterly workshops for parents through the utilization of the parent education resources and materials contained in the Parent Handbook on topics such as *Preparing for Reading and Reading Strategies*
2. Reproducing and distributing family literacy, learning, and language development materials as supported through the "AEMP Literacy Back Pack" project and NEA Parent Information Brochure packets
3. Collaboratively ordering, maintaining, and inventorying PIIC resource materials
4. Developing and maintaining an AEMP Resource Library containing culturally relevant *Read To* books, parent information/education books, and other informational materials
5. Overseeing and facilitating the dissemination and return procedures of AEMP Resource Library materials utilized by parents, teachers, and other site stakeholders; and Monitoring and maintaining equipment to be sure it is in working condition (i.e. computers, television, VCR, DVD, audiocassette, and any other PIIC equipment.)
6. Scheduling and maintaining monthly dialogues with the Parent Information Center's Teacher Facilitator and Principal to review workshop request sheets, PIIC evaluation forms and discuss other parent related issues and concerns
7. Actively recruiting parents to become involved in AEMP Parent Information//Involvement Center workshops, activities, and other school-related functions
8. Serving as a resource to parents at the local school site
9. Assisting with planning and conducting parent/community workshops at school site
10. Developing and Maintaining a Parent Information Center Portfolio to document all PIIC activities

ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION FOR SELS

In order to ensure accountability for implementing effective instructional services for SELs, LAUSD specifies the following program evaluation for which it will hold itself responsible.

PROGRAM EVALUATION

As with all instructional programs, LAUSD is committed to an annual review of the effectiveness of AEMP. The evaluation of AEMP focuses on the following research questions:

1. How do AEMP-eligible students in AEMP schools perform when compared with AEMP-eligible students in comparable non-AEMP schools?
2. Does the length of school participation in AEMP have an impact on student performance?

To answer these questions the District will consider the results from the CST/CMA in English-language arts and mathematics and, where possible, the results of common standards based assessments such as Local Periodic Assessments or Core K-12. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment although not standards based, is administered to all students in grades K and 1. These scores will be used to analyze results for students at K and 1.

The results of the program evaluation will be shared with all stakeholder groups and the Board of Education. Based on the results of the evaluation, modifications to the practices and professional development components will be made.

Chapter 5

An open letter from EL Parents

We, the parents of English learners have before us the additional task of helping our children learn a second language at the same time as we support their learning the basic curriculum that is taught to children who are fluent speakers of English. The District has the legal and moral obligation to implement solid, effective efforts focused specifically on supporting the parents of English learners. This includes educating us, communicating with us, and making us fully aware of how we can assist our children to become fluent in English as quickly as possible. The District must ensure that we, the parents, understand and meaningfully participate in all aspects of the programs and services for our children.

At the same time, we understand that the parents of English learners have the additional task and duty to advocate for our children, to educate ourselves to participate actively and efficiently in the educational process of our children. Parents need to take advantage of the educational opportunities that the District provides to learn how to advocate for our children so that they succeed, and to support the efforts of the school. We need to support our children's education at home and ensure that our sons and daughters improve their academic outcomes and proficiency in English. We wish to contribute to the state and national efforts to guarantee that English learners are educated at the same level and achieve the same outcomes as those students who are fluent in English as rapidly as possible.

This chapter has been written with the goal of communicating our urgent need to receive accurate and complete information and to be able to understand it and use it to help our children achieve their goal of being reclassified as fluent English proficient. Together we suggest that, in addition to the state required ELAC and DELAC committees described below, the District create an Academy of EL Parent Instructors under the auspices of the Parent, Community Services Branch. We envision this as a district wide organization of parents who become trainers of other parents of English learners throughout LAUSD so we can all effectively advocate for our children. It is our goal to build capacity among all the parents of English learners so that they can contribute to the education of their children and to the improvement of our schools.

LAUSD District English Learner Advisory Committee 2011

INTRODUCTION

"Meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development."

LAUSD Parents as Equal Partners Taskforce, February 28, 2011

LAUSD believes that parents are a child's first teacher and are essential partners in the overall educational achievement of their children. The active involvement of parents and community members in the work of the schools is a high priority for the District and is essential to high achievement for all students, especially ELs. This chapter describes the basic level of parent participation as outlined in the California Education Code. The value of family involvement in the work of LAUSD schools goes far beyond these compliance requirements. For this reason, Chapter 5 is devoted to a more complete description of how families are involved in LAUSD.

PARENT ADVISORY COMMITTEES

LAUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the ELACs at the school-site level, Local Educational Service Center level and the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However,

if the percentage of EL students at a school is greater than 51 percent, the percentage of EL parents on the ELAC must match or exceed the percentage of the school's total EL population. The table below provides simple illustrations of how to calculate the proportion of EL parents that must be on the ELAC.

Figure 28. Sample Calculation of EL Parents for Membership on ELAC

School	Total EL School Population	Total Number of ELAC Members	Required Parent Composition
School A	25%	10	6 (minimum of 51% parents are required)
School B	79%	10	8
School C	52%	10	6

The District and school sites are permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC and DELAC parents incur while carrying out their duties (e.g., transportation, child care, translation services, meals, and training). (EC § 52168 (b) (4).)

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council and/or Principal for each of the following legally required training topics:

1. Comprehensive information about the development and implementation of the Single Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
2. The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
3. Data reported in the annual R-30 Language Census – EL, IFEP and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
4. Information regarding the attendance patterns and trends at the school; in addition to school and District attendance policies in order to understand the importance of regular school attendance

NOTE: Orientation and election meetings must be held in addition to regularly scheduled meetings. In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings. No official actions may take place at such meetings.

In addition to the above topics, the ELAC must also receive training and/or opportunities that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Parental notifications, including Initial Enrollment, Notification of Initial Assessment Results, Annual Notifications, and Title III Annual Measurable Achievement Objectives (AMAOs)
- Assessments for ELs, including the CELDT, pre-LAS 2000 Español/LAS Español, Basic Inventory of Natural Language (BINL), Standards Test in Spanish (STS), and CST/CMA
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the District
- Monitoring the academic and linguistic progress of ELs, including intervention services for students not making adequate progress
- Criteria and procedures for reclassification of ELs
- Monitoring the academic progress of RFEP students
- Categorical budgets, including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students
- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisition and academic content knowledge for ELs
- Any area of need identified in the annual Needs Assessment conducted as part of the mandated ELAC requirements.

The ELAC Training Calendar below provides a model timeline to ensure all essential topics are covered during the course of the school year.

Figure 29. Sample ELAC Training Calendar

Meeting	Mandatory Training	Essential Training	Essential Training
1	Importance of Regular School Attendance	Identification & Placement	Instructional Programs
2	Development of Needs Assessment	CELDT & Primary Language Assessments	Parent Notifications
3	Single Plan for Student Achievement	Budget	Classroom Observation
4	Single Plan for Student Achievement	Budget	Monitoring & Intervention
5	Single Plan for Student Achievement	Budget	Data Analysis
6	R-30 Language Census Report	Reclassification & Monitoring	

DELEGATION OF AUTHORITY

Pursuant to District policy, the school's ELAC may delegate its authority to an established School Site Council (SSC), provided that the ELAC has first been duly constituted, trained on the mandated requirements, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

1) Is the school's EL population less than 50% (elementary) or 25% (secondary)?
2) Has ELAC been duly constituted?
3) Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?
4) Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?
5) Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?
6) Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
7) Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?
8) Did the school obtain written approval from the Local Educational Service Center ELD Coordinator, Compliance?

If the decision has been approved to delegate authority, the ELAC subcommittee must provide written advice to SSC on Master Plan programs and services, reclassification, SPSA, language census, school needs assessment, importance of school attendance and categorical budgets, including Title III and Economic Impact Aid – Limited English Proficient (EIA-LEP) budgets. SSC members must receive training on and address all the ELAC legal responsibilities. The school must ensure that the ELAC representative (and alternate), chairperson (and vice chairperson) remain and carry out their ELAC responsibilities.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Each District with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

The DELAC is to meet regularly with the leadership of the Parent Community Services Branch (PCSB) and the Multilingual and Multicultural Department to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the District
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- Data included in the annual R-30 Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Notifications, Title III AMAOs

  NOTE: DELAC must make written recommendations to the Board of Education for each of these required topics.

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Assessments for ELs: CELDT, LAS Español, BINL, STS, CST/CMA
- Monitoring of EL progress, including intervention for students not making adequate progress
- Budgets – appropriate expenditures and services addressing identified need

TRANSLATORS AND INTERPRETERS

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff from the Multilingual and Multicultural Department, the Division of Special Education, and individual school sites.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). LAUSD goes beyond this minimum requirement of the law and requires that schools provide translated communication when 10% or more of the student population speaks a language other than English. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

Oral communications with parents must be provided in the parent's primary language. Oral interpretation by trained interpreters is provided at all school and district meetings. Personnel working in this capacity must have native-like fluency in English and the target language. LAUSD administers a language proficiency assessment to all staff who serve as interpreters for parent functions and meetings. The Division of Special Education and the Multilingual and Multicultural Department provide specialized training for interpreters and translators. All individuals identified as interpreters and translators are provided a copy of the Glossary for Educational Terms for English Learner Families. The training includes review of the Master Plan and use of the Glossary and other specialized terminology related to the English Learner program, as well as ethics and professionalism protocols. School sites maintain current lists of staff who are identified as interpreters for Special Education related purposes and of interpreters who have received training on the District's *English Learner Master Plan* and EL program terminology.

School sites maintain a process for identifying parents who need translation and/or oral interpretation, and the language in which these services are needed. They also provide notice to parents (including parents of low incidence languages) of how to request translation or interpretation of information. The District conducts a Parent School Experience Survey at least once a year to assist the school in evaluating the availability and the effectiveness of

interpretation and translation services. Data from the survey is reviewed by the Multilingual and Multicultural Department, the Special Education Division, the Parent Community Services Branch, and the Parent Academy. Professional development is provided to interpreters and other steps are taken to address concerns raised by the survey results.

REQUIRED PARENT NOTIFICATIONS

The District provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual CELDT level and CST scores
- Reclassification criteria
- Graduation requirements

In addition, the District or the school site provides, as appropriate to the individual student, written notification of the following:

- Progress expectations in any area that are not met
- Criteria for reclassification that have not been met
- Interventions available at the school and their purpose
- Interventions provided
- Individual Graduation and Culmination Plan

Each school year parents of EL students are advised of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the District's minimum progress expectations for English learners is discussed at the elementary level during regular individual parent-teacher conferences and at the secondary level on an annual basis through parent meetings with designated site staff.

PARENT AND COMMUNITY SERVICES BRANCH

Beyond the state required ELAC and DELAC committees described above, The PCSB will establish and support, at the recommendation of its central DELAC, an *Academy of EL Parent Instructors*. The Academy is a district wide organization of parents who become trainers of other parents of ELs throughout LAUSD so that EL parents can all effectively advocate for their children. The goal of the Academy is to build capacity of the parents of ELs to contribute to their children's education and their schools' continual improvement.

ACADEMY OBJECTIVES

- Revise current Glossary of Educational Terms for English Learner Families. This document will be translated into other languages according to the Parent Communication provisions described above and made available to all schools.
- Select or develop a curriculum to educate parents of ELs that effectively teaches them to support their children to become English proficient and on-target for college and career readiness.
- Define the supports, involvement, and evaluation mechanisms needed to implement such curriculum.
- Conduct educational activities, using multimodal strategies (visual, auditory, hands-on, etc.) and all available technology, to teach parents about the District's program for English learners, including EL identification, program models and options, progress expectations, and reclassification criteria and process.
- Redesign all materials and tools used by the District to educate EL parents, following the most current adult pedagogy and SDAIE methodology principles.
- Increase EL school attendance and parent participation.
- Develop parent/teacher communication templates to assist parents with establishing a parent/teacher partnership to support ELs.
- Optimize communication with ELs parents that is consistent and comprehensible, particularly in all matters related to the *English Learner Master Plan* such as:
    - Graduation, college and career readiness for ELs,
    - Parent notification of initial and annual, placement and reclassification
    - Periodic and progress monitoring assessments.
    - Criteria and procedures for reclassification of ELs and monitoring of RFEP students
    - Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Notifications, Title III AMAOs
- Ensure that current information for parents of ELs is distributed and used uniformly throughout the District at all sites.

ACADEMY ACTIVITIES

- Design and conduct parent orientation meetings for parents new to the U.S. or new to LAUSD. The topics include the culture of schools, parents' rights, roles and expectations within the educational system and how to advocate for their child.
- Invite all community organizations, non-profits and other entities with curricula specific to parents of ELs, to present such curricula to the Parent Academy at the beginning of the school year.

- Select the curriculum that PCSB deems as the most effective to meet the educational needs of parents of ELs, and implement its use District-wide.
- Recruit and train Academy of EL Parent Instructors to deliver the curriculum, and enable these instructors to teach it to EL parents at established locations.
- Select appropriate sites, with the support of the PCSB to teach the EL parent curriculum.
- Create evaluation processes and tools, including surveys, attendance sign-in sheets, checklists, diagnostic evaluations, etc. to assess the effectiveness of the EL Parent Instructor Academy.
- Ensure District editorial experts review and modify as needed all materials used in EL parent education and information to ensure these are attractive, parent-friendly, comprehensive and updated tools that facilitate parent learning.
- Develop and launch an extensive and ambitious publicity campaign with the key objective of increasing EL attendance (e.g., "LAUSD EL Day").
- Consistently and periodically communicate by all possible means, information that is clear, comprehensive, and parent-friendly, in the languages spoken by parents, related to EL education.
- Improve continually the quality of information presented, ensuring that it is presented in the appropriate language, written and expressed correctly, in a manner above and beyond compliance with *English Learner Master Plan* notification requirements.
- Establish a mandatory orientation session for EL parents, to be conducted by the school principal within 30 calendar days of the notification of EL identification, to make them aware of all the rights, responsibilities, and implications of the EL designation.

STRATEGIES TO IMPLEMENT ACTIVITIES UNDER THE DIRECTION OF THE PCSB

- Send letters and place phone calls to invite organizations to present the EL parent curriculum.
- Set the criteria to select a curriculum for EL parents.
- Identify convenient locations to conduct the Academy.
- Design evaluation tools for parents and instructors, as well as diagnostic assessments to determine the effectiveness of the Academy sessions.
- Use all communication means, both District and external, including KLCS, the LAUSD website, to launch publicity and informational campaign that includes posters, flyers, etc. to inform and educate EL parents.
- Reserve space in school newsletters to provide updated information on the program for ELs.
- Use school marquees to announce all events related to ELs at the school.
- Communicate by all means, including phone calls, letters, e-mails, etc. all events and information related to ELs, in the language(s) that parents understand.

- Ensure that all communication to parents is presented correctly, simply and comprehensibly, and in the language(s) that they understand.
- Use all available means in the community to communicate with the parents of ELs, for example at religious services, community meetings, neighborhood meetings, markets, etc. to provide information on the LAUSD *English Learner Master Plan*.

ACCOUNTABILITY FOR IMPLEMENTATION OF FAMILY AND COMMUNITY INVOLVEMENT

In order to ensure accountability for implementing effective family and community involvement for ELs, LAUSD has established The Parent and Community Service Branch. A brief description follows, including duties for which LAUSD will hold itself responsible.

PARENT AND COMMUNITY SERVICE BRANCH

The Parent Communities Services Branch is dedicated to expanding and deepening parent engagement throughout LAUSD. Its primary function is to provide technical and strategic support to Local Educational Service Centers and school sites to ensure they have the resources they need to authentically engage and empower parents to support their children's academic success.

The work of the Parent Community Services Branch is guided by the following guidelines as outlined in the *Parents as Equal Partners in the Education of their Children Resolution*, adopted by the Board of Education in December 2010:

- Parents are the first and lifelong teachers of their children.
- Parents are knowledgeable and critical advocates for their children.
- Parents are equitable partners in education requiring access to all pertinent information about their child's school environment, instructors, and educational options and school site personnel.
- Parents are inseparable from the academic success of their children.
- Parents are equally accountable for educational outcomes.

In order to ensure accountability for implementing effective family and community involvement, LAUSD specifies the following duties for which it will hold itself responsible.

CHIEF OF SCHOOL, FAMILY AND PARENT/COMMUNITY SERVICES

- Serves as the chief and head of all programs within school, family, and parent community services.
- Provides staff assistance and counsel which may be of assistance to district wide organizational units.
- Assists in the formulation of District policy related to school, family, and parent community services.
- Serves as a liaison between the schools, family, and parent community services, family of schools, specially funded programs, and other divisions of the District.
- Coordinates and monitors budget activities for the school, family and parent/community services.

The Parent Community Service Branch will collect data annually to evaluate its effectiveness, in the following:

- Certified EL Parent Educator Coaches
- Number of EL parents trained by the Parent Educator Coaches
- Percentage of parents of new students who attend New Family Orientation meetings at each school
- Workshop/training evaluations to determine the effectiveness of the Academy and other PCSB strategies for EL parent engagement

LOCAL ADMINISTRATOR OF PARENT/COMMUNITY ENGAGEMENT

Supervises Parent Educator Coaches; training and providing them with the support they need to respond to diverse parent and community interests and needs

- Provide an infrastructure for training and technical assistance to school site advisory committees
- Utilizes multiple communication strategies with parents and the community to connect conversations about student achievement goals and the instructional program
- Responds successfully to parent concerns
- Supports principals on issues regarding parent participation and school councils
- Ensures parent education and involvement activities that promote and are aligned to District goals, including increasing graduation and reducing drop-out rates
- Supports schools in the implementation of the Parents as Equal Partners resolution
- Ensures all schools communicate parent rights and responsibilities to parents and stakeholders
- Provides training to school staff and/or school action teams to implement effective parent engagement plans

PARENT EDUCATOR COACH

- Contributes to strengthening school staff knowledge of research and best practices regarding parent engagement
- Assists in planning and implementing a school-wide plan for parent engagement
- Helps schools cultivate the involvement of parents as partners in the education of their children
- Assists school staff in ensuring parents' rights and in helping parents carry out their responsibilities as partners
- Responds to parents' concerns regarding their children's education and refers them to resources for additional support
- Supports parent center staff in providing effective training and curriculum for parents and referral to health and other resources
- Supports schools in ensuring effective school to home communication and a welcoming environment for parents
- Guides schools in developing and implementing parent involvement activities
- Plans and implements professional development activities for staff and/or parents

Chapter 6

Chapter 6

CHAPTER 6: MONITORING, EVALUATION, AND ACCOUNTABILITY

CHAPTER OVERVIEW

This chapter discusses the monitoring evaluation, accountability policies, and practices LAUSD uses to ensure that instructional programs and services are monitored for full implementation and effectiveness. It describes the District's EL program goals and related evaluation questions and measures, as well as how program implementation and evaluation information is to be used at different levels of the system to improve and strengthen programs. It also delineates key evaluation, accountability roles and responsibilities across the District to ensure system-wide reciprocal accountability for ELs.

LAUSD will establish a process for schools to request a waiver from implementing components of the Master Plan. *If the school can present a compelling educational reason based on student needs and outcome, then the school can submit a waiver and a plan*. Any proposed plan submitted to the LAUSD Deputy Superintendent of Instruction will be reviewed by the Deputy Superintendent and the Director of the Multilingual and Multicultural Education Department and examined for compliance with state Education Code and federal regulations, and for **sound instructional** design and appropriate **pedagogical** principles. The waiver requests must receive final approval from the Deputy Superintendent of Instruction.

PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

LAUSD is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

a. Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *English Learner Master Plan*;
b. Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness;
c. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system;
d. Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications; and

e. Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

EL PROGRAM GOALS AND RELATED EVALUATION QUESTIONS AND MEASURES

The District will evaluate the following eight goals related to EL programs.

Goal 1. Implement the *English Learner Master Plan* fully and consistently across the District.

The District will monitor the implementation of all EL programs, services, and processes to ensure that these are being delivered fully and consistently across the District. Responsibility for monitoring implementation will reside with the Office of the Deputy Superintendent for Instruction, Multilingual and Multicultural Department staff, Education Service Center administrators, and school site administrators.

Goal 2. Ensure steady progress toward and attainment of academic English language development per expected timeframes.

The District operationalizes its expectations for ELD progress and attainment in alignment with California's related Title III AMAOs 1 and 2.

English Language Proficiency: ELs in the District for more than four years will meet the English Proficient level as measured by the CELDT.

English Proficiency on CELDT is defined as the "Early Advanced/Advanced" level with all Sub-skills (Listening, Speaking, Reading, and Writing) at the "Intermediate" level or above (for K-1, only Listening and Speaking are considered).

English Language Development Progress: ELs in the District will steadily progress a minimum of one level per year toward developing English language proficiency as measured by CELDT and demonstrated as follows:

- Students at "Beginning" will progress to the "Early Intermediate" level.
- Students at "Early Intermediate" will progress to the "Intermediate" level.
- Students at "Intermediate" will progress to the "Early Advanced" level.
- Students at "Early Advanced/Advanced" will achieve "English Proficiency."
- Students reaching English Proficiency will maintain this level until designated as RFEP.

RFEP denotes an EL student who has been reclassified Fluent English Proficient by meeting the English Proficient level on CELDT as well as specific academic criteria in English Language Arts and classroom grade-level performance.

ELD progress will be supported and indicated during the year by:

Elementary schools:
ELD progress monitoring tools/assessments as identified by the District*;* including, but not limited to the ELD Progress Profile and periodic assessments as identified by the District and based on key ELD standards.

Secondary schools:
For students in grades 6-12, end-of course standards-based common assessments (under development) aligned to EL courses will be used to monitor student acquisition of English, as identified by the District including, but not limited to the ELD Progress Profile and periodic assessments.

See Figures 31 - 33 at the end of this chapter for tables of minimum expected ELD progress by instructional program model. Benchmarks of minimum expected ELD and academic progress and achievement are described in detail in Chapter 2 following each instructional program description.

Goal 3. Ensure steady progress toward and attainment of grade level academic proficiency per expected timeframes.

The District operationalizes its expectations for academic progress and attainment in alignment with California's performance expectations and empirically-based research evidence for ambitious yet realistic progress by ELs acquiring the language in which they are being taught and assessed.

Academic Proficiency: Students in the District completing five or more years of schooling will meet grade-level standards in core academic subjects as measured by proficiency on the:

- CST in English-Language Arts and Math
- CMA in English-Language Arts and Math
- California Standards Test in Science and Social Studies
- Standards-Based District Assessments (e.g., Periodic Assessments, End of Course Standards-Based Common Final Assessments)

Academic Progress: Students in the District will steadily progress toward meeting grade-level standards in core academic subjects as measured by the CST/CMA and demonstrated as follows:

- Students at "Far Below Basic" will progress to the "Below Basic" level.
- Students at "Below Basic" will progress to the "Basic" level.
- Students in lower "Basic" will progress to the upper "Basic" level.
- Students in upper "Basic" will progress to the "Proficient" level.
- Students reaching "Proficient" will maintain this level or progress to the "Advanced" level.

Academic progress will be supported and indicated during the year by:

- District Benchmark Assessments (CORE K-12), Wireless Generation
- Standards-Based mid-semester reporting marks
- Other district assessments

See Figures 31 - 33 at the end of this chapter for tables of minimum progress expectations by instructional program model. Benchmarks of minimum expected ELD and academic progress and achievement are also described in detail in Chapter 2 following each instructional program description.

Goal 4. Ensure biliteracy and academic achievement in two languages for students enrolled in Maintenance Bilingual or Two-Way Immersion instructional programs.

All students enrolled in the Spanish Maintenance Bilingual and Two-Way Immersion programs will meet primary language/target language proficiency as measured by:

- IDEL (K-3)
- District Spanish Literacy Periodic Assessments (grades K-5)
- Publisher Assessments
- California STS (grades 2-11) (ELs only)
- End of Course Assessment (grades 6-12)
- Periodic Assessments (grades 6-12)

All students in Korean Maintenance Bilingual and Two-Way Immersion programs will meet target language/primary language proficiency using the District's standardized Korean Language Test (grades 1-12) and supplementary publisher assessments for academic content mastery. All students in Mandarin Maintenance Bilingual and Two-Way Immersion programs will meet target language proficiency using the District's Mandarin Language Test (grades 1-12), (in development) and supplementary publisher assessments for academic content mastery. Additional assessments will be added as they become available in Korean and Mandarin.

In addition, ELs enrolled in Maintenance Bilingual and Two-Way Immersion programs will be measured on ELD and academic indicators as specified in Goals 2 and 3 above.
EL students in the District's bilingual instructional programs will demonstrate grade-level academic proficiency in Spanish, as measured by the reading and mathematics scores on District-developed assessments in K-1, by the Spanish Literacy Periodic Assessments, and in grades 2-11 using the California STS. In addition, initial Spanish language proficiency is measured by LAS Español. Students enrolled in two-way immersion bilingual programs in Korean and Mandarin demonstrate grade-level reading and mathematics proficiency in these languages using the District's curriculum-based standardized assessment materials (to be developed). Second

language proficiency in Korean and Mandarin is measured by the District's Korean Language Test and Mandarin Language Test, respectively. In addition, EL students enrolled in all dual language instructional programs will be measured on ELD and English academic indicators as specified in Goals 2 and 3 above.

Goal 5. Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out.

To decrease the failure of ELs in meeting linguistic and academic progress expectations, the District will collect, analyze, assess, and monitor key indicators of risk. The goal is to identify and address the root causes of these risks and thereby decrease them over time. This requires school and Local Educational Service Center staff to ensure that these data are consistently collected, accurately recorded in the SIS and regularly provided to all teachers of ELs. These data will be reviewed locally using District protocols, and provided to the Central Office for coordinated data collection and response efforts.

EL student data to be collected include (but are not limited to): 1) absences; 2) suspensions (violent and nonviolent), 3) placement in strategic and intensive interventions, especially at beginning of grades 2, 5 and 8, 4) years in U.S./CA schools, 5) failing grades (D or F) received, especially in core academic courses and "gatekeeper" courses such as algebra, 6) grade retention, at any grade, 7) A-G course enrollment and completion rates, 8) school-level LAUSD “school experience” student survey responses and California Healthy Kids Survey results, and 9) dropout rate (using state’s four-year cohort calculation method), 10) instructional program type;,11) length of time in program, 12) special education services received, 13) CAHSEE pass and proficient rates. When feasible, these data will be disaggregated and analyzed for all students identified as ELs, and for subgroups of ELs (e.g., ELs with fewer than five years) in U.S. schools; Long-Term ELs (ELs who have completed five or more years in U.S. schools), and RFEPs).

Goal 6. Increase access to and participation in advanced academic program opportunities.

The District will collect, assess, analyze, and monitor key indicators of access to and participation in advanced academic program opportunities. EL data to be collected include (but are not limited to): 1) enrollment and pass rates in Honors, Advanced Placement (AP) and early college courses, 2) participation in GATE, AVID, and International Baccalaureate (IB) programs,3) California Diploma Project Early Assessment Program (EAP) participation, 4) college information, such as, but not limited to, application, enrollment, enrollment without remediation, and completion (community colleges, California State University (CSU), University of California (UC); 5) electives and extracurricular activities (e.g., debate, academic decathlon, clubs, drama, music, sports); and 6) qualifying for the California Seal of Biliteracy.

Goal 7. Strengthen parent/guardian participation and engagement in students' academic development.

The District will collect, assess, analyze, and monitor key indicators of parent/guardian participation and engagement in students' academic development. These indicators need to be discussed, revised as needed, and approved by Local Educational Service Center DELACs and school site ELACs. Possible indicators include: 1) attendance at parent/teacher conferences, 2) parent survey (e.g., School Experience Survey) response rates, and positive ratings, 3) "hits" to Integrated Student Information System (ISIS) Family Module URL, and 4) parent orientation to and consistent support for advanced academic opportunities, 5) participation in the activities of school site Parent Centers, and 6) number of parent exception waivers requested.

Goal 8. Reduce disproportional referral to and identification of ELs for special education services.

LAUSD is continually working to improve the way ELs are referred to and identified for special education services. Careful training of Language Appraisal Team (LAT) members, Student Success Team (SST) members and special education staff are conducted regularly to ensure that ELs with disabilities are properly identified. This includes using District identified screening and diagnostic instruments that assess the students' abilities in ways that are not confounded with English language proficiency. The District will collect data on the number and percent of all students participating in specific special education services annually. These data will be examined as a function of the students' language status and their representation in the general population.

EL PROGRAM EVALUATION QUESTIONS AND MEASURES, BY GOAL

The table below summarizes the key EL program goals, evaluation questions that explore implementation and progress toward these goals, and measures/sources used to answer the evaluation questions. Since all of the evaluation questions listed below cannot be answered annually, the District's EL program evaluator from the Office of Data and Accountability (ODA) will develop a strategy to be approved by the ODA Executive Director and the Deputy Superintendent of Instruction to identify questions that must be answered each year, and those that merit specific exploration in a given year.

The District will conduct an annual evaluation of programs and services for English Learners. At a minimum the District will annually report data on Goals 1, 2, 3; the percentage of EL students on track to reclassify based on the progress expectations described in figures 31 – 33 and Chapter 2; and the percentage of LTELs who do not meet reclassification criteria after completing Advanced ELD. This data will be disaggregated by length of time in US schools (fewer than five years; completed five years) at the central, Local Educational Service Center and school site levels. The District will evaluate and report data on goals 4-8 on a regular basis,

using a prioritization system. Action research will be conducted to determine reasons schools show significant increases or decreases in achieving the program goals in order to compile a handbook of best practices. In addition, throughout the year the Deputy Superintendent of Instruction will use data to hold Local Educational Service Center Instructional Superintendents and schools accountable for improving student achievement for all students including English learners. The Deputy Superintendent of Instruction will meet with the Local Educational Service Center Instructional Superintendents at least three times a year to monitor progress of all students including ELs (See Appendix D for a sample monitoring tool).

Figure 30. EL Program Goals, Evaluation Questions, and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
1. Implement *English Learner Master Plan* fully and consistently across the district.	1. Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs? a. To what extent do teachers of ELs have the qualifications and capacities to address their ELs' linguistic and academic needs? b. Are all EL students provided instruction in ELD? c. Is ELD instruction that is provided to ELs of high-quality? d. Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas? e. Are differentiated instructional practices that are provided to ELs of high-quality? f. In bilingual program models, is core content instruction that is provided to ELs in the primary language (L1) of high-quality?	• ELD Observation Tool • SDAIE/Access to Core-Instructional/Observation Tool • LAUSD Teaching & Learning Framework Rubrics • CLAD/BCLAD credential roster & Teacher Assignment data base • Subject matter credential roster Elementary School master plan roster • Secondary SIS EL student placement monitoring/ MyData • EL On-line Accountabilities data • For ELD: Research evidence-based guidelines (CDE, 2010) • Other as identified
2. Ensure steady progress toward & attainment of academic ELD per expected timeframes.	1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectations? (AMAO 1) 2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations? (AMAO 2) 3. Are ELs progressing on district	• CELDT • AMAO 1 school, LD, District results • AMAO 2 school, LD District results • PROPOSED: Revised Electronic version of ELD portfolio informed by California's upcoming Common Core-aligned ELD standards • District's ELD periodic and progress monitoring assessments, *Core K-12*

EL Program Goal	Evaluation Questions	Measures/Sources
	benchmark assessments of ELD?	ELD items • Progress in meeting minimum benchmarks by instructional program • Rate at which secondary students who complete Advanced ELD meet criteria for reclassification
3. Ensure steady progress toward & attainment of grade level academic proficiency per expected timeframes.	1. Are EL students progressing academically per expectations? 2. Are EL students attaining academic proficiency per expectations?	• CST/CMA • DIBELS (K-3) • *Core K-12* Math and ELA periodic assessments • Course Grades • District identified periodic and progress monitoring assessments • ELD assessments that have been customized by LAUSD Central Office staff • Progress in meeting minimum benchmarks by instructional program
4. Ensure biliteracy and academic achievement in two languages for students in Dual language, Maintenance Bilingual 1-way & Two-Way Bilingual Immersion instructional programs.	1. Are students linguistically proficient (L, S, R, W) in both languages? 2. Are students academically proficient in grade-level core content areas using both languages? 3. Are students meeting the criteria for the CA Seal of Biliteracy?	• CELDT • CST/CMA <u>Spanish</u> • IDEL (K-3) • District Spanish Literacy Periodic Assessments • CA Standards Test in Spanish • Publisher Assessments • Content area/Course grades • End of Course Exams • Periodic Assessments <u>Korean</u> • Korean Language Test • Publisher Assessments • Content area/Course grades • End of Course Exams <u>Mandarin</u> • Mandarin Language Test (in development) • Publisher Assessments • Content area/Course grades • End of Course Exams
5. Decrease risks of linguistic and academic failure, grade retention,	1. Are the key risk indicators for ELs decreasing annually in schools and Local Educational Service Centers?	• Absences • Suspensions (violent and nonviolent) • Placement in strategic and intensive

EL Program Goal	Evaluation Questions	Measures/Sources
and dropping out.	2. Are appropriate interventions being offered to students who fail to meet expected benchmarks of achievement? Are ELs being referred to and placed in special education services appropriately? (See also EL program goal #8, below.)	interventions, esp. at grades 2, 5 and 8 • Failing grades (D or F), esp. in core academic and "gatekeeper" courses • Grade retention • A-G course enrollment and completion rates • LAUSD "school experience" student survey responses • California Healthy Kids Survey results • Dropout rates • Special Ed services and participation rates • CAHSEE pass and proficient rates
6. Increase access to and participation in advanced academic program opportunities.	1. Are sufficient courses offered? 2. Is there an increase in the proportion of ELs taking part in advanced academic program opportunities? 3. Is there an increase in the proportion of ELs completing advanced academic programs with a C or better? 4. Is there an increase in the number and percentage of students applying, attending and completing college? 5. Is there an increase in the number of ELs participating in and passing AP examinations?	• Enrollment and pass rates in Honors, AP, and early college courses • Participation in GATE, AVID and IB programs • California Diploma Project EAP participation • College information/data: applications, enrollment, enrollment without remediation, and completion data (community colleges, CSU, UC) • Participation in prestige electives and extracurricular activities (e.g., debate, academic decathlon, clubs, drama, music, sports, world languages)
7. Strengthen parent/guardian participation and engagement in students' academic development.	1. What types of orientation and training opportunities are parents offered? 2. What measures are used to ensure that parents of ELs are knowledgeable about EL students' program placement and their academic progress? 3. To what extent are parents participating in and consistently supporting students' academic development?	• Parent orientations/trainings offered and attended regarding *English Learner Master Plan*, EL instructional program options, advanced academic opportunities, DELAC/ELAC • Involvement in the activities of the site Parent Centers • Attendance at and active participation in parent/ teacher conferences, ELAC and DELAC meetings • Parent survey (e.g., School Experience Survey) response rates, and positive ratings

EL Program Goal	Evaluation Questions	Measures/Sources
		• Evidence of consistent support for home/school partnership efforts, advanced academic opportunities • "Hits" to ISIS Family Module URL
8. Reduce disproportional referral to and identification of ELs for special education services.	1. What is the percent of students, disaggregated by language status (EO, IFEP, EL, RFEP), and how is it relative to their proportion of total population by: a. special education status? b. specific special education program service? c. qualifying condition? 2. In what grades are ELs being identified and placed into special education services? 3. Are ELs being referred to and placed in special education services appropriately? 4. What CELDT levels are ELs in at the time of their identification for special education services? 5. How long have students been at that ELD proficiency level during the time of referral?	• District special education statistics, by characteristics (special education status, service, qualifying condition, EL status, grade) • CELDT scores • Special Ed services and participation rates • Random audit of IEPs of ELs to ensure access to all appropriate linguistic and academic services

USING PROGRAM MONITORING ANDEFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND STRENGTHEN PROGRAMS

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data at the following levels:

A. SITE LEVEL USE

Site level personnel will review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional

development will be identified, with support requested of Local Educational Service Center as needed.

B. LOCAL EDUCATIONAL SERVICE CENTER LEVEL USE

Education Service Center personnel will examine patterns of EL and SEL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation (Goal 1). Instructional leadership and EL leadership will together determine professional development and other program support priorities, and develop and provide PD and program support focusing on the needs identified by *English Learner Master Plan* monitoring and evaluation.

C. CENTRAL DISTRICT LEVEL USE

Central District level personnel will review District wide EL program implementation and evaluation findings, and work with Local Educational Service Center personnel to identify key District wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria after completing Advanced ELD, the District will identify additional measures, including the development of additional courses if appropriate, to address this issue. Central District staff will support Local Educational Service Centers in prioritizing and addressing key issues and areas of improvement identified by *English Learner Master Plan* monitoring/evaluation.

D. DISTRICT BOARD LEVEL USE

The LAUSD Board of Education will review findings of annual *English Learner Master Plan* monitoring/evaluation reports, and address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

The following three figures depict the minimum expected ELD and academic progress for ELs by general instructional program model, and will form the basis for data analysis and program evaluation efforts. Benchmarks of minimum expected ELD and academic progress and achievement are described in further detail in Chapter 2 following each instructional program description.

Figure 31. LAUSD Minimum Progress Expectations for English Learners in English Language Instructional Programs

LAUSD Minimum Progress Expectations for English Learners in English Language Instructional Programs					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[1]
ELD Standards-based measures (e.g., ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[1] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST-ELA/CMA.) [1]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Figure 32. LAUSD Minimum Progress Expectations for English Learners in Dual Language (Two-Way Immersion and Maintenance Bilingual) Programs

LAUSD Minimum Progress Expectations for English Learners in Dual Language (Two-Way Immersion and Maintenance Bilingual) Programs					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
L1 Language Arts[1] (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
L1 Math[1] (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[2]
ELD Standards-based measures (e.g., revised ELD profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[2] (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *Mid-Basic: 325 on CST-ELA/CMA.

[1]Students are expected to perform at grade level when they are instructed and assessed in their primary language.

[2] ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Figure 33. LAUSD Minimum Elementary Progress Expectations for English Learners in Transitional Bilingual Education Program, Grades K-3 ONLY (Elementary)

LAUSD Minimum Elementary Progress Expectations for English Learners in Transitional Bilingual Education Program, Grades K-3 ONLY (Elementary)					
Timeline (Starting Point Based on Initial Level at 1st Year)	**1st Year →**	2nd Year	3rd Year	4th Year	5th Year
		1st Year →	2nd Year	3rd Year	4th Year
			1st Year →	2nd Year	3rd Year
				1st Year →	2nd Year
				Transition to Mainstream or Placement in SEI*	
L1 Language Arts and Math (CA STS, other)	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced	Proficient/ Advanced OR N/A[2]	N/A
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient[4]
ELD Standards-based measures (e.g., ELD profile)	ELD 1	ELD 2	ELD 3	ELD 3/4	ELD 4/5
English Lang. Arts: CST/CMA, DIBELS (K-3), Core K-12	FBB	BB	Basic[4] (low to mid[3])	Basic (mid[3] to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid[3])	Basic (mid[3] to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. *ELs entering in K or 1st grade expected to transition to Mainstream. EL newcomers entering in second or third grade may transition to SEI if they have not attained Early Advanced ELD level by end of third grade, when TBE program ends. Formerly "Waiver to Basic Bilingual" Program; [2]If transition is at end of 4th year; [3]Mid-Basic: 325 on CST-ELA/CMA. [4]ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

DISTRICT APPROACH TO PERFORMANCE MANAGEMENT

To ensure that monitoring program implementation and evaluating program effectiveness leads to continuous improvement, the following will be implemented.

The Office of the Deputy Superintendent of Instruction works very closely with the Performance Management Unit to ensure that all schools are meeting their performance targets. The mission of the Performance Management Unit is to support LAUSD's move from a culture of compliance to a culture of performance by using data to:

1. Identify specific, systemic issues and barriers;
2. Highlight successful strategies and potential solutions; and
3. Empower Local Educational Service Centers and schools to make data-based decisions to achieve LAUSD's vision of preparing every student to be college-prepared and career-ready.

The District developed a Performance Meter which serves as a scorecard to measure and to guide the performance of all schools. All staff members in schools, Local Educational Service Center and central office departments are asked to develop performance targets based on the District's Performance Meter. The indicators center on the District's goals:

- 100% Graduation
- Proficiency for All
- 100% Attendance
- Parent and Community Engagement
- School Safety

Figure 34 shows the LAUSD Performance Meter that has been in use for the 2011-12 school year. The District has decided to adjust the metrics for English Learners, as the current Performance Meter only has reclassification rates identified. Figure 35 shows the proposed metrics for English Learners for 2012-13, which will replace the reclassification rate metric in the 2011-12 Performance Meter. The metrics include disaggregated data for LTEL students at the District level, Local Educational Service Center level, and school level to monitor the decrease in the LTEL population over time.

The Deputy Superintendent of Instruction meets with each of the Local Instructional Area Superintendents at least three times a year to monitor student progress. Appendix D provides a sample of Local Educational Service Center Performance Meter Monthly Status Report that is used for progress monitoring. The Local Instructional Area Superintendents use the same process with their Instructional Directors, who use the tool with their principals. Principals, in turn, share the data with their staff. In reviewing the Performance Meter Monthly Status Reports with individual principals, Local Educational Service Center Instructional Directors will examine whether English learner subgroups (EL, LTEL and RFEP) are meeting the minimum progress expectations for ELs that are set forth in the Master Plan. When the subgroups are not meeting the established expectations, the Instructional Directors and Principals will assess whether these outcomes are the result of lack of implementation of any component of the Master Plan at the school and/or classroom level and if so, what steps are necessary to address the implementation concerns identified. The assessment will include information gained from walkthrough visits to ensure that ELD and SDAIE and/or primary language instruction and support are being delivered in the manner outlined in the Master Plan.

Figure 34: LAUSD Performance Meter

LOS ANGELES UNIFIED SCHOOL DISTRICT

AUGUST 2011

PERFORMANCE METER

All Youth Achieving

C O R E B E L I E F S

1 Start with students

2 Families are our partners

3 Success is in the classroom

4 Diversity is our strength

5 Effective teaching, leadership, and accountability are the keys to our success

GOAL 1: 100% GRADUATION	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	48	52	55	56	60	63	70
B. Percentage of Students On-Track for Meeting A-G Requirements	--	--	26	28	38	50	75

GOAL 2: PROFICIENCY FOR ALL	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. English Language Arts, Elementary: Percentage Proficient & Advanced	39	44	46	50	60	67	74
B. English Language Arts, Secondary: Percentage Proficient & Advanced	31	34	37	39	45	50	54
C. Mathematics, Elementary: Percentage Proficient & Advanced	54	57	57	63	69	75	82
D. Mathematics, Secondary: Percentage Proficient & Advanced	20	22	25	27	36	41	47
E. 3rd Grade Proficiency Rate in English Language Arts	29	34	35	40	49	55	62
F. Proficiency in Algebra	17	20	22	24	38	47	55
G. Reclassification Rates	14.7	14.6	14.4	12.4	21	24	27

GOAL 3: 100% ATTENDANCE	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	62	64	60	62	66	71	76
B. Percentage of staff with 96% or higher attendance	65	67	65	68	69	74	79

GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork (School Experience Survey)	--	60	58	58	65	70	75
B. Parent participation on School Experience Surveys	--	26	28	25	35	40	50

GOAL 5: SCHOOL SAFETY	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	74,765	59,783	53,725	46,006	43,506	41,006	38,506
B. Percentage of students who feel safe on school grounds (School Experience Survey)	--	82	83	84	86	88	90

Figure 35: Proposed Performance Meter Metrics for English Learners

LOS ANGELES UNIFIED SCHOOL DISTRICT

PERFORMANCE METER

Goal X: Proficiency For English Learners

	Baseline				Annual Targets		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Percentage of ELs advancing one CELDT level per year (AMAO 1)							
B. Percentage of ELs achieving and/or maintaining English proficiency on the CELDT (AMAO 2)	Less than 5 years cohort				Less than 5 years cohort		
	More than 5 years cohort				More than 5 years cohort		
C. Percentage of ELs scoring Proficient or Advanced in ELA (AMAO 3)							
D. Percentage of ELs scoring Proficient or Advanced in Math (AMAO 3)							
E. Percentage of RFEP students scoring Proficient or Advanced in ELA							
F. Percentage of RFEP students scoring Proficient or Advanced in Math							

USING THE PERFORMANCE METER AT THE SCHOOL LEVEL

Schools use the Performance Meter to develop their goals and set targets and each school has a site-specific data summary sheet and performance meter available to the public on the LAUSD website. Figure 36 shows a school performance meter and data sheet.

USING THE STATS MODEL FOR PERFORMANCE MANAGEMENT AT THE CENTRAL DISTRICT LEVEL

The Strategies for Total Accountability Total Success (STATS) model is based on performance dialogues such as those developed by the LAPD and the city of Baltimore. It tenets are 1) accurate and timely data shared by everyone at the same time, 2) regular and frequent meetings to accelerate learning, and 3) relentless follow up and assessment. The STATS model in LAUSD consists of bi-weekly meetings in the Executive Cabinet where each performance metric is reviewed to see if we are on- or off-track for meeting the target, to identify schools that are outperforming or underperforming against their demographically similar peers, to identify barriers to success, and problem-solve with all central office staff with the power to eliminate those barriers in the room.

Figure 36: School – Level Performance Meter and Data Summary Sheet

PERFORMANCE METER 2011-12

MELROSE ES MATH/SCIENCE/TECHNOLOGY MAGNET

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	**School Baseline**				**School Annual Target**			**LAUSD Annual Target**		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:	51%	45%	63%	71%				60%	67%	74%
B. English Language Arts, Secondary:								45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced	61%	44%	75%	83%				69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced								36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts	50%	32%	63%	64%				49%	55%	62%
F. Proficiency in Algebra								38%	47%	55%
G. Reclassification Rates	23%	17%	31%	16%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	**School Baseline**				**School Annual Target**			**LAUSD Annual Target**		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	67%	50%	65%	65%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	67%	75%	67%	78%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	**School Baseline**				**School Annual Target**			**LAUSD Annual Target**		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		78%	59%	59%						
B. Parent participation on School Experience Surveys		32%	35%	36%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	**School Baseline**				**School Annual Target**			**LAUSD Annual Target**		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	1	12	15	9				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)		89%	93%	92%				86%	88%	90%

PERFORMANCE METER 2011-12

MELROSE ES MATH/SCIENCE/TECHNOLOGY MAGNET
731 N DETROIT ST LOS ANGELES 90046

Student Demographics

Total Students Enrolled: 337			
African American	8%	English Learners	19%
American Indian	0%	Reclassified ELs (RFEP)	14%
Asian	11%	Students with Disabilites	15%
Filipino	5%	Economically disadvantaged	60%
Latino	51%	Identified Gifted - All	10%
Pacific Islander	0%	Identified Gifted - African Amer	8%
White(not Latino)	23%	Identified Gifted - Latino	7%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2006-07:	753	805	52	Yes	5	8
2007-08:	797	773	-24	No	7	9
2008-09:	769	715	-54	No	5	5
2009-10:	715	839	124	Yes	2	1
2010-11:	839	873	34	Yes	7	8

AYP

Met AYP 2010-11	Yes
Criteria Met	21
Criteria Possible	21
PI Year	Not in PI
Year Entered PI	N/A

GOAL 3: 100% Attendance

Attendance Rate

	2009-10	2010-11	Chg
Staff	94.7%	96.8%	2.1
Student	95.9%	95.9%	0.0
Student transciency	7.1%	4.2%	-3.0

Percentage with 96% or Higher Attendance

	2009-10	2010-11	Chg
Staff	94.7%	96.8%	2.1
Student	95.9%	95.9%	0.0

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11
% of Parents that responded	34.5%	36.0%
% Strong Agree or Agree		
Opportunities for Involvement	88.9%	93.5%
Feel Welcome at School	88.6%	93.4%
Talk with Teacher About Child's Schoolwork		58.9%

GOAL 5: School Safety

Student Suspensions

	2009-10	2010-11	Chg
% Students Suspended:			
All:	2.2%	2.1%	-0.1
African American:	3.4%	7.4%	4.0
Latino:	1.2%	1.7%	0.5
SWD:	7.1%	2.0%	-5.1
Instructional Days Lost to Suspension:	15	9	-6

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	50.0%	61.9%	11.9
% Strong Agree or Agree:			
Feel safe on school grounds	93.2%	92.3%	-0.9

GOAL 2: Proficiency For All

English Learner Progress

	2009-10	2010-11
Scoring Proficient on CELDT	68.0%	53.0%
Scoring Basic or Above on CST ELA	51.0%	64.0%
Passing English/Adv ESL with "C" or above	61.0%	68.0%

	2008-09	2009-10	2010-11
Reclassification Rate Trend:	17.2%	31.4%	16.1%

English Learner Accountabilities

	MET	2009-10	2010-11
AMAO 1 - CELDT Annual Growth	Yes	68.0%	53.0%
AMAO 2 - Attaining Eng Prof: < 5 Yrs	Yes	33.0%	29.0%
> 5 yrs			
AMAO 3 - Proficiency in ELA		52.0%	69.0%
Proficiency in MATH	Yes	75.0%	81.0%

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CST ELA	43.0%	45.0%	2.0
CST Math	69.0%	83.0%	14.0

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CMA ELA	33.0%	47.0%	13.0
CMA Math	100.0%	100.0%	0.0

CST TRENDS: English Language Arts

** CMA Results included when > 10 students tested

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	146	150	173	214	216	55.5%	51.3%	45.1%	62.6%	71.3%	8.7	15.8	4.0
African American		13	18	22	24		38.5%	38.9%	59.1%	54.2%	-4.9	15.7	5.2
Asian	11	13	17	23	22	63.6%	53.8%	41.2%	73.9%	81.8%	7.9	18.2	4.6
Latino	108	91	109	120	106	53.7%	48.4%	48.6%	55.0%	64.2%	9.2	10.5	2.6
White	19	27	23	47	56	73.7%	66.7%	39.1%	76.6%	85.7%	9.1	12.0	3.0
English Learner	50	43	38	36	32	24.0%	14.0%	10.5%	25.0%	37.5%	12.5	13.5	3.4
SWD	33	36	41	30	20	15.2%	22.2%	17.1%	26.7%	35.0%	8.3	19.8	5.0
Socio-Eco Disadv	111	109	141	154	146	50.5%	47.7%	43.3%	55.2%	67.1%	11.9	16.6	4.2

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	146	149	173	219	219	69.2%	61.1%	43.9%	75.3%	82.6%	7.3	13.4	3.4
African American		13	18	22	24		30.8%	44.4%	63.6%	75.0%	11.4	44.2	14.7
Asian	11	13	17	23	22	72.7%	69.2%	64.7%	95.7%	95.5%	-0.2	22.8	5.7
Latino	108	91	109	123	108	66.7%	57.1%	38.5%	67.5%	75.9%	8.4	9.2	2.3
White	19	26	23	48	57	84.2%	80.8%	60.9%	91.7%	91.2%	-0.5	7.0	1.8
English Learner	50	43	38	38	33	44.0%	34.9%	18.4%	52.6%	57.6%	5.0	13.6	3.4
SWD	33	36	41	35	23	30.3%	27.8%	12.2%	28.6%	52.2%	23.6	21.9	5.5
Socio-Eco Disadv	111	108	141	158	149	65.8%	59.3%	42.6%	72.2%	83.2%	11.0	17.4	4.4

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2009-10	CHANGE IN PROF/ADV 2010-11	CHANGE IN PROF/ADV Chg	CHANGE IN BB/FBB 2009-10	CHANGE IN BB/FBB 2010-11	CHANGE IN BB/FBB Chg
ELA Gr 2	47	44.7%	27.7%	12.8%	10.6%	4.3%	46.9%	72.3%	25.4	24.5%	14.9%	-9.6
ELA Gr 3	59	37.3%	27.1%	18.6%	13.6%	3.4%	63.4%	64.4%	1.0	17.1%	17.0%	-0.1
ELA Gr 4	58	48.3%	27.6%	13.8%	6.9%	3.4%	76.0%	75.9%	-0.1	6.0%	10.3%	4.3
ELA Gr 5	52	44.2%	28.8%	23.1%	3.8%	0.0%	58.5%	73.1%	14.6	13.2%	3.8%	-9.4
Math Gr 2	47	57.4%	17.0%	14.9%	6.4%	4.3%	65.3%	74.5%	9.2	8.2%	10.7%	2.5
Math Gr 3	59	61.0%	23.7%	11.9%	3.4%	0.0%	79.1%	84.7%	5.6	11.6%	3.4%	-8.2
Math Gr 4	60	68.3%	18.3%	5.0%	8.3%	0.0%	84.3%	86.7%	2.4	5.9%	8.3%	2.4
Math Gr 5	53	49.1%	34.0%	13.2%	1.9%	1.9%	74.5%	83.0%	8.5	9.1%	3.8%	-5.3
Science Gr 5	52	32.7%	46.2%	15.4%	5.8%	0.0%	58.5%	78.8%	20.3	11.3%	5.8%	-5.5

SCHOOL PERFORMANCE FRAMEWORK

The District is in the process of developing an accountability tool to evaluate a school'sperformance. The School Performance Framework (SPF) is used to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related. The overall goal of the SPF is to:

- Support and improve overall student learning and achievement;
- Provide the most complete and comprehensive picture of how schools in LAUSD are performing; and
- Assist teachers and school site leaders in setting school goals that are aligned with the Single Plan for Student Achievement (SMART Goals).

The SPF consists of two main components:

1. Status performance:

    a. Defined by a student's absolute performance on a specific assessment. In summary, a snapshot of performance on one exam: the CST.
    b. The status metrics in Phase I include the following:
        i. ELA CST 2011 % Proficient or Advanced
        ii. ELA CST 2011 % FBB or BB
        iii. Math CST 2011 % Proficient or Advanced
        iv. Math CST 2011 % FBB or BB
        v. 3rd Grade ELA % Proficient or Advanced
        vi. Percentage of Student with 96% or Higher Attendance
        vii. Percentage of Students Suspended
    c. Additional metrics will be added in Phase II such as:
        i. Reclassification rates based on time in U.S. schools
        ii. AMAO 1, 2, 3
        iii. Sub-groups: Special education, socio-economic status, English learners with less than five years in U.S. schools, long term English learners, African American, Latino, Asian, Caucasian

2. Academic Growth Over Time (AGT)

    a. Defined by examining a student's performance over a defined period of time.
    b. Many factors influence students' academic growth. AGT measures take into account factors outside the control of schools, teams and teachers. This helps isolate the contribution of schools, teams and teachers.
    c. AGT supports educators in a continuous improvement process

The SPF will help the district determine how much students benefit from school and how schools differ in their ability to educate their students. SPF is also a management tool that will help identify best practices across the district. The SPF is also designed to be a tool for families to effectively understand the quality of the schools in their neighborhood.

Under the SPF, each school receives a final performance classification. The following are the five classifications (also known as tiers). Each school obtains one of the five classifications as a result of their performance:

Color	Performance Classification	General Definition of Classification
	Excelling	Schools that fall within this category are generally defined by high status performance and high levels of growth.
	Achieving	Schools that fall within this category are generally defined by both high status performance and low to moderate levels of growth OR moderate status performance and high levels of growth.
	Service & Support	Schools that fall within this category are generally defined by both moderate status performance and moderate to high growth levels OR low status performance and high growth levels.
	Watch	Schools that fall within this category are generally defined by low status performance and low to moderate levels of growth.
	Focus	Schools that fall within this category are generally defined by low status performance and low levels of growth.

Appendix E provides a sample of an SPF for a school.

ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION

In order to ensure accountability for implementing effective instructional services for ELs, LAUSD specifies the following duties for which it will hold itself responsible.

TEACHERS

- Consistently implement with fidelity the ELD curriculum as outlined in the *English Learner Master Plan* and any other Central Office directives regarding ELD instruction
- Provide instruction during core classes using research-based strategies and SDAIE methodology and/or primary language instruction or support, to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions.
- Monitor student progress in ELD and Access to Core for progress towards minimum expected benchmark achievement
- Refer to LAT for intervention when students do not make adequate progress; participate in LAT process and implement LAT recommendations
- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

SITE ADMINISTRATORS

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE and/or primary language instruction or support are being delivered in the manner outlined in the *English Learner Master Plan*
- Evaluate program objectives and outcomes of all relevant staff using the Teaching and Learning Framework
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation

- Keep record of all walkthrough and reflection data. This record is provided to Instructional Directors quarterly as part of a conference on implementation of the *English Learner Master Plan*.
- Review placement of ELs in ELD instruction prior to the beginning of each semester and monthly, and correct any inconsistencies with the Master Plan.
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
- Conduct monthly/trimester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that LAT meetings occur for all EL students who do not make adequate progress, and that LAT recommendations are fully implemented
- Ensure that interventions are designed and delivered consistent with the Master Plan.
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents who require these services have access to them
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring and other information listed in Chapter 5.

SITE EL COORDINATORS

- Provide professional development to all stakeholders, which support the Master Plan program implementation. This may include but is not limited to:
    - Identification and placement of ELs
    - Effective instruction and intervention services for ELs
    - Effective ELD, SDAIE, and access to core methodologies
    - Use of ELD Assessment Profiles
    - Reclassification criteria process and procedures
- Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA and address the linguistic and academic needs of ELs
- Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction

- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students
- Convene and participate in LATs for students not making adequate progress

Indirect services include, but are not limited to the following:

- Maintain EL Program documentation as required by State and Federal mandates
- Assist the administrator with the enrollment process for ELs
- Assist with identifying the initial ELD/ESL level of newly enrolled ELs
- Coordinate the administration of assessments used to determine EL placement
- Conduct Parent Registration and Orientation Meetings
- Review EL Placement Audits monthly with site administrator and/or counselor and correct any inconsistencies

COUNSELORS

- Meet with students and their parent/guardian on Individual Culmination Plan (ICP) and Individual Graduation Plans (IGP) for high school and conduct High School Conferences with students and their parent/guardian.
- Ensure appropriate placement for ELs in the development of the Master Schedule
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Collaborate with EL Site Coordinator, parents, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming
- Collaborate with EL Site Coordinator, parents, students and others to monitor the progress of ELs toward meeting graduation and college admission requirements. Counselors meet frequently with students who are at risk of not graduating.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as individual designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

TITLE III COACHES

- Conduct demonstration lessons and provide feedback for teachers on instructional strategies and classroom practices relating to ELD and standards-based content area instruction embedded with SDAIE
- Facilitate banked-time, grade-level/department meetings, and study groups to assist teachers in accelerating EL academic achievement
- Guide teachers in use of assessment data, examination of student work, planning and delivery of instruction for ELs
- Provide direct intervention services to target EL student groups based on identified needs
- Participate in central and Local Educational Service Center professional development to support Title III initiatives
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs

LOCAL EDUCATIONAL SERVICE CENTER EL COORDINATORS

- Coordinate and assist schools in assigned Local Educational Service Center (LESC) with the implementation of ELD requirements
- Develop, coordinate, and conduct professional staff development programs for LESC staff regarding Master Plan instructional programs, including appropriate instructional methodology for ELD, language arts in primary language, and content instruction in primary language and/or SDAIE
- Coordinate the implementation, monitoring, and training of school support staff and LESC staff in the area of English Learner Program instruction
- Conduct regular visitations to schools in assigned LESC to support the programs in the school plan and to monitor, support, and assess Master Plan implementation
- Assist the LESC Instructional Directors in supervising the implementation of the LAUSD Standard English Learner Achievement Gap Initiative
- Coordinate and assist schools in assigned LESC with the implementation of ELD through a multi-tiered system of support for ELs
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Develop, coordinate, and conduct professional development programs for LESC staff regarding Master Plan programs
- Review and provide assistance to schools on Title III and EL budgets
- Coordinate the implementation, monitoring, and training of school support staff and LESC staff in the area of English Learner Program compliance

- Conduct regular visitations to schools in assigned LESC to support the programs in the school plan, Categorical Program Monitoring (CPM) and the use of the *English Learner Online Accountability System*
- Monitor, support, and assess Master Plan implementation
- Provide leadership and support to Local Educational Service Center and school site staff to improve student achievement and accelerate the learning of ELs and SELs

LOCAL EDUCATIONAL SERVICE CENTER COUNSELING COORDINATORS

- Verify correct placement of all ELs in appropriate ELD classes at secondary schools
- Review secondary school master schedules to ensure adequate ELD course availability
- Use student-centered data to design and implement Local Educational Service Center professional development for Pre-K–12 counselors regarding the District's comprehensive counseling and guidance program, the National Model and State Standards for School Counselors
- Lead the implementation of state legislation and District policies and procedures that relate to student academic achievement to include A to G requirements, attendance, enrollment, promotion, graduation, and dropout prevention and recovery
- Assist with the implementation of the school site Coordination of Services Team (COST) and participate as a member of the Local Educational Service Center COST
- Facilitate the use of on-line learning/coursework to promote student proficiency and credit recovery in core content areas
- Use MyData and the School Report Card information to help guide school site and classroom instructional decisions
- Conduct meetings with school administrators regarding District counseling services, mandates, master schedule, District policies and procedures
- Work with school site counselors to monitor the completion of all annual ICP/IGP
- Work with the principal to ensure school site counselor program accountability and assist in the performance evaluation process
- Provide training and support to all Local Educational Service Center counselors ensuring proficiency in data collection, as well as monitoring and evaluating the effectiveness of the services delivered to students.
- Assist schools with case management, community outreach, including partnerships with community colleges and universities, summer bridge programs and career fairs. Support site implementation of Pre-K–12 college-going culture including college readiness assessments, parent engagement workshops, campus tours, and college/career preparatory programs

LOCAL EDUCATIONAL SERVICE CENTER INSTRUCTIONAL DIRECTORS

- Supervise and coach principals on a daily basis; training them and providing them with the support they need to raise student achievement in their schools
- Assess the pedagogical details of the school improvement plan in every school, helping principals set key objectives for learning and measurable benchmarks for EL progress
- Ensure that staffing patterns, student grouping plans, scheduling, and organizational structures are appropriate to desired student outcomes
- Use EL data to drive instructional changes at schools by analyzing and determining next steps based on:
    - disaggregated state test scores
    - school walkthroughs
    - collections of student work and
    - interim assessments
- Put in place an infrastructure for professional development of principals, administrators, and school staff including the Master Plan and its components
- Provide leadership and support to school site administrators and staff to improve student achievement and accelerate the learning of ELs and SELs
- Observe classroom instruction for ELs to verify implementation
- Support school administrators and stakeholders as they align budgets with the needs of EL students to ensure that rigorous instructional programs and effective support services are delivered to all students
- Assist administrators to create a learning environment that promotes equity and high expectations for academic achievement
- Establish and maintain communication with parents and the community regarding accountability for results, and ensure that all parent education and involvement activities promote and are aligned with District student achievement goals
- Refer site leadership to targeted professional development for administrators and school staff as needed to ensure full Master Plan implementation

LOCAL INSTRUCTIONAL AREA SUPERINTENDENTS

- Supervise and coach directors and principals on a daily basis, training and providing support
- to raise student achievement at their schools
- Assess carefully the pedagogical details of the school improvement plan in every school, helping principals set key objectives for learning and measurable benchmarks
- Ensure that staffing patterns, student grouping plans, scheduling, and organizational structures are appropriate to desired student outcomes

- Use EL data to drive changes in classroom instruction by collecting, analyzing, and determining next steps based on:
    - disaggregated state test scores
    - school walkthroughs
    - collections of student work and
    - interim assessments.
- Establish an infrastructure for professional development of school staff on the Master Plan

MULTILINGUAL AND MULTICULTURAL DEPARTMENT STAFF

- Administer programs that support every child in learning English and achieving high levels in all academic content areas
- Provide professional development to ensure the implementation the District's Title III Initiatives, as well as the Master Plan for ELs
- Ensure that differentiated instruction is provided to all students based on academic and linguistic needs, including ELD, SDAIE, Primary Language Instruction, Primary Language Support, and Culturally and Linguistically Responsive Education
- Provide leadership and technical assistance to ensure that Federal and State mandates, as well as District policy, are implemented to support the English Learner Program accountabilities
- Collaborate with the Local Educational Service Center English Learner Program staff and other District programs to promote best practices and to strengthen and coordinate services for ELs and SELs
- In collaboration with PCSB, work with parents as partners in education to provide opportunities that directly support their child's education
- Provide leadership and support to Local Educational Service Center and central office staff to improve student achievement and accelerate the learning of ELs and SELs
- Provide leadership and support to Title III coaches and Local Educational Service Center EL Coordinators

MULTILINGUAL AND MULTICULTURAL DEPARTMENT DIRECTOR

- Administer and direct the central office Multilingual and Multicultural Department to ensure that ELs and SELs acquire academic English proficiency and achieve high academic standards
- Provide leadership and support to Local Educational Service Center and central office staff to improve student achievement and accelerate the learning of ELs and SELs (pre-kindergarten through 12th grade)

- Lead the District's efforts to implement the *English Learner Master Plan* to accelerate proficiency of academic English and improve pedagogy to meet the needs of ELs and SELs
- Lead the District's efforts to implement Title III Plan recommendations for improving EL academic success
- Work collaboratively with the Deputy Superintendent of Instruction and Local Educational Service Center Superintendents to ensure that Master Plan Programs are implemented and evaluated regularly and develop actionable plans toward improvement
- Collect and analyze EL and SEL instruction and assessment data and prepare documents and reports for the Deputy Superintendent of Instruction Executive Director, District staff, Board of Education, parents and outside agencies
- Coordinate integrated professional development activities related to implementation of all programs that support ELs and SELs
- Coordinate collaborative and integrated efforts to ensure District programs are utilizing best instructional practices and meeting the guidelines of State and Federal legislation
- Work collaboratively with staff across Central and Local Educational Service Centers to integrate Culturally Relevant and Responsive Pedagogy Pre-K through grade 12
- Actively engage parent and community members in efforts to close the proficiency gap and improve the academic achievement of ELs and SELs
- Provide leadership and support to Local Educational Service Center and central office staff to improve student achievement and accelerate the learning of ELs and SELs

OFFICE OF DATA AND ACCOUNTABILITY

- In collaboration with the Multilingual and Multicultural Department, conduct annual evaluation regarding EL Program Goals numbers 1, 2, and 3 (Master Plan implementation, English language proficiency and ELD progress, and progress toward grade level academic proficiency), and the percentage of EL students on track to reclassify based on progress expectations
- Develop and implement a process for conducting regular evaluations of Goals number 4-8
- Develop regular reports regarding students who are not making adequate progress toward reclassification and provide lists of such students to sites and Local Educational Service Center Instructional Superintendents
- Provide training to Local Educational Service Center data coordinators on using the District Student Information System to generate reports and templates.

DEPUTY SUPERINTENDENT OF INSTRUCTION

- Provide leadership and support to Local Educational Service Center and central office staff to improve student achievement and accelerate the learning of ELs and SELs
- Support and hold Local Educational Service Center Instructional Superintendents accountable for implementing *English Learner Master Plan* policies and practices
- Advise LAUSD Superintendent on key issues related to ELs and SELs
- Ensure that the District adheres to the standards and procedures in the Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELs

SUPERINTENDENT

- Evaluate District goals relative to District's Strategic Operating Plan, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability
- Report progress to the Los Angeles Unified School District Board of Education and the public

Chapter 7

CHAPTER 7: MEETING STATE AND FEDERAL COMPLIANCE REQUIREMENTS

CHAPTER OVERVIEW

This chapter addresses the additional state and federal requirements for the services to ELs not previously addressed in this Master Plan. This chapter will be updated annually and will be supplemented with policy memos and bulletins as changes in law occur.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

TEACHER AUTHORIZATION

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC).
A full list of the current authorizations is found in Appendix B of this document. The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and Bilingual Authorization. The table below summarizes the instructional services permitted based on the type of authorization:

Figure 37. Instructional Services Permitted Based on Authorization Type

Authorization Type	Instructional Services
EL Authorization	English Language Development (ELD) Specially Designed Academic Instruction in English (SDAIE)
Bilingual Authorization	English Language Development (ELD) Specially Designed Academic Instruction in English (SDAIE) Primary Language Support Content Instruction Delivered in the Primary Language

LAUSD requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing assignment. An EL Authorization allows the teacher to provide

instruction (ELD and SDAIE) to ELs. Primary language support may be provided by a bilingual paraprofessional or by the EL-authorized teacher if the teacher possesses A-level (native-like) fluency, as determined by LAUSD language assessment measures. A Bilingual Authorization certifies that the teacher is qualified to provide primary language instruction and support, as well as ELD and SDAIE for ELs.

TEACHER MISASSIGNMENT

Teachers are assigned according to instructional program needs and established certification/ authorization guidelines. Teachers who do not hold an appropriate authorization for their current assignments will receive notice from the District informing them that completion of the required authorization is necessary. If not pursued and completed within established timelines, the teacher will be reassigned, displaced, or dismissed.

Teachers of EL students who do not hold approved authorizations and/or designations will be identified as misassigned according to the Williams Settlement and the State Assignment Monitoring Report. The misassignments are reported annually to the Board of Education, Los Angeles County Office of Education (LACOE) and the CTC.

K-12 teachers, coordinators and coaches who are unwilling to avail themselves of the steps necessary to obtain the appropriate authorization may be subject to displacement (transfer to another school), issuance of an unsatisfactory service act, assignment to a paid-as- worked status, an unpaid suspension, and possible dismissal by the Board of Education.

PARAPROFESSIONALS

The role of the bilingual paraprofessional is to provide instructional support to ELs to ensure access to the core curriculum. The Elementary and Secondary Education Act (ESEA) and the District require paraprofessionals who provide instructional assistance to meet specific requirements, as outlined in District policy, in order to be hired or continue in an existing assignment. Additionally, paraprofessionals working with ELs must be bilingual in the language of the majority of students in order to provide primary language support during classroom instruction. Bilingual paraprofessionals must have been assessed by the Central Office or Local Educational Service Center Office using the District Proficiency Test and the Instructional Assistance (IA) Test, and determined to be fluent and literate in both English and the primary language of the ELs they serve. Bilingual paraprofessionals must also be familiar with the cultural heritage of the ELs they serve. Paraprofessionals must meet the following requirements:

1. Successful completion of 60 semester units (or 90 quarter units) from a recognized college or university, OR

2. Attainment of an Associate (or higher) Degree from a recognized college or university, AND
3. A Passing Score on the District Proficiency Test AND the IA Test.

Paraprofessionals must be supervised by a highly qualified teacher at all times and provide reinforcement and support of the classroom instruction provided by the teacher. Lesson planning and delivery of instruction (e.g., ELD, primary language instruction) is the responsibility of the classroom teacher, not the paraprofessional. Paraprofessionals are assigned to classes according to the linguistic needs of the students, instructional program and the authorization of the teacher.

ADMINISTRATOR AUTHORIZATION

All employees who apply for, or who are assigned to, entry-level K-12 certificated administrator positions must have completed two semester units each (a total of six semester units) of culture, language, and bilingual-ESL methodology or the equivalent. An entry-level position is defined as an employee's first assignment on the Master Salary Table, including an assignment in any Temporary Adviser classification. In the rare instance when a site administrator must be assigned without an EL authorization, intensive professional development on EL programs, services and teaching strategies will be provided by the District. Participation in this professional development is required.

TEACHER AND ADMINISTRATOR EVALUATION: THE TEACHING AND LEARNING FRAMEWORK - A TEACHER & SCHOOL LEADER REVIEW PROCESS

LAUSD has worked with internal and external stakeholders including, teachers, administrators, labor partners, parents, and students to develop a multiple measure review system that will allow the District to better differentiate the performance levels of its educators, celebrate and recognize excellence, and provide targeted support to improve teaching where indicated. A majority of the process will be based on objective classroom observations, along with stakeholder feedback, contributions to school community, and contributions to student outcomes. The district will continue to collaborate with stakeholders to revise and refine systems and programs as needed.

As of the publication of this document, the District is in the Initial Implementation Phase during which the multiple measure performance review and support system for teachers and school leaders is being field tested.

EDUCATORS WORKING WITH ENGLISH LEARNERS UNDER THE TEACHING AND LEARNING FRAMEWORK

LAUSD is designing these tools with a focus on the diverse learners served. The District is in the process of reviewing and revising each of the tools to ensure the needs of ELs are specifically addressed. The Teaching & Learning Framework and the School Leadership Framework are the guiding documents which will ensure a focus on appropriate teaching for ELs as well ensuring school leaders monitor EL achievement through systematic review of EL data.

TEACHING & LEARNING FRAMEWORK

The LAUSD Teaching & Learning framework is a robust set of indicators of highly effective teaching, based on Charlotte Danielson's "Framework for Teaching" and the California Standards for the Teaching Profession. The LAUSD Framework has strong foundations in themes that are essential for EL achievement. These themes are an overview of how the LAUSD Teaching & Learning Framework's design will help create strong instruction for EL students:

- Equity: Implicit in the entire Framework is a commitment to equity: In an environment of respect, *all* students feel valued. When students are engaged in discussion, *all* students are invited and encouraged to participate. When feedback is provided, it is provided to all students. The Framework makes this a clear expectation for all teachers to appropriately support all of their EL students.
- Cultural Competence: There are explicit domains in our Framework which address a teacher's need to know and respect their students' cultural backgrounds. The components of Demonstrating Knowledge of Students, Use of Appropriate Materials, and Communication with Families all specifically address best-practices in EL instruction.
- Attention to Individual Students: The LAUSD Framework has differentiation and individualization at its core. For example, effective questioning is defined in part as "teacher differentiates questions to make learning possible for all students" and effective use of discussion is "appropriate and consistently differentiated to make discussion comprehensible to all students." These are only two examples of many elements that specifically address the need for EL differentiation.
- High Expectations & Cognitive Engagement: High expectations and student cognition are reflected in many components of the Framework. For example, teachers set their instructional outcomes at a rigorous and challenging level, the culture for learning explicitly includes high expectations, and the questions posed are planned, thoughtful and aimed at high cognitive levels.

SCHOOL LEADERSHIP FRAMEWORK

Similar to the Teaching & Learning Framework for teachers, the School Leadership Framework provides guiding principles which when implemented fully, will create schools that have a focus on improving EL instruction. The notable areas of the School Leadership Framework that address ELs include:

- Supervision of Instruction: This domain sets high expectations for school leaders to engage in ongoing and coherent guidance for implementation and continuous improvement of teaching and learning. Specific elements focus on assessment of pedagogical practices and building teacher effectiveness in supporting learning of all students, supporting culturally relevant and responsive pedagogy in response to diverse learners, and differentiation and intervention based on student need.
- Culture of Learning: School Leaders are responsible for creating culturally responsive environments which support diverse groups of students and leading staff through self-awareness of understanding their own world views and how experiences shape their instructional practices.
- Systems and Operations: This domain requires that School Leaders appropriately budget based on student need; set goals based on student data; develop monitoring systems for student achievement; align resources appropriately, and comply with state, federal or District policies in regards to EL learners.

LAUSD expects to have this system fully revised and in use for all staff by the 2013-14 school year.

FUNDING

GENERAL FUNDS

The District receives general funds to provide core curriculum and services to all students. It utilizes these general funds to ensure that every student, pre-school through grade 12, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career. To reach this goal, the following instructional priorities have been identified:

- Use of multi-tiered, data-based instruction and intervention to improve core instruction and move ELs to proficiency;
- Alignment of instruction to the Common Core State Standards (CCSS) with a focus on differentiated literacy and numeracy instruction across all content areas;

- Use of standards-aligned instructional materials and strategies adopted (grades K-8) or approved (grades 9-12) by the California State Board of Education to meet the needs of ELs;
- Effective ELD differentiated for ELs by proficiency level.
- Professional development and collaboration that ensures the use of multi-tiered, data-based instruction and intervention to improve instruction;
- Monitoring of program effectiveness through student-centered, data-based decision making;
- Increased quality, and improved involvement, of staff, parents, and community;
- Use of technology integrated into instruction;
- Equitable access to the core curriculum to improve English language proficiency and academic achievement;
- Increased successful completion of A–G requirements for all ELs.

General funds are used to pay for core resources that include, but are not limited to, teacher and administrator salaries, state-adopted district-approved textbooks, and services such as transportation, facilities, library, and student meals. General funds are also used to support systems to evaluate program implementation and monitor student progress.

CATEGORICAL FUNDS

In addition to general funds, the District applies for supplemental categorical funds annually via the Consolidated Application. Categorical funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. Supplemental funds are not used to replace, or supplant the core, base program and activities.

Categorical funds allocated to support the English Learner Program must be: (1) used to assist ELs with acquiring English beyond the core ELD program and meeting Federal and State accountability requirements, (2) linked to EL need as measured by analysis of student data, and (3) directly aligned to the Single Plan for Student Achievement (SPSA).

Supplemental funds received by the District for ELs include Title III (Federal) and Economic Impact Aid-Limited English Proficient (State). Title III and EIA-LEP funds are allocated for the exclusive benefit of ELs. These funds must be used to design, implement, and monitor the academic and linguistic achievement of ELs. As with all other funds, those used to serve the EL population must be directly aligned to the SPSA.

Title III provides supplemental funding to enhance ELD programs and to enhance access to core in order to assist ELs in attaining English proficiency. Districts receiving Title III funds must

meet the federally required Title III AMAOs established by the State. These performance goals are to ensure that ELs:

1. Make annual progress toward English language proficiency (AMAO 1)
2. Achieve and maintain English proficiency (AMAO 2), and
3. Make adequate yearly progress in English-Language Arts and Mathematics (AMAO 3)

The District receives Economic Impact Aid - Limited English Proficient (EIA-LEP) basic and supplemental funds to design, implement, and monitor effective instructional programs for ELs. The purpose of EIA-LEP funds is to:

1. Ensure that ELs receive opportunities to develop full proficiency in English as rapidly and effectively as possible;
2. Support programs/activities to improve the academic achievement of ELs;
3. Provide intervention services for ELs to re-coup any academic deficits that may have been incurred as a result of language barriers;
4. Monitor the academic progress and provide intervention services for RFEP students and to remedy any academic deficits that may have been incurred after the student reclassified.

The District also receives Title I funds to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs. To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

1. Provide effective, research-based professional development;
2. Provide support for at-risk students, including ELs, with social and emotional behaviors;
3. Promote personalization via reduced student-to-teacher ratio and reduced student-to-counselor ratio;
4. Provide supplemental materials for targeted interventions; and
5. Build effective school, family and community partnerships.

Funds are used in the following order: General funds pay for all base/core program resources including ELD. State funds are used next to supplement the base program and federal funds are applied last to provide additional support for ELs that supplements the activities supported by the state categorical funds.

> **NOTE**: In addition to Title III and EIA-LEP, Title I funds are also used to support the English Learner Program.

BUDGET PROCESS FOR FUNDS DEDICATED TO ENGLISH LEARNERS

The budget at a school site is spent based on the needs of the student population as identified through achievement data analysis and the annual needs assessment. Title III and EIA-LEP budgets are spent based on the District's program priorities, meeting the needs of the EL population, as determined by student data and the identified needs of the instructional programs. State supplemental funds must be allocated before federal Title III funds. Title III funds must not be used to fund any state mandated activity for ELs such as ELAC and DELAC work. The purpose is to provide the additional support ELs need to develop proficiency in English and master the core content required of all students in California.

The budget process must be followed with regard to Title III and EIA-LEP funds. The ELACs must have opportunities to review the budget development process and provide recommendations on how to best use these funds to meet the needs of ELs. These recommendations are then shared in official written documents with the SSC via ELAC minutes and the *ELAC Recommendation Form*. Subsequently, the SSC analyzes and discusses the same data, along with the ELAC's recommendations and makes decisions on how the funding will be spent.

The SPSA requires schools to monitor school programs annually through comprehensive needs assessments and program evaluation results. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a Budget Justification Page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA. If the expenditure is not described and justified in the current SPSA, then an *update page* must be inserted in the existing plan. Once the process is completed at the school site, the EL section of the budget needs to be submitted to the Local Educational Service Center English Learner Program Staff for review and approval.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs or former ELs.

MONITORING EL CATEGORICAL EXPENDITURES

The Multilingual and Multicultural Educational Department, Local Educational Service Center English Learner Program Staff and Local Educational Service Center fiscal staff review, validate, approve and monitor all school site Title III and EIA-LEP expenditures. Monitoring of

funds helps guide the appropriate and effective use of allocated resources to ensure adherence to established District, State and Federal program mandates.

The District and schools are held accountable for using categorical funds appropriately through the annual Single Audit, as required by the California Education Code. Expenditures are also monitored annually by District categorical and fiscal staff. If Title III or EIA-LEP funds are expended inappropriately and contrary to District, state, and federal guidelines, schools will be required to reimburse the misused program funds out of the school's unrestricted general funds. The District's goal is to ensure fiscal responsibility, foster budget transparency, and maximize the use of EL categorical funds to supplement the core program for ELs.

CHARTER SCHOOLS

Charter schools, like all public schools, must timely identify English learners and provide them with an effective program of English language acquisition that also affords meaningful access to the school's academic core curriculum. The District's affiliated charter schools will implement the provisions of the District's Master Plan for English Learners. Those charter schools designated as independent are expected to either implement the Master Plan or submit to the District for approval, an alternative EL services program will effectively meet the language needs of ELs.

Under federal civil rights law, charter schools, like all public schools, must timely identify national origin minority students who have limited proficiency in reading, writing, speaking, or comprehending English, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content. While independent charter schools authorized by the District are not required to adopt the District's Master Plan for English Learners, any instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials; and (3) periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Annually, independent charter schools authorized by the District must submit to the District Charter Schools' Division a certification indicating whether the school is going to implement the District's Master Plan or adopt and implement another instructional plan for English learners. If the independent charter school chooses to adopt its own plan, it must submit a certification to the Charter School's Division with the following information;

- How EL's needs will be identified
- What services will be offered
- How, where and by whom the services will be provided

- How the program for ELs is evaluated each year

How the services will be assessed and how the results of the assessment will be used to improve those services; independent charters schools shall also provide to the District's Charter School's Division an annual report of the assessments.

OUTREACH TO PRIVATE SCHOOLS

ELs, also known as Limited English Proficient students (LEP), enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The District is required to provide equitable services to private school students identified as ELs. Participation is considered to be equitable if the district (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

The District must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III program. During the consultation process, the following must be discussed:

1. How the ELs' needs will be identified;
2. What services will be offered;
3. How, where and by whom the services will be provided;
4. How the services will be assessed and how the results of the assessment will be used to improve those services;
5. The size and scope of the services to be provided to private school ELs and educational personnel;
6. The amount of funds available for those services;
7. How and when the District will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

In accordance with Federal guidelines, the District, in conjunction with private school officials, must identify, assess, and report all students who have a primary language other than English to the CDE. Private schools wishing to participate in the Title III program are to use procedures

similar to those used by the public schools to identify students potentially eligible for Title III services.

At the time of enrollment, private schools are to use the same version of the HLS used by the District to determine the student's primary language. If a language other than English is indicated on the HLS, the private school is to send these surveys to the Multilingual and Multicultural Education Department no later than the first week of November. Upon receipt of the HLS, the Multilingual and Multicultural Education Department, in consultation with the private schools, develops a timeline for students to be assessed using a State-approved assessment demonstrating validity and reliability in measuring listening, speaking, reading, and writing skills in English. The English language proficiency assessment is done in consultation with the private schools. Students identified as ELs are eligible for Title III services. Once identified, ELs are tested annually to determine their continued eligibility for Title III services.

> **NOTE**: The CELDT is for public school use only and is not allowed for private school testing.

Title III funds must be used to increase the English proficiency of ELs by providing high-quality language instruction educational programs. These programs must be based on scientific research that demonstrates the effectiveness of the programs in increasing English proficiency and student academic achievement in the core subjects. These programs must also provide high-quality professional development to teachers, administrators, and other school or community-based organizational personnel.

Title III services provided must be secular, neutral, and non-ideological. Teachers providing Title III services to private school students, whether district employees or third-party contract employees, are subject to the requirement that teachers in a Title III program must be fluent in English and any other language used for instruction.

Resources

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APPENDIX A. PARENTAL EXCEPTION WAIVER APPEAL PROCESS

STEPS TO APPEAL A DENIAL OF A WAIVER REQUEST

If the school principal denies your waiver request, you may appeal the decision in the following manner:

STEP 1

- Ask for a conference with the principal to discuss why your waiver request was denied.
- Ask for a copy of the completed Parental Exception Waiver Denial form.
- Ask to see the test results and other information that the school used to make the decision to deny your waiver request.
- If you are not satisfied with the result of your conference with the principal, then you may continue the appeal process by moving to Step 2.

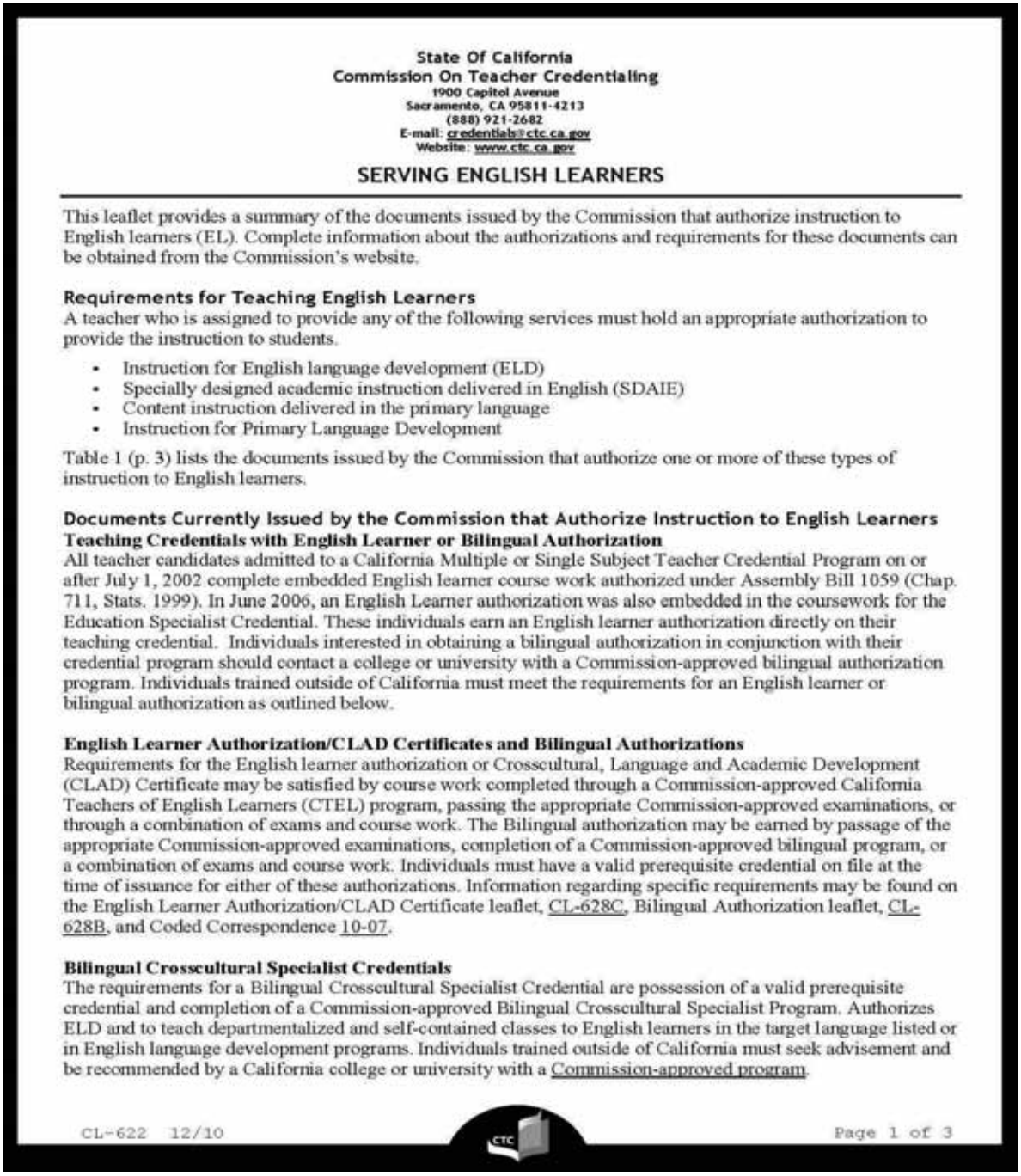
STEP 2

- Ask for a conference with the Local Educational Service Center Superintendent.
- Give the Local Educational Service Center Superintendent a copy of the completed Parental Exception Waiver Denial form and any other information you received about your child. Explain your concerns and ask for solutions. The Local Educational Service Center Superintendent may be able to facilitate a transfer for your child to attend a school that offers the program you requested.
- If you are not satisfied with the result of your conference with the Local Educational Service Center Superintendent, then you may continue the appeal process by moving to Step 3.

STEP 3

- Contact the Deputy Superintendent of Instruction or designee for a conference.
- Give the Deputy Superintendent of Instruction or designee a copy of the completed Parental Exception Waiver Denial form and other information. Explain your concerns and ask for a solution.
- This is the last step of the LAUSD's appeal process. If you are not satisfied with the results of the conference and wish to appeal the Deputy Superintendent of Instruction or designee's decision, you may continue the appeal process through the school board and/or the court system.

APPENDIX B. CREDENTIALS, CERTIFICATES, PERMITS, AND SUPPLEMENTARY AUTHORIZATIONS ISSUED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING THAT AUTHORIZE INSTRUCTION TO ENGLISH LEARNERS



State Of California
Commission On Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

SERVING ENGLISH LEARNERS

This leaflet provides a summary of the documents issued by the Commission that authorize instruction to English learners (EL). Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

Requirements for Teaching English Learners
A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Table 1 (p. 3) lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

Documents Currently Issued by the Commission that Authorize Instruction to English Learners
Teaching Credentials with English Learner or Bilingual Authorization
All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential. Individuals interested in obtaining a bilingual authorization in conjunction with their credential program should contact a college or university with a Commission-approved bilingual authorization program. Individuals trained outside of California must meet the requirements for an English learner or bilingual authorization as outlined below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations
Requirements for the English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved California Teachers of English Learners (CTEL) program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved bilingual program, or a combination of exams and course work. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL-628B, and Coded Correspondence 10-07.

Bilingual Crosscultural Specialist Credentials
The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in English language development programs. Individuals trained outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.

University Intern Credentials with English Learner or Bilingual Authorization
Interested individuals should contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with English learner authorization for admission requirements. Those seeking a bilingual authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A list of colleges and universities with Commission-approved intern programs may be found on the University Internship Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization
The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an English learner or bilingual authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits
Emergency Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization (BL) Permits are available only at the request of the employing agency. If you wish to seek employment based upon an emergency permit, please contact your prospective employer for more information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be reissued to an applicant four times authorizing a maximum of five years of service to the complete requirements for the English Learner/CLAD Certificate or Bilingual Authorization. Information regarding specific requirements may be found on the Emergency Permits— Crosscultural, Language and Academic Development (CLAD) and Bilingual Permits leaflet, CL-533O-CLAD-BL.

Provisional Internship Permits
Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Provisional Internship Permit leaflet, CL-856.

Short-Term Staff Permits
Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Short-Term Staff Permit leaflet, CL-858.

Certificates of Completion of Staff Development
The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

Reference: California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8

Table 1
Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners[1]

Document	*Types of Instruction Authorized* ELD[2]	SDAIE[2]	Primary Language Instruction[2]
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	■	■	
Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis	■	■	■
Education Specialist Instruction Credential with English Learner Authorization	■	■	
Bilingual Crosscultural Specialist Credential	■	■	■
CLAD Certificate	■	■	
Bilingual Authorization	■	■	■
Language Development Specialist (LDS) Certificate[3]	■	■	
BCLAD Certificate[3]	■	■	■
Bilingual Certificate of Competence (BCC)[3]	■	■	■
General Teaching Credential[4]	■		
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL[3]	■		
University Intern Credential with English Learner Authorization or CLAD Emphasis	■	■	
University Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
District Intern Credential with English Learner Authorization	■	■	
District Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
Clear Designated Subjects Career Technical Education Credential[7]		■	
Emergency CLAD Permit	■	■	
Emergency BL Permit	■	■	■
Provisional Internship Permit/Short TermStaff Permit with English Learner Authorization	■	■	
Provisional Internship Permit/Short-Term Staff Permit with Bilingual Authorization[8]	■	■	■
Certificate of Completion of Staff Development[6]	■	■	
Certificate of Completion of Staff Development (SB 1969)[5,6]	■	■	

1 Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the Commission for complete information about a document's authorization.

2 ELD ..... *Instruction for English language development*
SDAIE ..... *Specially designed academic instruction delivered in English*
Primary Language Instruction ..... *Instruction for primary language development and content instruction delivered in the primary language*

3 No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses skills or training in ELD teaching.

4 Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.

5 No longer issued but holders of valid documents may continue to serve on these documents.

6 Never resulted in the issuance of a certificate. The Commission served as repository of program completion information only.

7 Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.

8 May be issued with the bilingual authorization when accompanied by proof of target language proficiency

Click Here for Commission-Approved Professional Preparation Programs, or visit the Commission's website at ***www.ctc.ca.gov***

APPENDIX C. LAUSD TEACHER HANDBOOK

The purpose of this handbook is to provide a sample of the types of teaching strategies and practices that LAUSD promotes because they have evidence determining them to be effective in teaching language and supporting content learning. This handbook is a work in progress, and will be revised and updated regularly. It does not contain an exhaustive list of effective strategies, but does represent illustrative tools and approaches that the District provides teachers and administrators. The professional development workshops on these topics go into much greater detail in each area and are recommended for every teacher and administrator.

The handbook separates strategies geared toward ELs; students whose first language is not English or a variety of English from those strategies geared for SELs; students whose first language is a variety of English but who have not yet mastered Standard English. In several cases these strategies overlap. When a strategy is appropriate for both groups of students, it will be added to each section. There will be redundancy. Teachers are encouraged to read the entire handbook as ELs and SELs account for a large majority of the students in the District. This handbook will be updated annually as research provides more information of effective teaching practices for ELs and SELs.

STRATEGIES PRIMARILY FOR ENGLISH LEARNERS

SDAIE/SHELTERED CONTENT INSTRUCTION

In designing SDAIE/Sheltered lessons, teachers must ensure that they use appropriate scaffolds to provide access to a curriculum that is cognitively complex, rigorous and coherent, focusing on grade-level, standards-based concepts. In contrast to ELD instruction, the primary purpose of sheltered content instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of sheltered instruction is to promote language development, particularly what is called academic language, or the language of the discipline. This is the essence of sheltered instruction: Where use of the primary language is not possible, instruction is "sheltered" (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend.

As a caution, when SDAIE strategies are used with students at beginning English language proficiency levels, they are likely to provide a more limited access to grade-level content standards. SDAIE strategies are designed to be a method for sheltering or scaffolding core content to students with intermediate to advanced ELD levels, as a means to facilitate a transition

in academic learning from the primary language of English. They are less effective with at the Beginning or Early Intermediate ELD levels especially when the material to be learned is difficult or new to the student. Additional strategies are required to strengthen SDAIE to make it possible for students with low levels of English proficiency to understand and to learn in an English language instructional setting. For students who are at the lowest ELD levels, it is appropriate and recommended to supplement SDAIE instruction with primary language support whenever possible.

LAUSD GUIDELINES

Effective SDAIE instruction is characterized by four critical elements: Content, Connections, Comprehensibility, and Interaction ("3 C's and an I").

CONTENT

Course content is drawn from the California frameworks, State Board adopted and approved materials and the state standards. In order to effectively teach ELs, teachers must first clearly determine the key concepts and skills to be taught. In this way, they are able to focus their efforts on these essential aspects of the curriculum, thus avoiding details, activities, and discussions which do not support the objectives and distract, confuse or overwhelm their students. Additionally, the teachers' clarity regarding *content* will also allow *connections*, *comprehensibility* and *interactions* to be clearer.

In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. When ELs use language to discuss and process the content, both communicative and academic language development occurs. In order for students to successfully communicate their understanding of the content, careful and differentiated language scaffolding should be provided. When teachers clearly focus on both content and language and use SDAIE/Sheltered Strategies, academic language develops as a result.

CONNECTIONS

Learning takes place when students are actively engaged in an activity in which they are interested. Students are most interested in learning when they recognize a connection between what they know and the curriculum, or when they see that the new knowledge will be useful to them. Meaning is constructed when a connection is made between the curriculum and the students' knowledge and personal experiences. It is the teacher's responsibility to help build such connections between what is to be learned and what students already know. Teachers increase meaning when they select examples from

students' lives that illustrate the key points of the content being learned. To assure that curriculum is meaningful to students, the teacher must learn what ELs know and be aware of their interests, experiences and cultural background.

Connecting the content of the lesson to previous learning requires that the teacher carefully organize the content so that each lesson builds upon previous lessons. Teachers may need to use texts and materials selectively in order to effectively connect new learning to the students' prior learning and to make content more meaningful. Teachers should make the most of students' prior knowledge and learning to facilitate positive transfer, but should also be cautious that previous learning does not interfere with new learning, due to misunderstanding or inaccurate prior knowledge.

COMPREHENSIBILITY

When designing comprehensible lessons for students of varying levels of language proficiency, the teacher must use as many extra-linguistic clues such as pictures and lesson modifications as necessary to ensure understanding. When teachers carefully combine visual clues directly with verbal or written communication, they increase the likelihood that students will understand the English messages by making abstract information more concrete. Teachers can use several techniques to facilitate student comprehension: (a) adjust speech (i.e., slower rate, reduce use of idioms, repeat key information), (b) use non-linguistic clues (i.e., pictures, gestures, video, charts, graphs, tables), and (c) check for comprehension (i.e., asking students to repeat, paraphrase, explain to a partner, respond to questions).

INTERACTION

Learning is facilitated in an interactive classroom that offers opportunities for students to talk with the teacher and with each other about the lesson, key concepts, and their own questions about the text. These opportunities to articulate ideas and concepts in English help students think about these ideas and concepts. Such discussion facilitates learning new information, negotiating meanings, and developing new concepts. It offers an opportunity for teachers to assess students' knowledge levels, monitor student growth and comprehension, and adjust the lesson as necessary. The more frequent the interaction, the greater the learning.

Teachers promote classroom interaction by designing tasks that require students to use language in meaningful ways related to the content of the lesson. Student groups may be arranged in a variety of ways for different activities. When students are learning new and difficult concepts and skills, grouping ELs of the same home language together enables them to use their primary language to better construct meaning, clarify new concepts, and identify questions and concerns. Grouping ELs with English speakers facilitates the completion of tasks which require application

of key concepts and skills. For each student to benefit from any type of group interaction, the teacher must assure that group process strategies are carefully taught, rehearsed with simple content and reinforced.

An equally important component of classroom interaction is the role of questioning. Both students and the teacher should be asked and respond to a variety of questions. Students should have appropriate time for thinking and responding. Questioning among students and between students and teacher establishes a relationship of informational equality and should be planned as part of each lesson. For some questions, the answer will be known or easily determined by the students and teacher. In other cases, neither the students nor the teachers will know the answer, but through discussion, plausible answers may be developed, tested, applied, and evaluated.

ELs acquire and use academic language when participating in interactive activities that require them to apply new content knowledge. Cooperative and collaborative discussion groups, paired reading activities, writing activities, and journals which allow for self-reflection all promote the growth of academic language. Successful communication in English provides its own positive reinforcement. Teachers will contribute to students' language development by modeling good language use. Furthermore, providing students with sentence frames/starters appropriate to their proficiency level also supports students' development of academic language and register.

To maximize student engagement, teachers must select activities that allow students to interact successfully with the content regardless of their developmental level of English proficiency. Authentic, or *real-life* activities give students opportunities to use knowledge by speaking, writing or making products and ensure interaction in four dimensions: (a) student-to-teacher and teacher-to-student; (b) student-to-student; (c) student-to-content text/materials; and (d) student-to-self in reflecting on his/her own learning.

DIFFERENTIATED INSTRUCTION

Differentiated instruction, also called differentiation, is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. Differentiated instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies. On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching.

KEYS TO EFFECTIVE DIFFERENTIATION

1. Identify key concepts, essential standards, guaranteed minimum curriculum and performance criteria

2. Administer a formative assessment to determine:
   - What skills/concepts students already know
   - What skills/concepts students do not yet know
   - What skills/concepts need deep or light coverage and for whom

   Note: This can be a quick, informal assessment. It is not necessarily a lengthy test.

3. Carefully and consciously plan instruction
   - Determine the basic instruction for all students
   - Identify students who will probably need extra support and what strategies you will use
   - Plan how to eliminate instructional time for students who show mastery of the skills/concepts. Plan ways to extend or expand on the concepts taught.

4. Monitor student progress through frequent formative assessment

5. Adjust, intervene or accelerate as needed

6. Administer summative assessment at the end of the unit of instruction

Instruction Can Be Differentiated In:

- Content
- Process/Methodology
- Product

Differentiated Content

- Keep the focus on concepts, emphasizing understanding and sense-making, not retention and regurgitation of fragmented facts
- Supplemental materials, texts
- Graphic organizers
- Tiered assignments
- "Chunking" of task into smaller, more manageable parts
- Keep instructions limited, clear and simple

Differentiating Process

- Flexible grouping is consistently used
- Student engagement strategies: Think-Pair-Share, Numbered Heads, Collaborative Groups
- Student learning styles are utilized; e.g.—needs to work alone, needs to discuss, needs more light, more time
- Curriculum Compacting (see below)

Differentiating Product

- Vary expectations and requirements for student responses
- Allow students to demonstrate learning in different ways while demonstrating mastery of the essential standards/objectives of the lesson
- Allow multiple opportunities to demonstrate learning

MORE ABOUT CURRICULUM COMPACTING

- Compacting is the process of adjusting instruction to account for prior student mastery of learning objectives
- The pace of instruction and practice time can be modified
- Encourages independence
- Eliminates boredom resulting from unnecessary drill and practice

THREE STEP PROCESS

1. Assess the student to determine his/her level of knowledge on the material to be studied and determine what he/she still needs to master;
2. Create plans for what the student needs to know, and excuse the student from studying what he/she already knows; and
3. Create plans for freed-up time to be spent in enriched or accelerated study

EFFECTIVE DIFFERENTIATED INSTRUCTION REQUIRES

- Activities must be of high quality—all students deserve meaningful work
- Activities must be appropriate to the students' instructional level; challenging, but not frustrating
- Students must be engaged in the activities
- Students must have adequate time to learn

ACADEMIC LANGUAGE AND VOICE REGISTER

This section is appropriate for both ELs and SELs. Because many ELs, especially Long-Term ELs and SELs learners never master all voice or language registers, direct instruction in voice register is an effective strategy to assist students in becoming aware of different registers and understanding when to use each. Sample activities include:

SCENARIO

You threw a ball and broke your neighbor's window.

- Tell your best friend.
- Tell your father.
- Tell the insurance agent.
- Tell a police officer.

You got in a fight on the yard.

- Tell your sister.
- Tell the principal.

Identify pieces of student writing where the student uses casual voice, slang or writes using the same style as casual oral speech. Have the class identify the casual speech and brainstorm different ways to communicate the same information using academic language. For example: A student writes, "I was pissed off". The class brainstorms different ways to communicate, "I was angry."

The following two pages are samples of materials that can be helpful in teaching academic or consultative voice register.

Registers of Language and Voice

The register and voice you use must fit the occasion.

Lincoln

Frozen: Language that will never change. The public voice.

- The Gettysburg Address
- The Constitution
- Legal documents
- The Pledge of Allegiance

Formal: The standard sentence syntax and word choice of work and school. It has complete sentences and specific word choices. One-way communication. The public voice.

- Essays and research papers
- Presentations
- Speeches
- Lab reports and exams

Consultative: The formal register when used in conversation. Standard academic two-way communication. The public voice.

- Discussions
- Questions and answers
- Polite and courteous
- Conversations when working with the public.

Casual: Nonstandard one-way and two-way communication. The language between friends, characterized by a 400-800 word vocabulary. Word choice is general, not specific. Sentences are often not complete. The private voice.

- Conversations with peers, family, friends.

Intimate: Language between husband and wife or identical twins. The language of sexual harassment. The private voice.

- Words shared with specific people with whom there is a special shared relationship.
- If used inappropriately, it is offensive to others.

Information derived from material by Dr. Ruby Payne, Dr. Maria Montano-Harmon and Dr. Kate Kinsella

Examples of the Consultative Register

Asking for clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that.
- Could you please explain what ___ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean...?

Requesting sssistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this...pronounce this...write this...draw this...solve this?

Interrupting
- Excuse me, but...(I don't understand.)
- Sorry for interrupting, but...I missed what you said.
- May I interrupt you for a moment?
- May I add something here?

Expressing an opinion
- I think/ believe/ predict/ imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Responding
- I agree with what _____ said because...
- You're right about that.
- That's an interesting idea.
- I thought about that also.
- I hadn't thought about that before.

Disagreeing
- I don't really agree with you because...
- I see it another way...
- My idea is slightly different from yours.
- I got a different answer than you.

Offering a suggestion
- Maybe you/we could...
- Here's something we/you might try.
- What if you/we...?

Classroom reporting
- _____ told me that...
- _____ explained to me that...
- _____ pointed out that...
- _____ mentioned that...
- _____ emphasized that...
- _____ shared with me that...
- _____ brought to my attention that...
- _____ pointed out something (intriguing, interesting, surprising)
- I found out from _____ that...
- I learned from _____ that...
- I heard from _____ that
- I discovered from _____ that...

Information derived from material by Dr. Ruby Payne, Dr. Maria Montano-Harmon and Dr. Kate Kinsella

CONTRASTIVE ANALYSIS

One of the most powerful tools used to facilitate students' acquisition of Standard English is contrastive analysis. Contrastive analysis consists of comparing and contrasting the linguistic features (phonology, morphology, syntax, lexicon, semantics and discourse patterns) of the primary language and Standard English. The purpose of contrastive analysis is to study the rule-governed structure of the primary and target languages and apply that learning to successfully navigate situations that require the effective use of either language form. Students contrast and analyze mainstream versions of the targeted language forms with an emphasis on situational appropriateness, i.e., communication, environment, audience, purpose and function. Contrastive analysis therefore is the antithesis of the corrective model, in that it is grounded in sound language acquisition theory. There are four forms of contrastive analysis:
The forms are used strategically to study the content and context of effective language use. Effective contrastive analysis instruction utilizes all four forms seamlessly to build metalinguistic and behavioral awareness of the communicative requirements of different situations. The very nature of contrastive analysis instruction is rigorous and involves the deepest critical faculties of the students. Further explanation of how each form is utilized in the classroom will be delineated here.

CONTEXTUAL CONTRASTIVE ANALYSIS

Contextual contrastive analysis is typically utilized as an assessment method to identify which linguistic features of the home language or dialect are exhibited when students are asked to retell a story over time. The student reads or is told a story that is heavily embedded with the target form Standard English and is then required to retell the story. The student's story retelling is taped and compared and contrasted to the original text. The linguistic features exhibited will become the focus of further contrastive analysis activities in order to help the students approximate Standard English. Additionally, the contrastive function serves to build metalinguistic awareness of the differences between the nature of the text and speaker's language.

LINGUISTIC CONTRASTIVE ANALYSIS

Linguistic contrastive analysis is the most frequently employed method because it utilizes literature titles that feature both the students' primary language and Standard English. Here students are encouraged to produce Standard English translations, both orally and in written form, from selected passages of text written in the primary language. For example, in the African American literature title Flossie and the Fox by Patricia McKissack, Flossie, the main

character in the story, states, “I aine never seen a fox before.” A possible student translation might be: *I haven’t ever seen a fox before*. Conversely, the teacher might provide opportunities for the students to translate text written in Standard English into the primary language or dialect, thereby validating the students’ preferred language and, ultimately, the students themselves. A lack of available literature titles featuring the primary language or dialect and need not be an impediment to teachers using linguistic contrastive analysis. The students’ daily oral and written language production provides an excellent and authentic source of language for the purpose of contrastive analysis. Using literature, poetry, songs, plays, student elicited sentences, or prepared story scripts which incorporate examples of specific Standard English and primary language contrasts, the student performs contrastive analysis translations to determine the underlying rules that distinguish the two language forms.

ELICITED CONTRASTIVE ANALYSIS

Elicited contrastive analysis incorporates a more natural approach to language acquisition and is done in the moment. Here teachers utilize the utterances/responses to material presented in class to focus on meaning. For example, a student may respond to a question about a character in a novel, “He been sick, that’s why nobody recognize him”. In this case the teacher could respond, “Yes, I believe that is the reason why no one recognized him”. “You used the word been, that word means something different in African American Language, how would you explain that to someone who just speaks Standard English?” Student, “Oh that means that he has been sick for a long time.”

SITUATIONAL CONTRASTIVE ANALYSIS

Situational contrastive analysis involves teaching the language requirements of different situations in the context of the classroom, however; it can also be realized in the context of a field trip. With situational contrastive analysis the students consider the 5 W’s of communication in order to identify, with whom they are communicating, what the topic of their communication is, when the communication is occurring, where the communication is taking place, and the purpose (why) of the communication. These factors determine which language will be the most effective form of communication. Typically, situational contrastive analysis utilizes games, role-play, and theater as instructional devices.

CODE SWITCHING BETWEEN LANGUAGE REGISTERS AND VARIATIONS OF ENGLISH

Rebecca Wheeler of Christopher Newport University describes the use of Contrastive Analysis in classrooms as “Code Switching Classrooms”. The information that follows is an excerpt from

a working paper entitled: Code-switching: Insights and Strategies for teaching Standard English in dialectically diverse classrooms.[8]

In contrastive analysis, the teacher draws upon the linguistic insights that all language is patterned, systematic and rule-governed and that dialects systematically contrast with each other. Through contrastive analysis, a well-established method from second language and second dialect acquisition (Lado 1957; Odlin 1990), the teacher leads students to contrast the grammatical patterns of home speech to the grammatical patterns of school speech, and so make the language contrasts explicit and conscious to the child.

Then, the child learns to code-switch between the language of the home and the language of the school as appropriate to the time, place, audience and purpose. CA and CS build on students' existing knowledge (knowledge of the home speech grammar) to *add* new knowledge (knowledge of Standard English equivalents). This approach applies Marzano's #1 most successful teaching strategy – comparison & contrast – to the teaching of Standard English in African American classrooms (Marzano, Pickering, & Pollock, 2001). Code-switching response is an additive, bi-dialectal approach, seeking to add another linguistic code, Standard English, to the child's linguistic toolbox.

KEY TRAITS OF THE CODE-SWITCHING CLASSROOM

The code-switching classroom differs from traditional English classroom in three key ways: The Traditional classroom operates under a deficit model of language varieties, seeking to eliminate or subtract student vernacular language, assuring Standard mono-dialectalism among the students. The code-switching classroom operates under a linguistically informed, difference model of language varieties, seeking to *add* Standard English to students existing linguistic repertoire, assuring bi- or multi-dialectalism for all students.

[8] Retrieved from http://www.ncte.org/profdev/onsite/consultants/wheeler

Figure 38. Traditional vs. Code-Switching Classroom Traits

Traditional Classroom	Code-switching Classroom
Deficit model	**Difference model**
Subtractive (Subtract community dialect from student's repertoire)	**Additive** (Add Standard English to student's repertoire)
Mono-dialectal **(Standard English only)**	**Multi-dialectal** **(Community English + Standard English)**

These contrasts are manifest in how teachers talk about, perceive, assess, and respond to students who speak vernacular varieties (see Table 1).

Figure 39. Correctionist vs. Contrastive Teacher Approaches

The red-pen, Correctionist approach	Code-switching, Contrastive approach
Teachers and students see language as:	***Teachers and students see language as:***
proper or improper	appropriate or inappropriate
good or bad	effective or ineffective
	in a setting (according to the time, place, audience, and communicative purpose)
Grammar as:	***Grammar:***
right or wrong	follows a pattern
correct or incorrect	varies by setting
The student	***The student***
makes mistakes, errors	is following the patterns of home speech/informal English
is having a problem with plurals, possessives, tense etc.	is using a grammatical pattern different than formal English
"left off" an *–s*, -'*s*, -*ed*	

The student	***The student***
should have, is supposed to, needs to correct…	May **code-switch** (choose the language pattern to fit the setting)
Teachers	***Teachers***
correct the language	help students "translate, change, code-switch" from one variety to another
repress, seek to eliminate vernacular grammar	Add Standard English to students' existing language repertoires

Modified from Wheeler & Swords (2006), p. 57.

In addition to demonstrating successful techniques for adding Standard English to student's linguistic repertoires, this work centrally seeks to change attitudes and responses toward the vernacular language of African American students. Through the use of the scientific method, inductive discovery of grammar rules characterizing AAVE (African American Vernacular English) and Standard English I have found that students, teachers and administrators profoundly transform their attitudes toward African American students and their beliefs about the students' capacities and educational potential. Another scenario graphically illustrates how a teacher's comprehension of and response to vernacular varieties materially affects a child's immediate and Long-Term educational possibilities.

TOOLS FOR THE CODE-SWITCHING CLASSROOM

Lessons

1. Diversity in life and language: Introducing formal vs. informal places
2. Discovering possessive patterns (formal vs. informal English)
3. Discovering past time patterns (formal vs. informal English)

Classroom Tools

1. Code-switching shopping list, a tool for
   a. Student editing
   b. Teachers differentiating classroom instruction
2. Sample code-switching charts
   a. Possessive
   b. Past time

These lessons and tools are the intellectual property of Rebecca Wheeler and Rachel Swords.
The lessons will become part of supplemental materials to
Wheeler & Swords (2006) Code-switching: Teaching Standard English in Urban Classrooms.
We welcome you to use the lessons and tools with appropriate citation. rwheeler@cnu.edu.

NEWPORT NEWS PUBLIC SCHOOLS

Curriculum Lesson Plan Guide

Course or Grade Level: 2nd - 5th **Quarter:** **Unit # and Title:** Diversity in Life and Language. (3 pp). **Lesson #** 1 **of** 4 **Suggested Time:** 20-30 minutes	**Enduring Understanding(s) and Essential Question(s) focused on in this lesson:** **Understandings:** Variation occurs in life. Variation occurs in language. **Questions:** How can we use the terms *formal* and *informal* to describe clothing?
Alignment with SOL or other standards: **National English Standards** 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	**Assessing evidence of student learning:** Teacher Observation Formal/Informal clothing collages

What students will know and be able to do as a result of this lesson: 1. The students will recognize that variation is natural and desirable in life. 2. The students will recognize and use the terms formal and informal to describe clothing.	

Resources/Technology:

General classroom supplies (markers, pencils, chart paper)

Scissors

Magazines or catalogs

Construction paper

Introduction: [Hook to prior learning or real life experiences]

Have the students gather around the Informal and Formal Clothing chart shown in the section below. Ask the students to think the different types of clothing they wear. Have the students describe how they dress at school. Have students give examples of other times that they have to dress up. They might give examples such as going out to dinner, a wedding, or church. Then, ask students if they always have to dress up. Of course your students will say that they do not always have to dress up. Have students give examples of times that they do not have to dress up. They may give examples such as the beach, a baseball game, or playing outside. Explain to the students that today they will be discussing how people dress differently at different times.

Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:

1. Show students the chart below.

Clothing	
Informal	*Formal*

2. Ask students to think about the types of clothes that they wear when they dress up or dress nicely. Say, "what do you wear when you dress up or when you dress nicely?" You will likely get responses such as a nice suit and tie, uniform, or slacks. Write these responses under the formal heading.

3. Explain to the students that the word *formal* means to dress up. Therefore, they have just given some responses for formal clothing.

4. Tell your students that the opposite of formal is informal. You might say, "If formal means you have to dress up and might wear something like a suit and tie, what would you wear for something that is informal?" Your students will likely respond by saying jeans and a sweatshirt, a bathing suit, or sports uniforms. Write these responses under the informal side. Your chart will likely look similar to the one below.

Clothing	
Informal	*Formal*
jeans and sweatshirt	suit and tie
bathing suit	nursing uniforms
sports uniforms	military uniforms
shorts	school uniforms

Closure Activity:

Once students have finished the independent assignment, call on a few students to add to your Informal and Formal Clothing chart. You can display the clothing collages around the room for future reference.

Suggested modifications for differentiation:

To help struggling students, you might choose to create a felt board with different examples of clothing. You can cut clothing out of a catalog and paste the clothing to felt. Students can then use this center to categorize clothing as formal and informal.

Independent assignment or next expectation:

Give the students the two different colors of construction paper that you labeled "Informal" and "Formal." Have your students use magazines and catalogs to cut out different articles of clothing. Tell your students to cut out at least five examples of informal clothing and five examples of formal clothing. Then have them paste the various articles of clothing on the appropriate piece of paper. Once students have completed the assignment, have them discuss their decisions in groups of three or four. Make sure you circulate throughout the room during this time to help promote valuable discussions. For example, you might ask questions such as, "Why did you paste the Girl Scout uniform on the formal page?"

NEWPORT NEWS PUBLIC SCHOOLS

Submitted by: of (school): on (date): for NNPS	
Course or Grade Level: 2nd - 5th **Quarter:** **Unit # and Title:** Defining Home Language and Academic English **Possessive Patterns.** (5 pp). Note: This unit presupposes prior work and understanding from Unit 1, *Diversity in Life and Language.* That unit introduces the terms, *formal* and *informal* English. **Lesson #** 1 **of** 4 **Suggested Time:** 20-30 minutes	**Enduring Understanding(s) and Essential Question(s) focused on in this lesson:** Understandings: Language shows meaning through pattern. Informal English uses one pattern to show possessive. Formal English uses another pattern to show possessive Questions: What pattern shows possession – in informal English? In Formal English
Alignment with standards: **National English Standards** 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	**Assessing evidence of student learning:** Teacher Observation

What students will know and be able to do as a result of this lesson:

1. The students will recognize possessive patterns in Home Language and Academic English

2. The students will define possessive patterns in Academic English and Home language

3. The student will distinguish between Academic English and Home Language possessive patterns.

4. The student will write 2 sentences using the Academic English possessive pattern and 2 sentences using the Home Language possessive pattern.

Resources/Technology:

General classroom supplies (markers, pencils, chart paper)

Introduction: [Hook to prior learning or real life experiences]

Have the students gather around the Possessive Patterns chart (shown in the lesson section). Keep the chart covered. Review the terms Academic English and *Home Language* with the students, and tell them that today they are going to look at Academic English and Home language patterns.

Call on several students to give examples of places or situations in which Home language would be an appropriate choice (home, with friends, a basketball game). Then have several students give examples of places or situations in which Academic English would be the most appropriate choice (school, talking to the principal, a job interview).

Ask students to define the word *possession*. If you do not get a response, explain that a possession is something you have or own. For example, I own a blue truck, so one of my possessions is a blue truck. Have several students give examples of possessions they have.

Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:

1. Show students the Possessive Patterns chart. Tell your students that today they are going to define the patterns for possessives in informal and formal language.

Possessive Patterns

Home Language	Academic English
Taylor cat is black.	Taylor's cat is black.
The boy coat is torn.	The boy's coat is torn.
A giraffe neck is long.	A giraffe's neck is long.
Did you see the teacher pen?	Did you see the teacher's pen?

<u>Discovering Home Language possessive patterns</u>

Examine sentences

2. Start by reading through the Home language sentences. Then reread the first sentence.

Seek pattern

3. Say, "Taylor cat is black. Let's see how this sentence shows ownership. Who does the cat belong to?" Once students answer that the cat belongs to Taylor, ask "how do you know." Students will most likely answer that it says *Taylor cat*.

Define pattern

4. Now you will help your students define the pattern be repeating their response and putting it in context. "Oh, Taylor is next to cat. So, you're saying that the owner, or Taylor, is right next to what it is owned, the cat. Maybe this is the pattern for home language possessives - owner plus what is owned."

Test pattern

5. Help your students test the pattern in each of the Home Language sentences. Read each sentence and have the students determine if the pattern of owner plus what is owned holds true. So you'll read *The boy coat is torn*, and say, "who is the owner?" The students will respond that the boy is the owner. Then ask, "what does he own." The students will say that he owns the coat. You can then say, "so the boy is the owner and the coat is what he owns. That follows our pattern of owner plus what is owned." Read through each sentence in this manner.

Write informal English pattern

6. Write the pattern, *owner + what is owned*, under the last Home Language sentence.

<u>Discovering Academic English possessive</u>

Examine sentences

7. Read through the Academic sentences.

Seek pattern

8. Ask your students how the pattern differs from the home language sentences. The students should note that there is an's in the academic English pattern.

Define pattern

9. Ask your students to identify which word uses the's. You might say, "when we talked about home language, we found that there was an owner plus what they owned. Is this true for academic English?" Once students determine that *Taylor* is still the owner and the *cat* is still what is owned, you can ask to which word the's is attached. Your students should explain that the's is attached to the owner. Say, "so the pattern is owner +'s + what they own. Let's see if that is true for every academic English sentence."

Test pattern

10. Lead the students through the process of checking the pattern. You might say, "Let's look at the first sentence—*Taylor's cat is black.* Does that follow the pattern?" Help the students track through the sentence. Point to *Taylor* and say "we have the owner." Then point to the's and say "here is the's." Then point to *cat* and say "here is what is owned. This sentence fits the pattern." Check each sentence to make sure they all follow the pattern.

Write pattern

11. After you have led the students to check their rule with each sentence, write the pattern, or patterns, on the academic English side of the chart (*owner* +'s + *what is owned*). You might have some students who realize that both of the words that make up the pattern are nouns. If this is true, you can also write the patterns *noun* + *noun* and *noun* +*'s* + *noun* in the appropriate columns.

Here is what the final chart looks like:

Possessive Patterns

Home Language	**Academic English**
Taylor cat is black.	Taylor's cat is black.
The boy coat is torn.	The boy's coat is torn.

A giraffe neck is long.	A giraffe's neck is long.
Did you see the teacher pen?	Did you see the teacher's pen?

The Patterns

owner + what is owned	owner + -'*s* + what is owned

Closure Activity:

Have students work in small groups or with a partner to write two informal and two formal possessive sentences. Allow several students to share their sentences. Make sure you have the students explain how their sentences fit the possessive patterns.

Suggested modifications for differentiation:

Students who finish early can share their sentences with one another and discuss the pattern they use most often when speaking and writing.

Students who have difficulty writing can write one informal and one formal possessive sentence.

Independent assignment or next expectation:

In the next lesson, students will continue to write sentences using the informal and formal possessive patterns. They will also categorize sentences as informal or formal.

NEWPORT NEWS PUBLIC SCHOOLS

Submitted by: of (school): on (date): for NNPS	
Course or Grade Level: 2nd - 5th **Quarter:** **Unit # and Title: Defining Informal and Formal Past Time Patterns.** (5 pp.). Note: This unit presupposes prior work and understanding from Unit 1, *Diversity in Life and Language*. That unit introduces the terms, *formal* and *informal* English. **Lesson #** 1 **of** 4 **Suggested Time:** 30 minutes	**Enduring Understanding(s) and Essential Question(s) focused on in this lesson:** Understandings: Language shows meaning through pattern. Informal English uses one pattern to show the passage of time. Formal English uses another pattern to show the passage of time. Questions: What pattern shows past time – in informal English? In Formal English?
Alignment with standards: **National English Standards** 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	**Assessing evidence of student learning:** Teacher Observation

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. **What students will know and be able to do as a result of this lesson:** 1. The students will recognize past time patterns in Formal and Informal language. 2. The students will define past time patterns in Formal and Informal language. 3. The student will distinguish between Formal and Informal past time patterns. 4. The student will write 2 sentences using the Formal past time pattern and 2 sentences using the Informal past time pattern.	

Resources/Technology:

General classroom supplies (markers, pencils, chart paper)

Introduction: [Hook to prior learning or real life experiences]

Have the students gather around the Past Time Patterns chart (shown in the lesson section). Keep the chart covered. Review the terms *formal* and *informal* with the students. Say, "we have been working with the words *formal* and *informal*. Can anyone give an example of time we would use formal language? When would it be appropriate to use informal language?" Tell your students that today they are going to look at some formal and informal language patterns that deal with action verbs.

Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:

1. Show students the Showing Past Time chart, and say, "today we are going to look at how we show that something has already happened, or how we show past time. We will look at sentences that use the informal pattern and sentences that use the formal pattern. Let's look at the chart."

Showing Past Time

Home language	Academic English
Yesterday they play in the park.	Yesterday they played in the park.
She mails the letter this morning.	She mailed the letter this morning.
Last Saturday we watch that movie.	Last Saturday we watched that movie.
I call my grandma two days ago.	I called my grandma two days ago.
Martin Luther King talk to the people.	Martin Luther King talked to the people.

Discovering The Informal Pattern for Showing Past Time

Examine sentences

2. Show students the chart. Say, "let's look at the informal sentences first." Read through each sentence.

Seek pattern

3. Ask your students how they know the action has already happened. They should recognize that words such as *yesterday, this morning,* and *last Saturday* indicate that the action is past. Circle these words in each sentence. Note that the last sentence does not contain one of these clue words. Have them focus on the first four sentences for now.

Define pattern

4. Help your students define the pattern by saying, “I wonder what the rule is for using showing past time in these first four sentences.” Your students will probably repeat each of the words that you circled. Help them further define this by saying, “Oh, so there are *other words in the sentence* that tell us something happened in the past.”

Test pattern

5. Once students have determined a pattern, test the description of the pattern by rereading each informal sentence to see if the pattern makes sense. You might say, "Let's look at the first sentence, yesterday they play in the park. Is there a word in this sentence that tells us it happened in the past? You're right, we already circled *yesterday* because that word let us know that the playing has already happened."

Write pattern

6. Write the rule, *other words in the sentence*, on the informal side of the chart.

7. Now focus on the last sentence, *Martin Luther King talk to his people*. Read the sentence aloud to the students. Ask your students how they know that the action happened in the past. They will most likely say that Martin Luther King lived in a past time or is no longer living; therefore, the action must have happened in the past.

You can call this understanding common knowledge. Say, "oh, so you're saying that it is common knowledge that Martin Luther King is no longer living? Since most people already know this, we can call it *common knowledge*." Add *common knowledge* to the rules on the informal side of the chart.

Discovering The Formal Pattern for Showing Past Time

Examine sentences

8. Now read through the formal sentences. Draw the students' attention to the underlined words by saying, "let's read through all of the formal sentences now. Pay close attention to the underlined words because they give us a clue as to how the formal pattern is different from the informal pattern.

Seek pattern

9. Ask your students to look at how the formal sentences are different from the informal sentences. Your students will most likely notice that the verbs have an *–ed* on the end of them.

Define pattern

10. Ask your students, "how can we write this pattern on our chart?" They will most likely determine that the pattern is "verb + *-ed* = past actions."

Test pattern

11. Read through each sentence to see if this rule holds true in each case. So you will read, "*yesterday they played in the park*. Is there a verb with an *-ed* on the end of it in this sentence? You're right, *play* ends in an *-ed*, so this sentence fits our pattern." Continue to read check each of the sentences in this way.

Write pattern

12. Write the rule (*verb* + *-ed*) on the formal side of the chart.

Here is what the final chart may look like:

Showing Past Time

Informal English	**Formal English**
Yesterday they play in the park.	Yesterday they played in the park.
She mail the letter this morning.	She mailed the letter this morning.

Last Saturday we watch that movie.	Last Saturday we watched that movie.
I call my grandma two days ago.	I called my grandma two days ago.
Martin Luther King talk to the people.	Martin Luther King talked to the people.

The patterns

other words in the sentence	verb + -ed
common knowledge	

Closure Activity:

Have students work in small groups or with a partner to write two informal and two formal sentences that show past time. Allow several students to share their sentences. Make sure you have the students explain how their sentences fit the patterns for showing past time.

Suggested modifications for differentiation:

Students who finish early can share their sentences with one another and discuss the pattern they use most often when speaking and writing.

Students who have difficulty writing can write one informal and one formal sentence.

Independent assignment or next expectation:

In the next lesson, students will continue to write sentences using the informal and formal patterns for showing past time.

These lessons are the intellectual property of Rebecca Wheeler and Rachel Swords.
They will become part of supplemental materials to
Wheeler & Swords (2006) Code-switching: Teaching Standard English in Urban Classrooms.
We welcome you to use the lessons with appropriate citation. rwheeler@cnu.edu.

Code-switching Shopping List **(a tool for secondary school students)**

Name: _____

Do any of the top 10 or so informal English patterns appear in your paper? If so, put a check in the corresponding box and then *code-switch* to formal English! Put a smiley face, ☺, to show when you use formal patterns in your writing. "Flip the Switch!"

Home Language vs. Academic English Patterns	Paper 1	Paper 2	Paper 3	Paper 4
Noun patterns				
Possessive The dog_tail vs. the dog's tail				
ırality: "Showing more than one" Three cat_ vs. Three cats				
A vs. an An rapper vs. a rapper A elephant vs. an elephant				
Verb patterns				
Subject- Verb Agreement She walk_ vs. She walks				
Showing past time(1) I finish_ vs. I finished				

Showing past time (2) She <u>seen</u> the dog vs. She <u>saw/had seen</u>…				
understood He __ cool with me vs. He <u>is</u> cool with me				
Making Negatives She <u>won't never</u> vs. She won't <u>ever</u>				
Other pattern: _____				
Other pattern: _____				

Excerpted from Wheeler & Swords (2006), *Code-Switching: Teaching Standard English in Urban Classrooms,* Urbana, IL: NCTE.

Code-switching Shopping List – Differentiated instruction **(a tool for teachers)**

Class: Day:_____ Time: _____

Data-driven differentiated instruction. As you read student essays, note which students need work on which Everyday English patterns. You might use this tool to form peer-editing groups of students who have similar grammar needs, or to guide you in calling on students in class, or tracking class needs and progress\.

Home Language vs. Academic English Patterns	Students
Noun Patterns	
Possessive The dog_tail vs. the dog's tail	
ırality: "Showing more than one" Three cat_ vs. Three cats	
A vs. an An rapper vs. a rapper A elephant vs. an elephant	
Verb Patterns	
Subject- Verb Agreement She walk_ vs. She walks	
Showing past time(1) I finish_ vs. I finished	
Showing past time (2) She seen the dog vs. She saw/had seen…	
Be understood He __ cool with me vs. He is cool with me	
Making Negatives She won't never vs. She won't ever	
Other pattern: _____	

SHOWING PAST TIME

I finish__ vs. I finished

Home Language	**Academic English**
I already finish_ my paper my paper	I already finished
Nat Turner change_ the world changed the world	Nat Turner
Yesterday, I went home and turn_ on the TV home and turned on the TV	Yesterday, I went
The sign say Whites only. Whites only.	The sign said
When he said, “I have a dream,” everything change_ have a dream,” everything	When he said, “I changed

Showing possession

Derick team vs. Derick's team

Home Language	**Academic English**
I played on Derick team	
I played on Derick's team	
You were going to say that boy name	
You were going to say that boy's name	
You step on someone foot by accident	
You step on someone's foot by accident	
… in some old people neighborhood	
… in some old people's neighborhood	

LITERATURE-BASED INSTRUCTION FOR CONTRASTIVE ANALYSIS

Literature can be very beneficial for use with contrastive analysis. However, literature plays an even greater role in second language acquisition. Good literature-based instruction provides students with a meaningful engagement with ideas and experiences. Literature-based instruction uses literary works to encourage students to examine the philosophical issues and values that are part of the human experience. Students discuss these issues and write about them and in the process experience linguistic and cognitive development.

Consistent exposure to literature also results in students' subconscious acquisition of the conventions of written language, be it Standard English or the student's primary language. It is an old axiom in journalism that "you write what you read" and in the world of second language acquisition, “you write what you speak”. Therefore, in addition to literature instruction, students must also be given time for voluntary reading of self-selected titles. Sustained silent reading with some form of student accountability for that reading is one method that offers students opportunities for recreational reading. School and classroom libraries that offer a print rich environment with an abundance of literature titles contribute to the students having a rich variety of classic and popular literature titles, magazines and newspapers to browse and explore.

EXAMPLES OF LINGUISTICALLY RESPONSIVE EDUCATION

Within schools and classrooms, there should be cultural centers featuring a wealth of cultural art and artifacts, games, costumes, clothing, posters and pictorial histories that represent the students’ culture(s).

The literature titles read by students would reflect their language, history and culture and feature both historical and contemporary contexts and settings.

Within the content areas, comparative studies that compare and contrast elements of the traditional curriculum with those of the students' culture are examined:

- An elementary mathematics lesson on identifying and extending patterns using geometric shapes might include an exploration of Native American Navajo rug patterns or those patterns and shapes contained within African kente cloth.
- Integrating the study of history and science in high school, students could explore the affects of development and tourism on the marine habitat around Hawaii *and* on the traditional customs and values of the Hawaiian people.
- In designing seamless instruction and assessment lessons, familiarity with socialization practices of students is important. Students of Native American, Pacific Islander or Alaska Native backgrounds have been socialized in

collaborative systems, and as active participants in their own performances in their communities (e.g. traditional practices, ceremonies, oral traditions, creating, preparing, planning, hunting, fishing, etc.) Therefore, self-assessment with clear-modeled criteria, respect, and opportunities to work in collaboration with others, as well as to practice and reflect on own performance are valued and familiar practices.

APPENDIX D. LOCAL EDUCATIONAL SERVICE CENTER PERFORMANCE METER MONTHLY STATUS REPORT

Local District __ Performance Meter Monthly Status Report - February 2012

Goal #1: 100% Graduation

	9th graders on-track		10th Grade CAHSEE pass rate	
	2010-11	2011-12	2010-11	2011-12
All students				
African American				
Socioeconomically Disadvantaged				
English Learners				
RFEPs				
Students w/ Disabilities				
% of schools that have completed Graduation Report and Data Input Training #1 (Transcript and Year-end coding)				
% of schools that have completed Graduation Report and Data Input Training #2 (graduation coding)				

Goal #2: Proficiency for All

3rd Grade Proficiency Rate in English Language Arts - Goal: 49% proficiency

Periodic Assessments	Literacy Periodic Assessment #1				Literacy Periodic Assessment #2				Literacy Periodic Assessment #3			
	2010-11		2011-12		2010-11		2011-12		2010-11		2011-12	
	District	LD	District	LD	District	LD	District	LD	District	LD	District	LD
All students												
African American												
Socioeconomically Disadvantaged												
English Learners												
RFEPs												
Students w/ Disabilities												
	# schools > 80% participation				# schools at > 80% partic				# schools at > 80% partic			
	# schools > 50% participation				# schools at > 50% partic				# schools at > 50% partic			
	# schools > 49% proficiency				# schools > 49% proficiency				# schools > 49% proficiency			
	# schools < 49% proficiency				# schools < 49% proficiency				# schools < 49% proficiency			
					# schools (+) growth from PA#1				# schools with + growth from PA#2			
					# schools (-) growth form PA #1				# schools with - growth from PA#2			

DIBELS Assessments	BOY				MOY				EOY			
	2010-11		2011-12		2010-11		2011-12		2010-11		2011-12	
	District	LD	District	LD	District	LD	District	LD	District	LD	District	LD
All students												
African American												
Socioeconomically Disadvantaged												
English Learners												
RFEPs												
Students w/ Disabilities												

9th Grade Proficiency Rate in English Language Arts - Goal: 45% Proficiency												
Periodic Assessments	Literacy Periodic Assessment #1				Literacy Periodic Assessment #2				Literacy Periodic Assessment #3			
	2010-11		2011-12		2010-11		2011-12		2010-11		2011-12	
	District	LD	District	LD	District	LD	District	LD	District	LD	District	LD
All students												
African American												
Socioeconomically Disadvantaged												
English Learners												
RREPs												
Students w/ Disabilities												
	# schools at > 80% partic				# schools at > 80% partic				# schools at > 80% partic			
	# schools at < 50% partic				# schools at < 50% partic				# schools at < 50% partic			
	# schools > 45% proficiency				# schools > 45% proficiency				# schools > 45% proficiency			
	# schools < 45% proficiency				# schools < 45% proficiency				# schools < 45% proficiency			

Grades	1st Semester								2nd Semester							
	10-week D's		10-week F's		Final D's		Final F's		10-week D's		10-week F's		Final D's		Final F's	
	District	LD	District	LD	District	LD	District	LD	MS	HS	MS	HS	MS	HS	MS	HS
All students																
African American																
Socioeconomically Disadvantaged																
English Learners																
RREPs																
Students w/ Disabilities																

Proficiency in Algebra - Goal: 58% Proficiency												
Middle School												
Periodic Assessments	Algebra Periodic Assessment #1				Algebra Periodic Assessment #2				Algebra Periodic Assessment #3			
	2010-11		2011-12		2010-11		2011-12		2010-11		2011-12	
	District	LD	District	LD	District	LD	District	LD	District	LD	District	LD
All students												
African American												
Socioeconomically Disadvantaged												
English Learners												
RREPs												
Students w/ Disabilities												
	# schools at > 80% partic				# schools at > 80% partic				# schools at > 80% partic			
	# schools at < 50% partic				# schools at < 50% partic				# schools at < 50% partic			
	# schools > 45% proficiency				# schools > 45% proficiency				# schools > 45% proficiency			
	# schools < 40% proficiency				# schools < 45% proficiency				# schools < 45% proficiency			

Grades	1st Semester								2nd Semester							
	10-week D's		10-week F's		Final D's		Final F's		10-week D's		10-week F's		Final D's			
	District	LD	District	LD	District	LD	District	LD	MS	HS	MS	HS	MS	HS		
All students																
African American																
Socioeconomically Disadvantaged																
English Learners																
RREPs																
Students w/ Disabilities																

8th grade math placement	1st Semester			2nd Semester		
		Actual	Rec		Actual	Rec
	Algebra I only			Algebra I only		
	Algebra I + intervention			Algebra I + intervention		
	Algebra Readiness			Algebra Readiness		

Proficiency in Algebra - Goal: 80% Proficiency

High School

Periodic Assessments	Algebra Periodic Assessment #1				Algebra Periodic Assessment #2				Algebra Periodic Assessment #3			
	2010-11		2011-12		2010-11		2011-12		2010-11		2011-12	
	District	LD	District	LD	District	LD	District	LD	District	LD	District	LD
All students												
African American												
Socioeconomically Disadvantaged												
English Learners												
IEP's												
Students w/ Disabilities												

Grades	1st Semester								2nd Semester							
	10-week D's		10-week F's		Final D's		Final F's		10-week D's		10-week F's		Final D's			
	District	LD	District	LD	District	LD	District	LD	MS	HS	MS	HS	MS	HS		
All students																
African American																
Socioeconomically Disadvantaged																
English Learners																
IEP's																
Students w/ Disabilities																

Proficiency in English

		2010-11		2011-12	
		District	LD	District	LD
% of ELs advancing one CELDT level (AMAO #1)	< 5 yrs.				
	> 5 yrs.				
% ELs achieving and/or maintaining proficiency on the CELDT (AMAO #2)	< 5 yrs.				
	> 5 yrs.				
% Schools Met AMAO #1					
% Schools Met AMAO #2					
Re-classification rate					
% students re-classified that met all reclassification criteria					

Goal #3: 100% Attendance

	Sep-11	Sep-12	Oct-11	Oct-12	Nov-11	Nov-12	Dec-11	Dec-12	Jan-11	Jan-12	Feb-11	Feb-12	Mar-11	Mar-12	Apr-11	Apr-12	May-11	May-12	Jun-11	Jun-12
(Student Attendance) % of schools > 96% w/ 96% or higher																				
(Suspension Rate) % of schools at 96% or higher																				
(Staff Attendance) % of schools at least 93% of staff w/ 96% or higher																				
(Staff Attendance) Unprotected Absence rates																				

Goal #5: School Safety

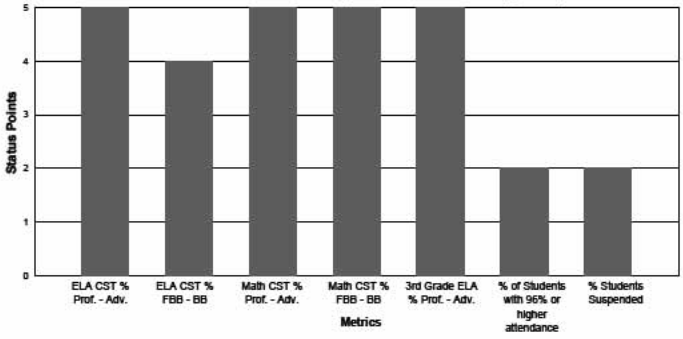
	Sep-11	Sep-12	Oct-11	Oct-12	Nov-11	Nov-12	Dec-11	Dec-12	Jan-11	Jan-12	Feb-11	Feb-12	Mar-11	Mar-12	Apr-11	Apr-12	May-11	May-12	Jun-11	Jun-12
% of schools w/ suspension rate at 5% or lower																				
% of schools w/ African American Suspension Rate at 5% or lower																				
% of schools w/ Students w/ Disabilities Suspension Rate at 5% or lower																				

Follow up from last meeting

School Performance Framework

MELROSE ES MATH/SCIENCE/TECHNOLOGY MAGNET (Local District 4)

Status Performance Snapshot from 2010 - 11 (y-axis)



Growth Performance Snapshot (x-axis)

AGT ELA (3-Year Average)
At Predicted (1 Point)

AGT Math (3-Year Average)
At Predicted (1 Point)

LAUSD Elementary Schools *

Status Points	0	1 - 2	3 - 4	5 - 6
32-35	4	11	20	6
23-31	10	54	28	16
16-22	28	80	51	15
8-15	31	80	22	3
7	9	5	1	0

Academic Growth Over Time (AGT) Points

Color	Classification
	Excelling
	Achieving
	Service & Support
	Watch
	Focus

MELROSE ES MATH/SCIENCE/TECHNOLOGY MAGNET earns the designation of **ACHIEVING**

* The number in each box represents the total number of LAUSD elementary schools that fall within that performance tier.
The highlighted box represents MELROSE ES MATH/SCIENCE/TECHNOLOGY MAGNET's performance tier.

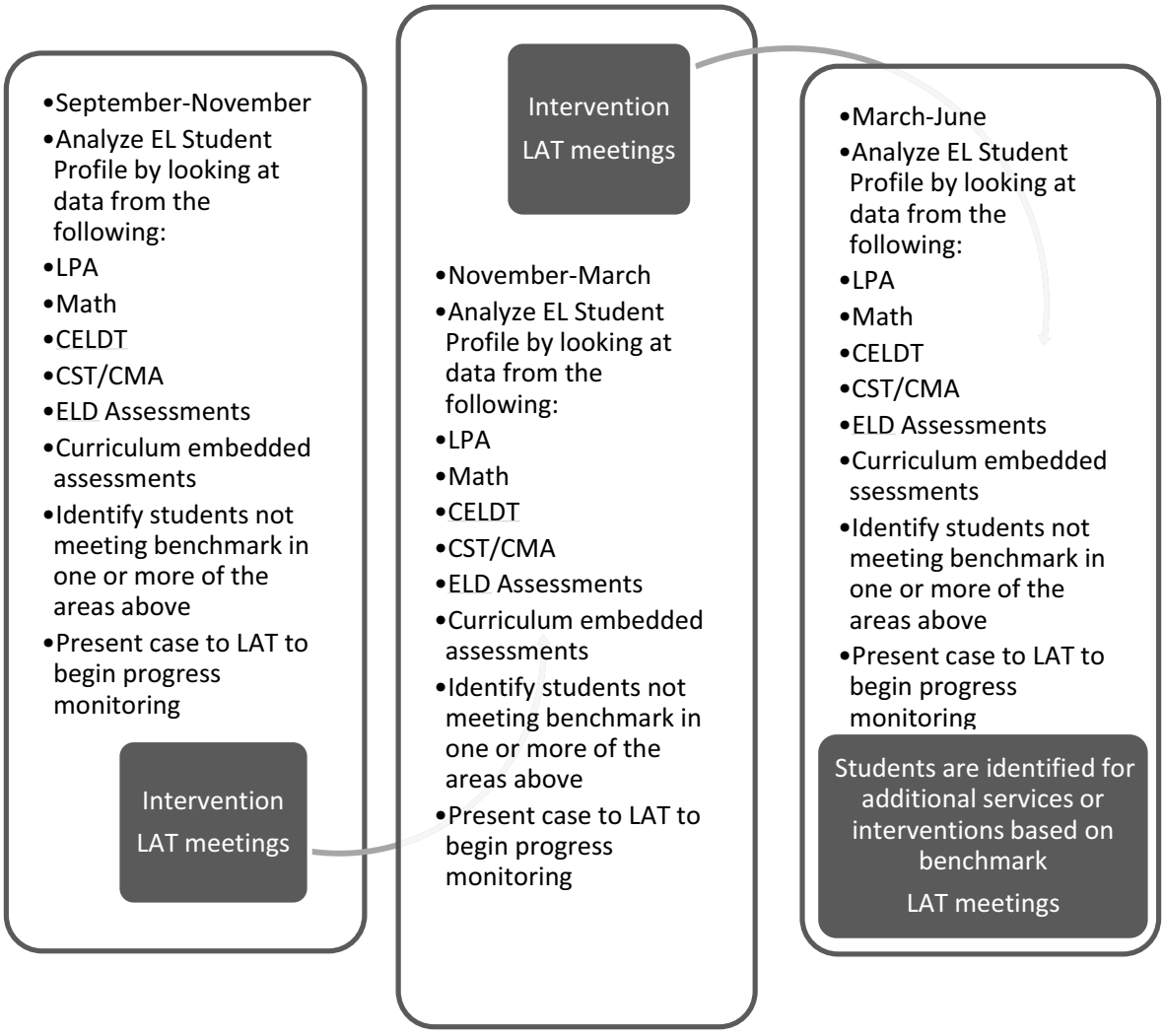
ACCOUNTABILITY SYSTEMS

Central District Level	
Item	**Frequency**
LAUSD Performance Meter	Annually
School Performance Framework	Annually
Program Evaluation	Annually
Progress Monitoring	Three times a year
Stats Model	Three times a year

Local Education Service Center Level	
Item	**Frequency**
LESC Performance Meter	Annually
LESC Performance Framework	Annually
Program Evaluation	Annually
School Leadership Framework	Annually
Progress Monitoring	Three times a year

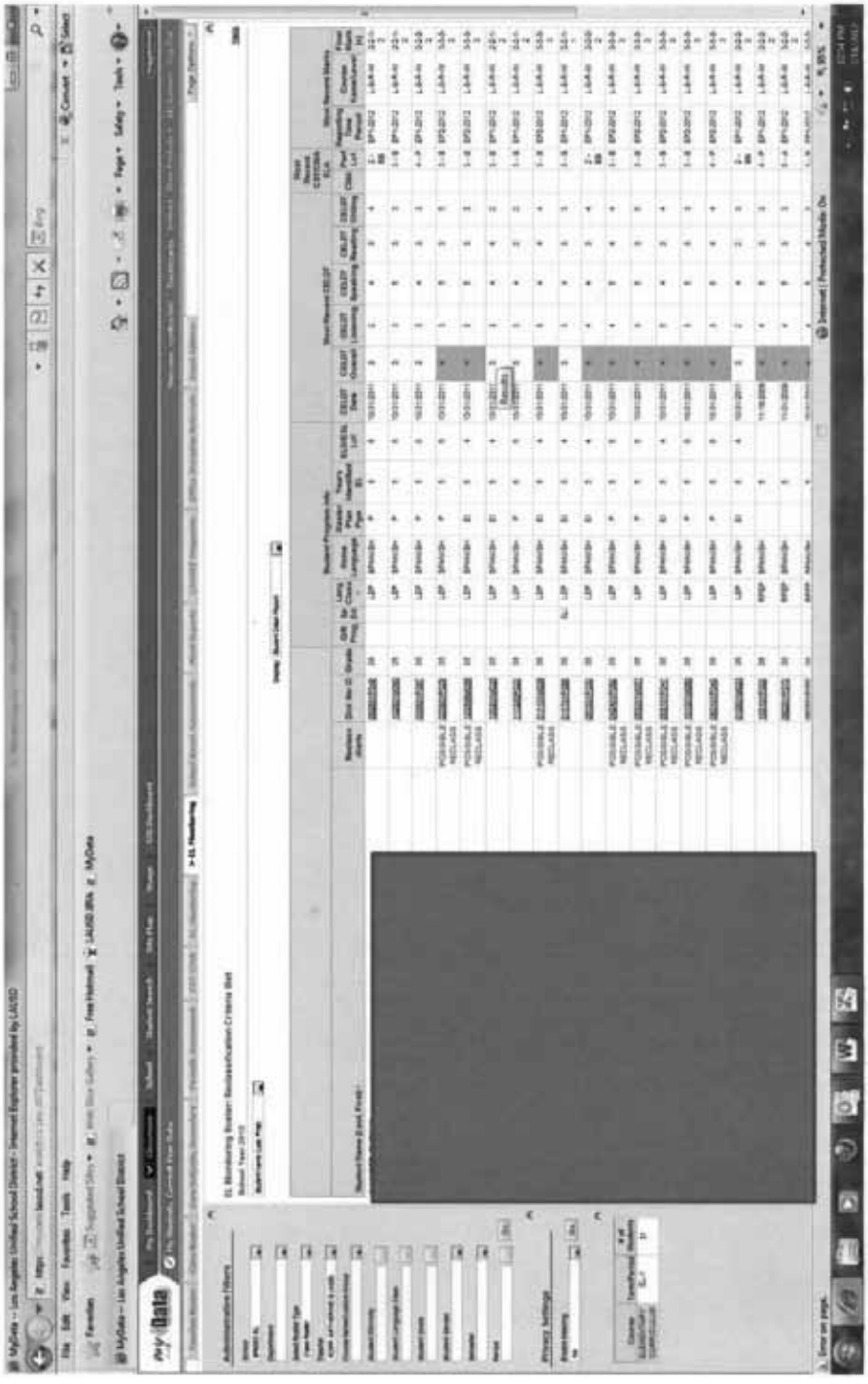
School Level	
Item	**Frequency**
School Performance Meter	Annually
School Performance Framework	Annually
Single Plan for Student Achievement	Annually
Teacher Leadership Framework	Annually
EL Online Accountability	Annually
Progress Monitoring	Three times a year

PROGRESS MONITORING

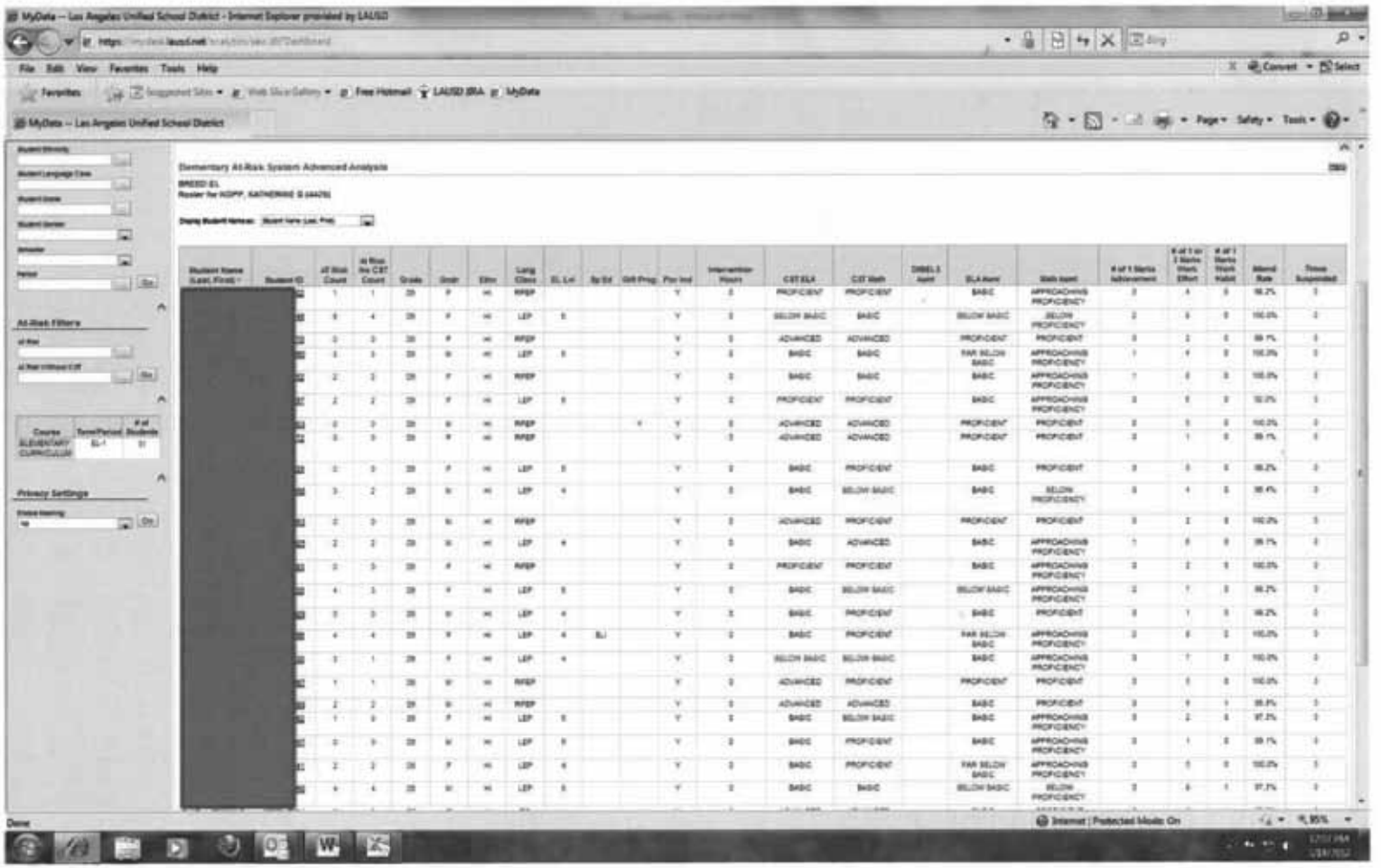


APPENDIX G: SAMPLE MONITORING ROSTERS

EL MONITORING ROSTER, CLASSROOM



AT-RISK REPORT, CLASSROOM



APPENDIX H: FREQUENTLY ASKED QUESTIONS FOR EL PARENTS

1. What does it mean to be classified as an English learner?

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he or she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program?

ELs are legally entitled to receive specialized language and academic support services, via one of the District's several EL instructional program options, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their children speak English well, but if they are not proficient in the academic English needed to perform in school tasks (using listening, speaking, reading, and writing) on par with English-proficient peers, they may still need specialized services and support.

3. If my child is classified as EL, when will the school notify me of that designation?

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he or she should make an appointment with the school principal, counselor or EL Site Coordinator.

4. How long will my child likely receive EL instructional services?

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until she/he meets the criteria for reclassification. Two key indicators include meeting the English-proficient performance level on the CELDT, and scoring at the Basic level or higher on the CST/CMA in English-Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his or her progress closely to make sure that appropriate progress is made. If your child struggles, he or she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification?

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in mainstream classes. Currently in LAUSD, a student must score basic or higher on the CST/CMA in English-language arts and score proficient on the CA ELD test. In addition, the student must also score Basic or above on the CORE K-12 or Local Periodic Assessment in English-language arts to be considered for reclassification. When

students meet those criteria and parents are in agreement, their language status changes from EL to Reclassified RFEP.

Reclassification is a milestone, but not the end goal for ELs as reclassification academic criteria is still below grade-level expectations. The school will continue to monitor the progress of RFEPs for at least two years after they are reclassified. If a students' academic progress drops, he or she will be given support or interventions to ensure that they meet grade level expectations.

6. Why are some EL students who have already met the reclassification requirements still in the EL instructional program?

Once students meet the reclassification criteria, they are no longer considered EL and they should be participating in the mainstream education program without specialized language and academic support services. Occasionally an RFEP student may experience educational difficulty and will be allowed to take a course usually designed for ELs, if school staffs believe this is educationally appropriate.

7. What can I do if my child has already met the requirements to exit the EL instructional program but the school doesn't follow the process?

If you believe your child has met the criteria for reclassification, but the process has not yet taken place, you should contact the school principal or EL Site Coordinator.

8. What can I do so my child exits the EL instructional program?

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school or Local Educational Service Center Office with any questions or concerns.

9. Since my child doesn't speak English, can he/she learn anyway?

All students use language and all students can learn. Parents can choose whether to have their child's instructional program be delivered only in English or utilizing both English and the child's native language. Whichever program a parent chooses, the goal is that children will become fluent in English and academically proficient within 6 years.

10. How can I help my child exit the EL instructional program if I don't speak English?

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another,

so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

11. Are there funds in the school only for English learners?

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

12. How much money does the school receive for every English learner?

That amount changes from year to year due to budgetary changes. The Local Educational Service Center office or LAUSD Central office can provide the most current information about the amount of money schools receive for each EL.

13. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

14. If my child is an EL and in the Special Education program, how can I help him/her exit the EL instructional program?

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed. The responsibility is with the school Language Assistance Team, in consultation with the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

15. Who represents me as the parent of an EL at the school?

Every school with 21 or more ELs has an ELAC. The roles and responsibilities of that committee are described earlier in this chapter. In addition, every school has a SSC and many also have Title I Committees. Parents of ELs may participate on those bodies as well.

16. Does the law protect my EL student?

ELs are protected under specific laws and Educational Code, as well as by laws that protect all students. In addition, state and federal guidelines specifically outline that all ELs must become proficient in English and master all the academic content required of every student in California.

17. Can any teacher teach my EL student?

Teachers require special training and authorizations to teach ELs. These are described more fully in Chapter 7 under the heading "Teacher Authorization".

Introduction INTRODUCTION

Chapter 1 INITIAL IDENTIFICATION, PARENT NOTIFICATION OF INSTRUCTIONAL PROGRAM OPTIONS, ASSESSMENT AND PROGRAM PLACEMENT AND RECLASSIFICATION

Chapter 2 INSTRUCTIONAL PROGRAM OPTIONS

Chapter 3 INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS

Chapter 4 INSTRUCTIONAL PROGRAM FOR STANDARD ENGLISH LEARNERS

Chapter 5 FAMILY AND COMMUNITY INVOLVEMENT

Chapter 6 MONITORING, EVALUATION, AND ACCOUNTABILITY

Chapter 7 MEETING STATE AND FEDERAL COMPLIANCE REQUIREMENTS

Resources REFERENCES